

Seguin Independent School District

District Improvement Plan

2023-2024



Board Approval Date: November 28, 2023
Public Presentation Date: November 28, 2023

Mission Statement

To cultivate, inspire and empower students to grow and learn.

Vision

Exceptional students to exceptional citizens

Core Beliefs

In Seguin ISD, we believe:

- a student's sense of belonging is critical to their overall well-being;
- building confident students prepares them for a successful future of their choice;
- every student should have access to, and engage with, culturally relevant and rigorous curriculum and instruction, and
- empowering students with transformative competencies and advantages will create self-sufficient, productive, and healthy citizens.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Population growth within Seguin ISD boundaries is a strength - it increases diversity and allows us to go for bonds without a tax increase.

Opportunities in the Career and Technical Education (CTE) program are expanding.

Seguin ISD offers a research-based mentor program for all teachers with 0-2 years experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): An increase in parent and community/business participation in district-wide committees is essential for a true partnership.

Problem Statement 2 (Prioritized): Students need extended-day and extended-year opportunities with interactive, hands-on learning experiences.

Problem Statement 3 (Prioritized): The number of students experiencing homelessness is increasing.

Problem Statement 4 (Prioritized): Teacher turnover rate for the district continues to exceed the rate of the state.

Problem Statement 5 (Prioritized): Seguin ISD needs an efficient method of identifying students who enlist in the military.

Problem Statement 6 (Prioritized): The CTE programs need an increase in marketing to promote opportunities to students.

Perceptions

Perceptions Strengths

The percentage of students earning industry-based certifications is increasing.

Seguin ISD is adding P-TECH, and new CTE pathway at the high school.

Panorama has expanded to now house discipline data.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teacher turnover rate for the district continues to exceed the rate of the state.

Problem Statement 2: All campuses are struggling to meet the targets in the Closing the Gaps domain.

Problem Statement 3: There is an increase in student behavior issues in both the elementary and secondary levels.

Problem Statement 4: Student engagement is low in most secondary classrooms.

Problem Statement 5: Special Education students are not graduating from high school at the same rate as their non-disabled peers.

Problem Statement 6: There is a large percentage of students who need additional learning time to address academic and social emotional learning.

Problem Statement 7: The percentage of students meeting the CCMR remains below that of the state.

Problem Statement 8: Many teachers and staff are not fully able to recognize and respond to the needs of students experiencing crises related to mental health and trauma.

Problem Statement 9: There is an inconsistency of data and practices in discipline management plans.

Priority Problem Statements

Problem Statement 1: An increase in parent and community/business participation in district-wide committees is essential for a true partnership.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students need extended-day and extended-year opportunities with interactive, hands-on learning experiences.

Root Cause 2:

Problem Statement 2 Areas: Demographics

Problem Statement 3: The number of students experiencing homelessness is increasing.

Root Cause 3:

Problem Statement 3 Areas: Demographics

Problem Statement 4: Teacher turnover rate for the district continues to exceed the rate of the state.

Root Cause 4:

Problem Statement 4 Areas: Demographics

Problem Statement 5: Seguin ISD needs an efficient method of identifying students who enlist in the military.

Root Cause 5:

Problem Statement 5 Areas: Demographics

Problem Statement 6: The CTE programs need an increase in marketing to promote opportunities to students.

Root Cause 6:





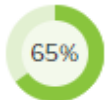



Problem Statement 6 Areas: Demographics

Goals

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 40% to 54% by August 2025.

Performance Objective 1: By the end of the 2023-24 school year, the percentage of students achieving Meets Grade Level or above on the Reading STAAR in grades 3-10 will improve from 39% to 48%.

Evaluation Data Sources: STAAR, local assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Educators will provide academic intervention in math and reading at each district elementary/secondary campus.</p> <p>Strategy's Expected Result/Impact: Students will move one performance level on summative assessments and show continuous growth and achievement on formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Chief of Innovation and Learning</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Math/Reading Interventionists (Elem) - ESSER III</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: ACE Coordinators will collaboratively work with campus admin team and Teachers to provide ACE students academic interventions that align to the school day curriculum.</p> <p>Staff Responsible for Monitoring: ACE Director</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct Child Find activities for timely identification and intervention of students with Dyslexia; implement parent and community engagement activities to increase dyslexia awareness.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who are identified with dyslexia and receive appropriate interventions.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide reading instruction that is engaging, relevant, and collaborative to meet the needs of all students during Tier 1 instruction to support rigor, relevance, and learning engagement.</p> <p>Strategy's Expected Result/Impact: Instruction will be rigorous and relevant.</p> <p>Staff Responsible for Monitoring: Deputy Chief of Innovation & Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement digital learning as an instructional model.</p> <p>Strategy's Expected Result/Impact: Increase student engagement through the use of rigorous and relevant instructional practices.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				








Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Students need extended-day and extended-year opportunities with interactive, hands-on learning experiences.</p>

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 40% to 54% by August 2025.

Performance Objective 2: By the end of the 2023-24 school year, the percentage of students who perform on grade level in ISIP Reading K-2 will improve from 45% to 53%.
















Evaluation Data Sources: ISIP











Strategy 1 Details	Reviews			
<p>Strategy 1: Use Common Formative Assessment and Unit Assessment data to develop a targeted learning and intervention plan in RLA PLCs.</p> <p>Strategy's Expected Result/Impact: Increase of reading data based on targeted interventions.</p> <p>Staff Responsible for Monitoring: Deputy Chief of Innovation & Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 35% to 49% by August 2025.

Performance Objective 1: By the end of the 2023-24 school year, the percentage of students achieving Meets Grade Level or above on the Math STAAR in grades 3-9 will improve from 23% to 40%.

Evaluation Data Sources: STAAR summative data, local assessment data











Strategy 1 Details	Reviews			
<p>Strategy 1: Educators will provide academic intervention in math and reading at each district elementary/secondary campus.</p> <p>Strategy's Expected Result/Impact: Students will move one performance level on summative assessments and show continuous growth and achievement on formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Chief of Innovation and Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement digital learning as an instructional model.</p> <p>Strategy's Expected Result/Impact: Increase student engagement through the use of rigorous and relevant instructional practices.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize ClassLink as our SSO (single sign-on) solution.</p> <p>Strategy's Expected Result/Impact: Increase usage of digital tools and resources by consolidating student log-in to one single sign-on.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Digital Learning Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase student engagement through our 1:1 initiative.</p> <p>Strategy's Expected Result/Impact: Students will use technology devices provided to them to improve their math skills.</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Digital Learning Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide secondary mathematics instruction that is engaging, relevant, and collaborative to meet the needs of all students in Tier 1 instruction utilizing Carnegie HQIM.</p> <p>Strategy's Expected Result/Impact: Teachers will provide engaging instruction.</p> <p>Staff Responsible for Monitoring: Deputy Chief of Innovation & Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Use Common Formative Assessment and Unit Assessment data to develop a targeted learning and intervention plan in mathematics PLCs.</p> <p>Strategy's Expected Result/Impact: Teachers will engage in PLCs that will in turn provide targeted instruction.</p> <p>Staff Responsible for Monitoring: Deputy Chief of Innovation & Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 35% to 49% by August 2025.

Performance Objective 2: By the end of the 2023-24 school year, the percentage of students who perform on grade level on the math screener in grades K-2 will increase from 54% to 58%.









Evaluation Data Sources: Imagine Math
Kinder Readiness assessment (PreK)

Strategy 1 Details	Reviews			
Strategy 1: Ball Early Childhood center will utilize kinder readiness assessments to support math instruction at the PreK level.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide elementary mathematics instruction that is engaging, relevant, and collaborative to meet the needs of all students in Tier 1 instruction utilizing Eureka Math & Zearn HQIM. Strategy's Expected Result/Impact: Increase in math performance. Staff Responsible for Monitoring: Deputy Chief of Innovation & Learning Director of School Leadership	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.


Performance Objective 1: By the end of the 2023-24 school year, the percentage of students who meets TSIA/SAT/ACT criteria in ELAR and Math will improve from 33% to 43%.

Evaluation Data Sources: Real-time CCMR tracker that includes CollegeBoard and ACT data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase number of students participating in school-day PSAT and SAT testing opportunities in the fall and spring with the use of marketing, awareness, and ongoing recruitment.</p> <p>Strategy's Expected Result/Impact: Increase access to college-readiness assessments for all students.</p> <p>Staff Responsible for Monitoring: Director of CCMR</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide test-prep for PSAT, SAT, and TSIA during the school day throughout the year.</p> <p>Strategy's Expected Result/Impact: The outcome of this strategy will be an increase in students meeting PSAT, SAT, and TSIA CCMR standards. It is also anticipated that more students will take advantage of school-day test prep versus after-school or on Saturdays.</p> <p>Staff Responsible for Monitoring: Director of CCMR</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Campuses (Pre-K - 12) will establish and implement CCMR activities and initiatives this school year. Each campus will implement 2 CCMR activities or opportunities per semester.</p> <p>Strategy's Expected Result/Impact: Students will gain exposure to and understanding of CCMR.</p> <p>Staff Responsible for Monitoring: Director of CCMR</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Establish a CCMR data tracking system that will provide access to real-time CCMR data for all pertinent stakeholders .</p> <p>Strategy's Expected Result/Impact: Will allow stakeholders to engage in conversations, support, mentorship and guidance for students towards CCMR success.</p> <p>Staff Responsible for Monitoring: Director of CCMR</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

Performance Objective 2: By the end of the 2023-24 school year, the percent of students who are taking the SAT or ACT will improve from 39% to 66%.







Evaluation Data Sources: SAT (CollegeBoard), ACT data, OnDataSuite

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a marketing plan for CCMR that includes an annual calendar, CCMR manual with overview of CCMR opportunities and benefits, social media, Google Classroom, parent information sessions, campus/district websites, and through collaboration with AVID teachers TRIO programs Talent Search and Upward Bound.</p> <p>Strategy's Expected Result/Impact: Students and parents will gain a better understanding of the purpose, importance, and value of these CCMR assessments.</p> <p>Staff Responsible for Monitoring: Director of CCMR</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

Performance Objective 3: By the end of the 2023-24 school year, the percent of students who earn at least 3 hours of dual credit in ELAR or MATH OR the percent of students who earn at least 9 dual credit course credits in any other subject will improve from 30.7% to 41%.

Evaluation Data Sources: Frontline, OnDataSuite

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase student and parent awareness of dual credit opportunities through improved marketing (School messenger, Social Media, Campus/District website, and establish a dual credit web page. Encourage all students who meet TSIA standards to enroll in dual credit classes.</p> <p>Strategy's Expected Result/Impact: Number of students who enroll in dual credit courses will increase.</p> <p>Staff Responsible for Monitoring: Director of CCMR</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.








Performance Objective 4: By the end of the 2023-2024 school year, the percent of students who earn an industry based certification will improve from 25% to 30%.

Evaluation Data Sources: Real-time CCMR Tracker
 CTE IBC Google Sheet
 TEA CCMR Tracker (lagging)

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to implement test preparation and examination timelines for Industry-Based Certifications in each program of study.</p> <p>Strategy's Expected Result/Impact: Increased focus on instructional design will ensure student preparation prior to the established examination date.</p> <p>Staff Responsible for Monitoring: CTE Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to increase opportunities for students to practice and show mastery of associated licensure and certification exams in the Career & Technical Education Program necessary for a broad range of career opportunities.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for practice will lead to an increase in the success rate on industry-based certifications.</p> <p>Staff Responsible for Monitoring: CTE Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide training for high school counselors to help them better understand the TEA changes that impact Industry-Based Certification reporting for campus accountability.</p> <p>Strategy's Expected Result/Impact: An increased understanding of the TEA policy on IBCs and Accountability will assist counselors as they advise students.</p> <p>Staff Responsible for Monitoring: CTE Director</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 4: Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: By the end of the 2023-24 school year, 95% of 8th grade students and families will engage in annual "pathways to an exceptional future" planning.







Strategy 1 Details	Reviews			
<p>Strategy 1: Implement strategies to facilitate effective transition planning for students including, if applicable through coordination with institutions of higher education, employers, and other local partners and through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.</p> <p>Strategy's Expected Result/Impact: Students gaining familiarity with transition opportunities and families beginning to plan for transition goals.</p> <p>Staff Responsible for Monitoring: Director of Special Education Director of CCMR Director of Student Services</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 4: Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 2: By the end of the 2023-2024 school year, the Panorama Student Survey SEL Score in grades 3-5 will improve to 55% in emotion regulation, 64% in grit, and 68 % in social awareness.

By the end of the 2023-2024 school year, the Panorama Student Survey SEL Score in grades 6-12 will improve to 51% in emotion regulation, 57% in grit, and 58 % in social awareness.

Evaluation Data Sources: End of Year Panorama SEL scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Fine Arts enrichment and equitable access for students to participate in master classes and small group lessons that enhance student learning.</p> <p>Strategy's Expected Result/Impact: Increase in student participation in Fine Arts; increase in level of performance; increase in the SEL score on the Panorama survey.</p> <p>Staff Responsible for Monitoring: Director of Fine Arts</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide after school choir and music program on all elementary campuses.</p> <p>Strategy's Expected Result/Impact: Increase in student participation in Fine Arts; increase in level of performance; increase in the SEL score on the Panorama survey.</p> <p>Staff Responsible for Monitoring: Director of Fine Arts</p> <p>Funding Sources: Stipends - 289 Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: ACE program will implement enrichment activities that will foster knowledge, skills, and students need to develop healthy identities and create meaningful relationships.</p> <p>Strategy's Expected Result/Impact: Increase student engagement After school</p> <p>Staff Responsible for Monitoring: ACE Director</p>	Formative			Summative
	Nov	Jan	Mar	June
				











Strategy 4 Details	Reviews			
<p>Strategy 4: Collect and analyze MTSS data to support the Whole Child.</p> <p>Strategy's Expected Result/Impact: Measure and track progress across the dimensions of academic, behavior, attendance, Social and Emotional Learning (SEL) and school climate.</p> <p>Staff Responsible for Monitoring: Director of Student Services</p> <p>Funding Sources: Panorama License - 289 Title IV - 289.31.00.935.3.24.000.6399</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 4: Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 3: By the end of the 2023-2024 school year, the SELweb Assessment Report in grades K-3 will improve to 68% in Social Perspective-Taking, 75% in Social Problem-Solving, and 73% in Self Control.











By the end of the 2023-2024 school year, the SELweb Assessment Report in grades 4-5 will improve to 65% in Understanding Others, 68% in Social Problem-Solving, and 67 % in Self Control.

Evaluation Data Sources: SELweb annual report

Strategy 1 Details	Reviews			
Strategy 1: Continue to expand the LiiNK Project throughout all elementary campuses. Strategy's Expected Result/Impact: Improved campus climate as observed and measured with SELweb assessment. Staff Responsible for Monitoring: Director of Whole Child Initiatives	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Support utilization and fidelity with Positive Action Pk-5 and Character Strong 6-12. Strategy's Expected Result/Impact: Improved campus climate as observed and measured with SELweb assessment. Staff Responsible for Monitoring: Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
			N/A	
Strategy 3 Details	Reviews			
Strategy 3: PreK students at Ball will implement Sensory Areas and sensory paths outdoors to support brain connections that enable students to complete tasks and react with what is going on around them.	Formative			Summative
	Nov	Jan	Mar	June
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Goal 4: Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.












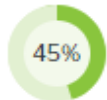

Performance Objective 4: By the end of the 2023-2024 school year, Seguin ISD will increase attendance from 91.67% to 92.5%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide resources and services to address individual needs of students identified as Foster Care, Homeless, Migrant, and Military-Connected students including transportation, school supplies, emergency clothing, hygiene items, community assistance referrals, and other services.</p> <p>Strategy's Expected Result/Impact: To increase identification of Foster Care, Homeless, Migrant, and Military-Connected students, improve attendance, and ensure needed supports are provided for these student groups.</p> <p>Staff Responsible for Monitoring: Highly Mobile Populations Specialist</p> <p>Results Driven Accountability</p> <p>Funding Sources: Instructional Support, CCMR, emergency clothing, parental involvement - 206 - TEHCY (Homeless), Resources for homeless - ARP Homeless I, Staffing & emergency resources - ARP Homeless II</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Expand after school club activities at the high school level that address well-rounded educational opportunities and whole child initiatives.</p> <p>Strategy's Expected Result/Impact: Improved relationships between staff and students.</p> <p>Staff Responsible for Monitoring: Director of Whole Child Initiatives</p> <p>Funding Sources: Stipends, supplies - 289 Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor attendance and academic performance of identified Homeless, Foster Care, Migrant, and Military-Connected students.</p> <p>Strategy's Expected Result/Impact: Improve attendance, grades, promotion rates, graduation rates, and state assessment performance for students identified as Homeless, Migrant, Foster Care, and Military-Connected students.</p> <p>Staff Responsible for Monitoring: Highly Mobile Populations Specialist</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Actively monitor campus and district level truancy and attendance interventions.</p> <p>Strategy's Expected Result/Impact: Improve attendance, promotion rates, and graduation rates. Decrease district drop-out rate.</p> <p>Continue the Missing Matadors Matter initiative to educate and engage parents and the community in student attendance. Provide support to secondary campuses to facilitate attendance interventions with Student Case Managers.</p> <p>Staff Responsible for Monitoring: Chief Student Services Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide cultural arts opportunities for students K-12, including Ballet Folklorico.</p> <p>Strategy's Expected Result/Impact: Increase in participation in fine arts; increase in motivation to attend school; increase in student diversity in fine arts.</p> <p>Staff Responsible for Monitoring: Director of Fine Arts</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide Mental Health Supports to students at all SISD schools to encourage anti-bias, bully prevention, conflict resolution, suicide prevention, and violence prevention..</p> <p>Staff Responsible for Monitoring: Director of Student Services</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide mental health services to students through Communities in Schools Site Coordinators or licensed social workers at all campuses.</p> <p>Staff Responsible for Monitoring: Director of Student Services</p> <p>Funding Sources: Contracted Services - 289 Title IV - 289.31.00.935.3.24.000.6299</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Continue the Matador Challenge district-wide to encourage anti-bias, bully prevention, conflict resolution, suicide prevention, and violence prevention.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 4: Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 5: By the end of the 2023-2024 school year, Seguin ISD will decrease out of class placements (ISS/Suspension/DAEP) by 10%.

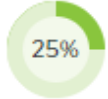

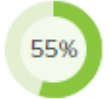












Strategy 1 Details	Reviews			
<p>Strategy 1: Provide transition services and summer enrichment opportunities for at risk youth who are detained at the Juvenile Detention Center.</p> <p>Strategy's Expected Result/Impact: Reduction in recidivism.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs</p> <p>Funding Sources: Transition Facilitator - 288 Title I D</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Enhance Adventure School programming for 6th grade students, as a transition support for students entering the middle school community.</p> <p>Strategy's Expected Result/Impact: Improve relationships between students and staff in an effort to increase effective and proactive support as students transition to the middle school.</p> <p>Staff Responsible for Monitoring: Director of Whole Child Initiatives</p> <p>Funding Sources: Adventure School Supplies - 289 Title IV - 289.11.00.910.3.24.000.6399</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Enhance transition programming for identified students entering into 9th grade.</p> <p>Strategy's Expected Result/Impact: Develop and improve targeted supports to students in need of additional support in the transition to high school.</p> <p>Staff Responsible for Monitoring: Director of Student Services</p> <p>Funding Sources: Transition School Supplies - 289 Title IV - 289.11.00.910.3.24.000.6399</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide a comprehensive system of PBIS at all campuses to encompass behavioral needs at all levels, from Tier 1 supports through special education behavioral programs.</p> <p>Staff Responsible for Monitoring: Director of Special Education Director of Student Services</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Continue implementation of Restorative Practices district wide to address conflict resolution. Strategy's Expected Result/Impact: To increase the use of non-punitive discipline practices and decrease the use of ISS and OSS. Staff Responsible for Monitoring: Director of Student Services Funding Sources: Restorative Leader Stipends - 288 Title I D	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Continue utilization of Positive Behavior Interventions and Supports (PBIS) district wide. Staff Responsible for Monitoring: Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Implement proactive measures to address substance use, such as increased education and monitoring of known usage areas. Strategy's Expected Result/Impact: Decrease substance use and vaping-related occurrences. Staff Responsible for Monitoring: Chief Student Services Officer	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				


Goal 4: Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.


Performance Objective 6: Ensure safety and security in an innovative environment that supports teaching and learning.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement digital citizenship curriculum in grades K-8. Staff Responsible for Monitoring: Chief Technology Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor digital safety of student online activity through Gaggle. Gaggle is an app that alerts campus administrators of possible student situations, including but not limited to self-harm, harm to others, or harmful family situations. Strategy's Expected Result/Impact: Increase in student safety; decrease in traumatic situations. Staff Responsible for Monitoring: Chief Technology Officer Funding Sources: Gaggle Contracted Services - 289 Title IV - 289.52.00.937.3.24.000.6299</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote school safety by updating the Emergency Operations Plan, coordinating with local agencies, Safety and Security Committee meetings regularly three times per year, and holding monthly Safe and Supportive Schools Program meetings. Strategy's Expected Result/Impact: Provide annual staff training on dating violence, child abuse, ALICE active shooter protocols, Standard Response Protocols, Stop the Bleed, and district-wide student training on ALICE active shooter protocols in addition to practice drills. Staff Responsible for Monitoring: Chief Student Services Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: In collaboration with SHAC, implement dating violence and sex trafficking awareness and prevention education with all stakeholders. Strategy's Expected Result/Impact: To increase awareness and education Staff Responsible for Monitoring: Director of Student Services Director of Whole Child Initiatives</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 5: Seguin ISD will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: By Spring of 2024, Campus staff surveys will perform at or above the "Average" performance level on the OHI.

Evaluation Data Sources: OHI survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional learning to all teachers of English learners on the components, purpose and instructional implications of TELPAS.</p> <p>Strategy's Expected Result/Impact: Teachers and administrators will have an increased understanding of the connection between TELPAS domains and Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Multilingual Coordinator</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional learning opportunities including classroom materials and educational resources for middle and high school drama teachers.</p> <p>Strategy's Expected Result/Impact: Increase in teacher satisfaction.</p> <p>Staff Responsible for Monitoring: Director of Fine Arts</p> <p>Funding Sources: Professional Development - 289 Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 5: Seguin ISD will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 2: By the end of the 2023-24 school year, there will be a 5% decrease in the number of teacher resignations.

Evaluation Data Sources: Human Resources retention reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide support to 0-2 year new hires through an assigned campus mentor, district meetings/pull-outs, and coaching from the New Teacher Support Specialist</p> <p>Strategy's Expected Result/Impact: An increase in the pool of veteran teachers who are trained mentors. Retention of teachers new to the profession.</p> <p>Staff Responsible for Monitoring: Deputy Chief of Human Resources</p> <p>Funding Sources: Substitutes for Mentor Program - 255 Title II - 255.11.00.xxx.3.24.000.6112, Specialist - 255 Title II - 255.13.00.xxx.3.24.000.6119</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional learning opportunities for district staff throughout the school year and summer.</p> <p>Strategy's Expected Result/Impact: An increase in content knowledge and best instructional practices that will allow teachers to provide Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Director of School Leadership</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 6: Seguin ISD will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: By Spring 2024, SISD will increase the number of parents who are involved in parent groups on campuses from 16% to 25% as measured by the Panorama survey.

Evaluation Data Sources: Panorama survey data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training to parents of English Learners to support their students' linguistic skills at home.</p> <p>Strategy's Expected Result/Impact: Increase in parental involvement.</p> <p>Staff Responsible for Monitoring: Multilingual Coordinator</p> <p>Results Driven Accountability</p> <p>Funding Sources: - 263 Title III A - 263.61.00.883.3.25.000.6499</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide district-level coordination to campuses on parent & family engagement activities, including but not limited to participation in Parenting Partners, and attendance at the Statewide Parent Involvement Conference.</p> <p>Strategy's Expected Result/Impact: Increase in awareness of value and contribution of parents on all campuses.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Maintain a partnership with TPWD to offer Texas Outdoor Family (TOF) camping experiences.</p> <p>Strategy's Expected Result/Impact: Increase opportunities for parents and family to interact will school district staff. Build positive relationships with families.</p> <p>Staff Responsible for Monitoring: Director of Whole Child Initiatives</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 6: Seguin ISD will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 2: Seguin ISD will improve the district's image from "Needs Improvement" to "Good" as measured by Net Promoter score during Vision Week in the Fall of 2023.

Evaluation Data Sources: Vision Week survey data

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Implement year 4 of Vision Week in the Fall of 2024












Strategy 1 Details	Reviews			
<p>Strategy 1: Seguin ISD will offer a minimum of five nonacademic community engagement opportunities for all district stakeholders.</p> <p>Strategy's Expected Result/Impact: Improve the district image, as measured by the Net Promoter Score</p> <p>Staff Responsible for Monitoring: Director of Student Services</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide administrative supports to district/campus staff, parents/families/community, and participating Private Non-Profit (PNP) schools.</p> <p>Strategy's Expected Result/Impact: Funds spent on allowable expenses; funds spent in a timely manner; PNP and parent involvement requirements met.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs</p> <p>Funding Sources: Professional Development - 255 Title II, - 289 Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide administration support for all ESSA programs, including homeless and parent involvement</p> <p>Strategy's Expected Result/Impact: Improvement in basic programs</p> <p>Staff Responsible for Monitoring: Director of Federal Programs</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Collaborate with community organizations including the Mid-Texas Symphony, TLU Community Music Academy, Texas Lutheran University, Seguin Art League, Guadalupe County Fair Association, and the City of Seguin Main Street program to maximize partnership opportunities.</p> <p>Strategy's Expected Result/Impact: Increase in positive school-community relationships.</p> <p>Staff Responsible for Monitoring: Director of Fine Arts</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: ACE will offer monthly Family Events at each campus and the district-wide to help families connect and establish a sense of belonging to Seguin ISD.</p> <p>Strategy's Expected Result/Impact: Increase family engagement</p> <p>Staff Responsible for Monitoring: ACE Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Showcase student, staff, campus and districts through ever-evolving social media outlets.</p> <p>Strategy's Expected Result/Impact: Establish Seguin ISD as a Destination District.</p> <p>Staff Responsible for Monitoring: Chief Communications Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Nurture relationships with local and regional media to market the district's student-centered programs and initiatives.</p> <p>Strategy's Expected Result/Impact: Maximize the district's image within the community, region and state.</p> <p>Staff Responsible for Monitoring: Chief Communications Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 6: Seguin ISD will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 3: By Spring 2024, SISD will increase the percentage of parents from 50% to 60% who indicate that school communication for involvement opportunities is favorable as measured by the Panorama survey.










Evaluation Data Sources: Panorama survey data




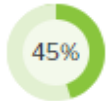
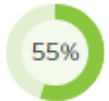
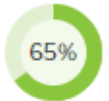






Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly, promote at least one campus based parent event on district social media.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement in their child's campus through improved communication.</p> <p>Staff Responsible for Monitoring: Chief Communications Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly, provide campus administrators with ideas for family- and parent-friendly engagement activities.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement in their child's campus through improved communication.</p> <p>Staff Responsible for Monitoring: Chief Communications Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide monthly meeting opportunities for campus communications liaisons for training and to discuss best practices.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement in their child's campus through improved communication.</p> <p>Staff Responsible for Monitoring: Chief Communications Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				


















Goal 7: 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.

Performance Objective 1: By August 2024, SISD will not have any "D or F" rated schools.

Evaluation Data Sources: 2024 TEA Accountability reports


Strategy 1 Details	Reviews			
<p>Strategy 1: Provide supplemental curricula, instructional materials, software and assessment procedures for Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Improved language proficiency scores as well as STAAR scores, specifically in Reading.</p> <p>Staff Responsible for Monitoring: Multilingual Coordinator</p> <p>Results Driven Accountability</p> <p>Funding Sources: ESL and DL aides - 263 Title III A - 211.11.DR.XXX.3.25.000.6129, Estrellita, Summit K12, iLit (Savaas) - 263 Title III A - 211.11.00.885.3.25.000.6399</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify students who are at-risk for academic failure and/or dropping out of school or who are economically disadvantaged, and provide them with supplemental instruction/support and timely interventions.</p> <p>Strategy's Expected Result/Impact: Gap between at-risk and non-at-risk student performance and drop-outs reduced. Gap between economically disadvantaged and non-economically student performance and drop-outs reduced.</p> <p>Staff Responsible for Monitoring: Director of State and Federal Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide supplemental professional development to teachers, administrators, instructional paraprofessionals, parents/families focused on students with diverse learning needs, including students with disabilities, language learning needs, economically disadvantaged, and at risk.</p> <p>Strategy's Expected Result/Impact: Improved student performance by enhancing teacher performance and student understanding.</p> <p>Staff Responsible for Monitoring: Director of Special Education Director of Federal Programs</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide targeted and effective instructional strategies and supports to students with diverse learning needs, including students in special education, dyslexia programs, and multilingual programs.</p> <p>Strategy's Expected Result/Impact: Increased student performance for targeted student groups.</p> <p>Staff Responsible for Monitoring: Director of Special Education Multilingual Coordinator</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Identify students who are eligible to receive special education services and provide them with supplemental instruction/support and timely interventions.</p> <p>Strategy's Expected Result/Impact: Improvement in student performance.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Educators will provide academic intervention in math and reading on each district elementary/secondary campus.</p> <p>Strategy's Expected Result/Impact: Students will move one performance level on summative assessments and show continuous growth and achievement on formative assessments.</p> <p>Staff Responsible for Monitoring: Deputy Chief of Innovation and Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: District and campus leaders will continue in leadership development programs to support highly effective campus leaders.</p> <p>Strategy's Expected Result/Impact: Both district and campus leaders will align their strategic actions and collective efforts to:</p> <ul style="list-style-type: none"> prioritize campus instructional and whole child growth and achievement employ real-time coaching develop a pipeline of talent promote and engage in common actions and language involving HQIM and its implementation <p>Staff Responsible for Monitoring: Director of School Leadership</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Provide instructional support to teachers for continuous improvement in the digital learning environment. Strategy's Expected Result/Impact: Increased capacity in the use of instructional technology. Staff Responsible for Monitoring: Chief Technology Officer	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Create professional learning experiences that will yield innovative and engaging classroom experiences by continuing to implement and monitor Professional Learning Communities at all campuses through the use of a district handbook and district guided job-embedded professional development. Strategy's Expected Result/Impact: Increase instructional capacity of all teachers who participate in a PLC. Staff Responsible for Monitoring: Deputy Chief of Innovation & Learning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Provide instruction that is engaging, relevant, and collaborative to meet the needs of all by developing district expectations for providing timely, meaningful, and action-driven feedback to teachers that focuses on teacher growth and development . Strategy's Expected Result/Impact: Increased teachers instructional capacity in providing engaging lessons. Staff Responsible for Monitoring: Deputy Chief of Innovation & Learning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Facilitate the implementation of procedures documented in district-level handbooks, including RtI/MTSS (Academics & Behavior), Assessment, Grading, & Reporting, PLC, and SEL. Strategy's Expected Result/Impact: Alignment to district level procedures across all campuses. Staff Responsible for Monitoring: Director of School Leadership	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Implement COVID Learning Recovery Plan utilizing ESSER II and ESSER III funds Strategy's Expected Result/Impact: Decrease Learning Loss as evidenced on increase in student performance on STAAR. Staff Responsible for Monitoring: Director of Federal Programs Results Driven Accountability Funding Sources: - ESSER II, - ESSER III	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
4	4	1	Provide resources and services to address individual needs of students identified as Foster Care, Homeless, Migrant, and Military-Connected students including transportation, school supplies, emergency clothing, hygiene items, community assistance referrals, and other services.
4	4	3	Monitor attendance and academic performance of identified Homeless, Foster Care, Migrant, and Military-Connected students.
4	5	4	Provide a comprehensive system of PBIS at all campuses to encompass behavioral needs at all levels, from Tier 1 supports through special education behavioral programs.
5	1	1	Provide professional learning to all teachers of English learners on the components, purpose and instructional implications of TELPAS.
6	1	1	Provide training to parents of English Learners to support their students' linguistic skills at home.
7	1	1	Provide supplemental curricula, instructional materials, software and assessment procedures for Emergent Bilingual students.
7	1	3	Provide supplemental professional development to teachers, administrators, instructional paraprofessionals, parents/families focused on students with diverse learning needs, including students with disabilities, language learning needs, economically disadvantaged, and at risk.
7	1	4	Provide targeted and effective instructional strategies and supports to students with diverse learning needs, including students in special education, dyslexia programs, and multilingual programs.
7	1	12	Implement COVID Learning Recovery Plan utilizing ESSER II and ESSER III funds

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$292,154.00

Total FTEs Funded by SCE: 4.5

Brief Description of SCE Services and/or Programs

See Addendum

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Gonzalez, Mireya	Dual Language Coach	1
Martinez, Sara	Student Support Coordinator	1
Perez, Cynthia	RTI Specialist	1
Ramirez Dominguez, Guadalupe	Social Worker	0.75
Rodriguez, Melanie	Social Worker	0.75

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
John Schnautz	Teacher	Title I, D	1.0
Marissa Cathey	Instructional Aide	Title I, D	1.0
Megan Holmes	Transition Coordinator	Title I, D	
Teresa Cuevas	Homeless Coordinator	Title I	

District Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$93,935.00
+/- Difference					\$93,935.00
211 Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$19,987.00
+/- Difference					\$19,987.00
288 Title I D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	5	1	Transition Facilitator		\$0.00
4	5	5	Restorative Leader Stipends		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$136,591.00
+/- Difference					\$136,591.00
255 Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Specialist	255.13.00.xxx.3.24.000.6119	\$0.00
5	2	1	Substitutes for Mentor Program	255.11.00.xxx.3.24.000.6112	\$0.00
6	2	2	Professional Development		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$409,532.00
+/- Difference					\$409,532.00

263 Title III A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1		263.61.00.883.3.25.000.6499	\$0.00
7	1	1	ESL and DL aides	211.11.DR.XXX.3.25.000.6129	\$0.00
7	1	1	Estrellita, Summit K12, iLit (Savaas)	211.11.00.885.3.25.000.6399	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$144,720.00
+/- Difference					\$144,720.00
206 - TEHCY (Homeless)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1	Instructional Support, CCMR, emergency clothing, parental involvement		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2	Stipends		\$0.00
4	2	4	Panorama License	289.31.00.935.3.24.000.6399	\$0.00
4	4	2	Stipends, supplies		\$0.00
4	4	7	Contracted Services	289.31.00.935.3.24.000.6299	\$0.00
4	5	2	Adventure School Supplies	289.11.00.910.3.24.000.6399	\$0.00
4	5	3	Transition School Supplies	289.11.00.910.3.24.000.6399	\$0.00
4	6	2	Gaggle Contracted Services	289.52.00.937.3.24.000.6299	\$0.00
5	1	2	Professional Development		\$0.00
6	2	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$190,027.00
+/- Difference					\$190,027.00
ARP Homeless I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1	Resources for homeless		\$0.00
Sub-Total					\$0.00

ARP Homeless I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$54,560.00
+/- Difference					\$54,560.00
ARP Homeless II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1	Staffing & emergency resources		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$99,480.00
+/- Difference					\$99,480.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	12			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math/Reading Interventionists (Elem)		\$0.00
7	1	12			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,148,832.00
Grand Total Spent					\$0.00
+/- Difference					\$1,148,832.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Chief Student Services Officer	6/5/2023	Cynthia Borden	5/7/2024
Child Abuse and Neglect	Chief Student Services Officer	11/22/2023	Cynthia Borden	5/7/2024
Decision-Making and Planning Policy Evaluation	Director of State and Federal Accountability	6/5/2023	Cynthia Borden	5/7/2024

Policy Documents & Addendums

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
 - a. Interfere with a student's educational opportunities; or
 - b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Note: [Minimum Standards for Bullying Prevention](#)¹ are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

¹ TEA Minimum Standards for Bullying Prevention:
<https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention>

A disciplinary alternative education program (DAEP) is an educational and self-discipline alternative instruction program, adopted by local policy, for students in elementary through high school grades who are removed from their regular classes for mandatory or discretionary disciplinary reasons and placed in a DAEP. *19 TAC 103.1201(a)*

[See board-adopted Student Code of Conduct for information regarding DAEP.]

**Joint/Contracted
DAEP**

A district may provide a DAEP jointly with one or more other districts or may contract with third parties for DAEP services. The district must require and ensure compliance with district responsibilities that are transferred to the third-party provider. *Education Code 37.008(d); 19 TAC 103.1201(d)*

A DAEP may provide for a student's transfer to a different campus, a school-community guidance center, or a community-based alternative school. *Education Code 37.008(b)*

Community
Organizations

A district shall cooperate with government agencies and community organizations that provide services in the district to students placed in a DAEP. *Education Code 37.008(e)*

Shared Service
Arrangements

A district that participates in a shared service arrangement for DAEP services shall ensure that the district improvement plan and each campus-level plan include the performance of the DAEP student group for the district in accordance with 19 Administrative Code 103.1201(b) [see BQ]. *19 TAC 103.1201(b)*

Funding

A student removed to a DAEP is counted in computing a district's average daily attendance for the student's time in actual attendance in the program. *Education Code 37.008(f)*

A district shall allocate to a DAEP the same expenditure per student attending the DAEP that would be allocated to the student's school if the student were attending the student's regularly assigned education program, including a special education program. *Education Code 37.008(g)* [See also EHBC(LEGAL), Limit on DAEP Expenditures]

Location

A DAEP shall be provided in a setting other than the student's regular classroom. *Education Code 37.008(a)(1)*

A DAEP may be located on-campus or off-campus in adherence with requirements of the *Student Attendance Accounting Handbook*. For reporting purposes, the DAEP shall use the county-district-campus number of the student's locally assigned campus (the campus the student would be attending if the student was not at-

tending the DAEP). *19 TAC 103.1201(c); Education Code 37.008(a)(2)*

An off-campus DAEP is not subject to a requirement imposed by the Education Code, other than a limitation on liability, a reporting requirement, or a requirement imposed by Education Code Chapter 37 or Chapter 39 or 39A. *Education Code 37.008(c)*

An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. The designation of elementary and secondary is determined by adopted local policy. *Education Code 37.006(f); 19 TAC 103.1201(h)(1)*

Students who are assigned to the DAEP shall be separated from students who are not assigned to the program. Notwithstanding this requirement, summer programs provided by the district may serve students assigned to a DAEP in conjunction with other students, as determined by local policy.

Students in the DAEP shall be separated from students in a juvenile justice alternative education program.

Education Code 37.008(a)(3), (c); 19 TAC 103.1201(f)(3), (h)(3)

Safety

A district is responsible for the safety and supervision of the students assigned to the DAEP; however, the immunity from the liability established in Education Code 22.0511 [see DG], shall not be impacted. The DAEP staff shall be prepared and trained to respond to health issues and emergencies.

Each district shall establish a board-approved policy for discipline and intervention measures to prevent and intervene against unsafe behavior and include disciplinary actions that do not jeopardize students' physical health and safety, harm emotional well-being, or discourage physical activity.

19 TAC 103.1201(h)

Staffing

A DAEP shall employ only teachers who meet certification requirements under Education Code Chapter 21, Subchapter B. The certified teacher-to-student ratio in a DAEP shall be one teacher for each 15 students in elementary through high school grades. *Education Code 37.008(a)(7); 19 TAC 103.1201(h)(1)*

Staff at each DAEP shall participate in training programs on education, behavior management, and safety procedures that focus on positive and proactive behavior management strategies. The training programs must also target prevention and intervention that include:

1. Training on the education and discipline of students with disabilities who receive special education services;
2. Instruction in social skills and problem-solving skills that addresses diversity, dating violence, anger management, and conflict resolution to teach students how to interact with teachers, family, peers, authority figures, and the general public; and
3. Annual training on established procedures for reporting abuse, neglect, or exploitation of students.

19 TAC 103.1201(i)

Entrance Procedures

Procedures for each DAEP shall be developed and implemented for newly entering students and their parents or guardians on the expectations of the DAEP. These procedures shall include written contracts between students, parents or guardians, and the DAEP that formalize expectations and establish the students' individual plans for success. *19 TAC 103.1201(j)*

Academics

The academic mission of DAEPs shall be to enable students to perform at grade level. A DAEP shall focus on English language arts, mathematics, science, history, and self-discipline. *Education Code 37.008(a)(4), (m)*

A district shall provide an academic and self-discipline program that leads to graduation and includes instruction in each student's currently enrolled foundation curriculum necessary to meet the student's individual graduation plan, including special education services. A student's required high school personal graduation plan [see EIF] may not be altered when the student is assigned to a DAEP.

Opportunity to
Complete Course

A district shall offer a student removed to a DAEP an opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal, before the beginning of the next school year, through any method available, including a correspondence course, distance learning, or summer school. The district may not charge the student for a course provided under this provision.

Education Code 37.008(l); 19 TAC 103.1201(f)

A district shall provide the parents of a student removed to a DAEP with written notice of the district's obligation to provide the student with an opportunity to complete coursework required for graduation. The notice must include information regarding all methods available for completing the coursework and state that the methods are available at no cost to the student. *Education Code 37.008(l-1)*

PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

FOCA
(LEGAL)

School Day	The school day for a DAEP shall be at least 240 minutes in length each day, including intermissions and recesses. <i>19 TAC 103.1201(f)(2)</i>
Accountability	The campus of accountability for student performance must be the student's locally assigned campus, including when the district or shared services arrangement contracts with a third party for DAEP services. <i>19 TAC 103.1201(e)</i>
Academic Assessments	<p>A district shall administer to a student placed in a DAEP program for a period of 90 school days or longer an assessment instrument:</p> <ol style="list-style-type: none">1. Initially on placement of the student in the program; and2. Subsequently on the date of the student's departure from the program, or as near that date as possible. <p>The assessment instrument:</p> <ol style="list-style-type: none">1. Must be designed to assess at least a student's basic skills in reading and mathematics;2. May be:<ol style="list-style-type: none">a. Comparable to any assessment instrument generally administered to students placed in juvenile justice alternative education programs for a similar purpose; orb. Based on an appropriate alternative assessment instrument developed by the agency to measure student academic growth; and3. Is in addition to the required state assessments [see EKB]. <p><i>Education Code 37.0082</i></p> <p>Released state assessments for reading and mathematics for the appropriate grade may be used. A district may apply for approval of an assessment that includes the Texas Essential Knowledge and Skills for reading and mathematics for the student's assigned grade. The commissioner will publish on the Texas Education Agency (TEA) website a list of assessments approved for use in each school year. A district may contact TEA to obtain accommodated versions of particular assessments.</p> <p>The grade level of an assessment shall be based upon the academic grade completed prior to the student being assigned to a DAEP if placement occurs in the fall or first semester of the academic school year. If placement occurs in the spring or second semester of the academic school year, the student shall be administered an assessment based on the current grade level.</p>

Each district shall provide an academic report to the student's locally assigned campus, which shall include the pre- and post-assessment results of the student's basic skills in reading and mathematics, within 10 school days of the student completing the post-assessment.

Procedures for administering the pre- and post-assessment, including appropriate accommodations as needed, shall be developed and implemented in accordance with local district policy.

A student in the district's DAEP must also be assessed under the required state assessment [see EKB].

19 TAC 103.1203

Special Populations

Special Education

A DAEP serving a student with a disability who receives special education services shall provide educational services that will support the student in meeting the goals identified in the individualized education program (IEP) established by a duly-constituted admission, review, and dismissal (ARD) committee, in accordance with Education Code 37.004 and federal requirements. *19 TAC 103.1201(g)*

Drug and Alcohol
Treatment

A program of educational and support services may be provided to a student and the student's parents when the offense involves drugs, e-cigarettes, or alcohol as specified under Education Code 37.006 and 37.007. A DAEP that provides chemical dependency treatment services must be licensed under Health and Safety Code Chapter 464. *Education Code 37.008(k)*

**Transition to Regular
Classroom**

The transition services established for a student who is exiting a DAEP and returning to the student's locally assigned campus shall be implemented as required by Education Code 37.023. *19 TAC 103.1201(k)*

Definitions

"Alternative education program" includes:

1. A disciplinary alternative education program operated by a school district or open-enrollment charter school;
2. A juvenile justice alternative education program; and
3. A residential program or facility operated by or under contract with the Texas Juvenile Justice Department, a juvenile board, or any other governmental entity.

"Licensed clinical social worker" has the meaning assigned by Occupations Code 505.002.

Education Code 37.023(a)

PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

FOCA
(LEGAL)

After Determination
of the Release Date

As soon as practicable after an alternative education program determines the date of a student's release from the program, the alternative education program administrator shall:

1. Provide written notice of that date to:
 - a. The student's parent or a person standing in parental relation to the student; and
 - b. The administrator of the campus to which the student intends to transition; and
2. Provide the campus administrator:
 - a. An assessment of the student's academic growth while attending the alternative education program; and
 - b. The results of any assessment instruments administered to the student.

Education Code 37.023(b)

Coordination After
Release

Not later than five instructional days after the date of a student's release from an alternative education program, the campus administrator shall coordinate the student's transition to a regular classroom. The coordination must include assistance and recommendations from:

1. School counselors;
2. School district peace officers;
3. School resource officers;
4. Licensed clinical social workers;
5. Campus behavior coordinators;
6. Classroom teachers who are or may be responsible for implementing the student's personalized transition plan; and
7. Any other appropriate school district personnel.

Education Code 37.023(c)

Personalized
Transition Plan

The assistance described above must include a personalized transition plan for the student developed by the campus administrator. A personalized transition plan:

1. Must include:
 - a. Recommendations for the best educational placement of the student; and

- b. The provision of information to the student's parent or a person standing in parental relation to the student regarding the process to request a full individual and initial evaluation of the student for purposes of special education services under Education Code 29.004 [see EHAA]; and
2. May include:
- a. Recommendations for counseling, behavioral management, or academic assistance for the student with a concentration on the student's academic or career goals;
 - b. Recommendations for assistance for obtaining access to mental health services provided by the district or school, a local mental health authority, or another private or public entity; and
 - c. A regular review of the student's progress toward the student's academic or career goals.

Education Code 37.023(d)

Parent Meeting

If practicable, the campus administrator, or the administrator's designee, shall meet with the student's parent or a person standing in parental relation to the student to coordinate plans for the student's transition.

Applicability

Education Code 37.023 applies only to a student subject to compulsory attendance requirements under Education Code 25.085 [see FEA].

Education Code 37.023(e)-(f)

PLANNING AND DECISION-MAKING PROCESS

BQ
(LOCAL)

The Board shall approve and periodically review the District's vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4. [See AE]

District Improvement Planning Process

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA]

Parent and Family Engagement Plan

The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District-level and campus-level committees shall involve parents and family members of District students in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]

Administrative Procedures and Reports

The Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The District-level and campus-level committees shall be involved in the development of these procedures. [See BQA and BQB]

The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

Evaluation

The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.

STUDENT RIGHTS AND RESPONSIBILITIES
PREGNANT STUDENTS

FNE
(LOCAL)

Pregnant students have the right to continue their education during pregnancy [see FB] and may choose to exercise that right by:

1. Remaining in the regular school program.
2. Participating in any other special program the District may provide for pregnant students. [See EHBC and EHBD]

The student may also choose to request a leave of absence. Such request shall be accompanied by a licensed physician's certification that the leave is a medical necessity. Students who avail themselves of this option are exempt from compulsory attendance during the period certified by the physician as necessary for the leave of absence.

Policy and Program to Address Sexual Abuse, Trafficking, and Maltreatment

A district shall provide child abuse antivictimization programs in elementary and secondary schools. *Education Code 38.004*

A district shall adopt and implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children, to be included in the district improvement plan [see BQ] and any information handbook provided to students and parents. *Education Code 38.0041(a)*

The policy included in any informational handbook provided to students and parents must address the following:

1. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Actions a child who is a victim of sexual abuse, trafficking, or other maltreatment should take to obtain assistance and intervention; and
3. Available counseling options for students affected by sexual abuse, trafficking, or other maltreatment.

19 TAC 61.1051(b)(3)

Definitions

Child Abuse or Neglect

The definition of child abuse or neglect includes the trafficking of a child in accordance with Education Code 38.004.

Other Maltreatment

This term has the meaning assigned by Human Resources Code 42.002.

Trafficking of a Child

This term has the meaning assigned by Penal Code 20A.02(a)(5), (6), (7), or (8).

19 TAC 61.1051(a)

Duty to Report

Report by Any Person

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law. *Family Code 261.101(a)*

Report by Any Professional

Any professional who has reasonable cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the professional first has reasonable cause to believe that the child has been or may be abused or neglected or is the victim of an offense of indecency with a child.

A professional may not delegate to or rely on another person to make the report.

A “professional” is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, juvenile probation officers, and juvenile detention or correctional officers.

Family Code 261.101(b)

Abuse of Persons
with Disabilities

A person having cause to believe that a person with a disability is in a state of abuse, neglect, or exploitation shall report the information immediately to the Texas Department of Family and Protective Services (DFPS).

A person commits a Class A misdemeanor if the person has cause to believe that a person with a disability has been abused, neglected, or exploited or is in a state of abuse, neglect, or exploitation and knowingly fails to report.

A person filing a report or testifying or otherwise participating in any judicial proceeding arising from a petition, report, or investigation is immune from civil or criminal liability on account of his or her petition, report, testimony, or participation, unless the person acted in bad faith or with a malicious purpose.

Human Resources Code 48.051, .052, .054

Adult Victims of
Abuse

A person or professional shall make a report in the manner required above if the person or professional has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person or professional determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly person or person with a disability. *Family Code 261.101(b-1)*

**Restrictions on
Reporting**

Psychotropic Drugs
and Psychological
Testing

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the child, as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or

2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Education Code 26.0091; Family Code 261.111(a) [See FFEB]

Contents of Report

The report should reflect the reporter's belief that a child has been or may be abused or neglected or has died of abuse or neglect. The individual making the report shall identify, if known:

1. The name and address of the child;
2. The name and address of the person responsible for the care, custody, or welfare of the child;
3. The facts that caused the individual to believe the child has been abused or neglected and the source of the information;
4. The individual's name and telephone number;
5. The individual's:
 - a. Home address; or
 - b. If the individual is a professional as defined by Family Code 261.101(b) [see Report by Any Professional, above], the individual's business address and profession; and
6. Any other pertinent information concerning the alleged or suspected abuse or neglect.

Family Code 261.102, .104

Confidentiality of Report

A report of alleged or suspected abuse or neglect and the identity of the person making the report is confidential and not subject to release under Government Code Chapter 552 (Public Information Act) and may be disclosed only for purposes consistent with the Family Code and applicable federal or state law or under rules adopted by an investigating agency. *Family Code 261.201(a)-(a)(1)*

Unless waived in writing by the person making the report, the identity of an individual making a report under this chapter is confidential and may be disclosed only to a law enforcement officer for the purposes of a criminal investigation of the report, or as ordered by a court under Family Code 261.201. *Family Code 261.101(d)*

Abuse and Neglect Involving School Personnel and Those Responsible for Care

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is made to a state agency under item 4, below, or the report involves a juvenile justice program or facility [see JJAEPS, below].

All other reports shall be made to:

1. Any local or state law enforcement agency;
2. DFPS, Child Protective Services (CPS) Division;
3. A local office of CPS, where available; or
4. The state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred.

Family Code 261.103(a); 19 TAC 61.1051(b)(1)-(2)

“Person responsible for a child’s care, custody, or welfare” means a person who traditionally is responsible for a child’s care, custody, or welfare, including:

1. A parent, guardian, managing or possessory conservator, or foster parent of the child;
2. A member of the child’s family or household as defined by Family Code Chapter 71;
3. A person with whom the child’s parent cohabits;
4. School personnel or a volunteer at the child’s school;
5. Personnel or a volunteer at a public or private child-care facility that provides services for the child or at a public or private residential institution or facility where the child resides; or
6. An employee, volunteer, or other person working under the supervision of a licensed or unlicensed child-care facility, including a family home, residential child-care facility, employer-based day-care facility, or shelter day-care facility, as those terms are defined in Human Resources Code Chapter 42.

Family Code 261.001(5)

**Reporting Abuse,
Neglect, or
Exploitation in a
JJAEP**

Any report of alleged abuse, neglect, or exploitation, as those terms are defined in Family Code 261.405, in a juvenile justice program or facility shall be made to the Texas Juvenile Justice Department and a local law enforcement agency for investigation. The term “juvenile justice program” includes a juvenile justice alternative education program. *Family Code 261.405(a)(4)(A), (b)*

**Immunity from
Liability**

A person acting in good faith who reports or assists in the investigation of a report of alleged child abuse or neglect or who testifies or otherwise participates in a judicial proceeding arising from a report, petition, or investigation of alleged child abuse or neglect is

immune from any civil or criminal liability that might otherwise be incurred or imposed. *Family Code 261.106*

A district may not suspend or terminate the employment of, or otherwise discriminate against, or take any other adverse employment action against a professional who makes a good faith report of abuse or neglect. *Family Code 261.110(b)* [See DG]

Criminal Offenses

Failure to Report

A person commits a Class A misdemeanor if he or she is required to make a report under Family Code 261.101(a) [see Duty to Report, above] and knowingly fails to make a report as provided by law.

A person who is a professional commits a Class A misdemeanor if the person is required to make a report under Family Code 261.101(b) [see Duty to Report] and knowingly fails to make a report as provided by law. The professional commits a state jail felony if he or she intended to conceal the abuse or neglect.

Family Code 261.109

False Report

A person commits an offense if, with the intent to deceive, the person knowingly makes a report of abuse and neglect that is false. The offense is a state jail felony, except that it is a felony of the third degree if the person has previously been convicted of the offense. *Family Code 261.107(a)*

Coercion

A public servant, including as a school administrator, who coerces another into suppressing or failing to report child abuse or neglect to a law enforcement agency commits a Class C misdemeanor offense. *Penal Code 39.06*

SBEC Disciplinary Action

The State Board for Educator Certification (SBEC) may take any of the actions listed in 19 Administrative Code 249.15(a) (impositions, including revocation of a certificate and administrative penalties) based on satisfactory evidence that the person has failed to report or has hindered the reporting of child abuse pursuant to Family Code 261.001, or has failed to notify the SBEC, the commissioner of education, or the school superintendent or director under the circumstances and in the manner required by Education Code 21.006, 21.0062, 22.093, and 19 Administrative Code 249.14(d)-(f). *19 TAC 249.15(b)(4)*

Note: The following legal provisions address child abuse and neglect investigations generally. See GRA for additional legal provisions addressing notification requirements and right of access to students when DFPS investigates reports of abuse and neglect at school. See 40 Administrative Code Chapter 707, Subchapter B for more information regarding investigations of abuse or neglect in a school setting.

Investigations

Reports to District

If DFPS initiates an investigation and determines that the abuse or neglect involves an employee of a public elementary or secondary school, and that the child is a student at the school, the department shall orally notify the superintendent of the district in which the employee is employed. *Family Code 261.105(d)*

On request, DFPS shall provide a copy of the completed report of its investigation to the board, the superintendent, and the school principal, unless the principal is alleged to have committed the abuse or neglect. The report shall be edited to protect the identity of the person who made the report. *Family Code 261.406(b)*

Interview of Student

The investigating agency shall be permitted to interview the child at any reasonable time and place, including at the child's school. *Family Code 261.302(b)* [See GRA]

Interference with Investigation

A person may not interfere with an investigation of a report of child abuse or neglect conducted by DFPS. *Family Code 261.303(a)*

Confidentiality

A photograph, videotape, audiotape, or other audio or visual recording, depiction, or documentation of a child that is made by DFPS in the course of an inspection or investigation is confidential, is not subject to release under the Public Information Act, and may be released only as required by state or federal law or rules adopted by the DFPS. *Human Resources Code 42.004*

Reporting Policy

A board shall adopt and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements of Family Code Chapter 261. *19 TAC 61.1051(b)*

The policies must require every school employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect to submit a written or oral report to at least one of the authorities listed above [see To Whom Reported, above] within 48 hours or less, as determined by the board, after learning of facts giving rise to the suspicion. *19 TAC 61.1051(b)(1)*

The policies must be consistent with the Family Code Chapter 261 and 40 Administrative Code Chapter 700 (CPS) regarding investigations by DFPS, including regulations governing investigation of abuse by school personnel and volunteers. [See GRA]

The policies must require a report to DFPS if the alleged abuse or neglect involves a person responsible for the care, custody, or welfare of the child and must notify school personnel of the following:

1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;
2. Applicable prohibitions against interference with an investigation of a report of child abuse or neglect, including:
 - a. Family Code 261.302 and 261.303, prohibiting school officials from denying an investigator's request to interview a student at school; and
 - b. Family Code 261.302, prohibiting school officials from requiring the presence of a parent or school administrator during an interview by an investigator.
3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;
4. Confidentiality provisions relating to a report of suspected child abuse or neglect;
5. Any disciplinary action that may result from noncompliance with a district's reporting policy; and
6. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above].

19 TAC 61.1051(b)(2)

The policies may not require that school personnel report suspicions of child abuse or neglect to a school administrator before making a report to one of the agencies listed above.

The policies must:

1. Include the current toll-free number for DFPS;
2. Provide for cooperation with law enforcement child abuse investigations without the consent of the child's parent, if necessary, including investigations by DFPS; and

3. Include child abuse anti-victimization programs in elementary and secondary schools consisting of age-appropriate, research-based prevention designed to promote self-protection and prevent sexual abuse and trafficking.

19 TAC 61.1051(b)(5)-(b)(8)

Annual Distribution
and Staff
Development

The policies required by these provisions and adopted by the board shall be distributed to all personnel at the beginning of each school year. The policies shall be addressed in staff development programs at regular intervals determined by a board. *19 TAC 61.1051(c)* [See also DH and GRA]

[For training requirements under these provisions, see DMA.]

Required Poster

Using a format and language that is clear, simple, and understandable to students, each public school shall post, in English and in Spanish:

1. The current toll-free DFPS Abuse Hotline telephone number;
2. Instructions to call 911 for emergencies; and
3. Directions for accessing the DFPS [Texas Abuse Hotline website](#)¹ for more information on reporting abuse, neglect, and exploitation.

A district shall post the information specified above at each school campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students. The information must be on a poster (11x17 inches or larger) in large print and placed at eye-level to the student for easy viewing. Additionally, the current toll-free Texas Department of Family and Protective Services Abuse Hotline telephone number should be in bold print.

Education Code 38.0042; 19 TAC 61.1051(e)-(f)

¹ Texas Abuse Hotline website: <https://www.txabusehotline.org/>



SEGUIN ISD

State Compensatory Education Program Addendum

Fiscal, School Year 2023-2024

Special section of the district improvement plan developed to document the activities, budget, and evaluation of the state compensatory education program designed to meet the specific needs of at-risk and educationally-disadvantaged students

STATE COMPENSATORY EDUCATION PROGRAM OF SEGUIN ISD

To comply with [Texas Education Code \(TEC\) Sec. 11.252](#), Seguin ISD annually reviews and revises its district and campus improvement plans, and conducts a comprehensive needs assessment to, “guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to achievement indicators.” This addendum to the improvement plan reflects the continuous nature of the needs assessment process to enhance academic improvement as well as provide a review of the [State Compensatory Education \(SCE\) program](#) to ensure fidelity in fiscal efficiency and programmatic effectiveness.

The addendum outlines the following information:

- The comprehensive needs assessment process
- State criteria to identify at-risk students
- District demographics
- Students identified for the SCE program by State criterion
- District graduation rates
- State assessment data – STAAR and STAAR End of Course (EOC), 2022-2023
- Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students
- SCE programs and services
- SCE Program evaluation, 2022-2023
- Funding information
- District SCE budget
- District SCE funded direct instructional services distribution

[Texas House Bill 3 \(HB3\)](#), as passed by the 86th Texas Legislature, determined that the purpose of the State Compensatory Education allotment is to provide school districts and open-enrollment charter schools with funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR and STAAR EOC exams] administered under the [TEC, Subchapter B, Chapter 39.023\(c\)](#), or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the [TEC Sec. 29.081](#), and all other students.

The primary source of state funding for Texas school districts is the [Foundation School Program \(FSP\)](#). State Compensatory Education Funds are reported on the Summary of Finance of the [School District State Aid Reports](#) under program intent code (PIC) 24. The statute requires that at least 55 percent of SCE funds be allocated for the direct instruction of at-risk students.

Comprehensive Needs Assessment Process

An annual needs assessment is conducted at both the district and campus levels. As defined in [TEC Sec. 11.251, 11.252 and 11.252](#), Seguin ISD utilizes a site-based decision-making committee comprised of administrators, teachers, at least one professional staff with the primary responsibility for serving students with disabilities, parents, community members, and business representatives. The comprehensive needs assessment process is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensure that the use of resources is strategically planned, aligned, supplemental and cost effective. Data utilized during the comprehensive needs assessment process is disaggregated by all student groups served by the district/campus within the categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment process determines the measurable district and campus performance objectives for all appropriate student achievement indicators for all student populations.

State Criteria to Identify At-Risk Students

The TEC Sec. 29.081 utilizes the following criteria to define a student as “at risk of dropping out of school” in PEIMS if the student is under twenty-six years of age and who:

1. Was not advanced from one grade level to the next for one or more school years [even if by parent choice]
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument [once identified by this criterion, the student remains “at risk” their entire K-12 education]
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
5. Is pregnant or is a parent

6. Has been placed in an alternative education program in accordance with [Section 37.006](#) during the preceding or current school year
7. Has been expelled in accordance with [Section 37.007](#) during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school [once identified by this criterion, the student remains “at risk” their entire K-12 education]
10. Is a student of limited English proficiency, as defined by [Section 29.052](#)
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
12. Is homeless, as defined by [42 U.S.C. Section 11302](#), and its subsequent amendments
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by [Section 1.07, Penal Code](#)
15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under [Section 39.0548](#).

Seguin ISD continually identifies and documents students who are at risk of dropping out of school. Procedures are in place to ensure accurate coding of student demographic information into the Public Information Management System (PEIMS) during initial registration, upon receipt of state assessment scores, during PEIMS reviews in preparation for snapshot date and as necessary to ensure accurate data. Seguin ISD ensures that each campus regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students’ identified needs. This process ensures that students who are initially identified within an “at risk” category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program as applicable to the identifier itself.

District Demographics

According to the [TEA Texas Performance Reporting System](#), Seguin ISD has a total student population of 7,064 students. Of the total population of students, ethnic distributions are as follows: 4.0% African American, 70.7% Hispanic, 23.4% White, 0.1% American Indian, 0.2% Asian, 0.1% Pacific Islander and 1.5% Two or More Races. Additional identifiers of the total population include: 68.3% Economically Disadvantaged, 31.7% Non-Educationally Disadvantages, 11.7% Emergent Bilingual and English Learners, and 1.6% with discipline placements. Specific to the intent and purpose of SCE program support, 59.8% of students are considered at risk.

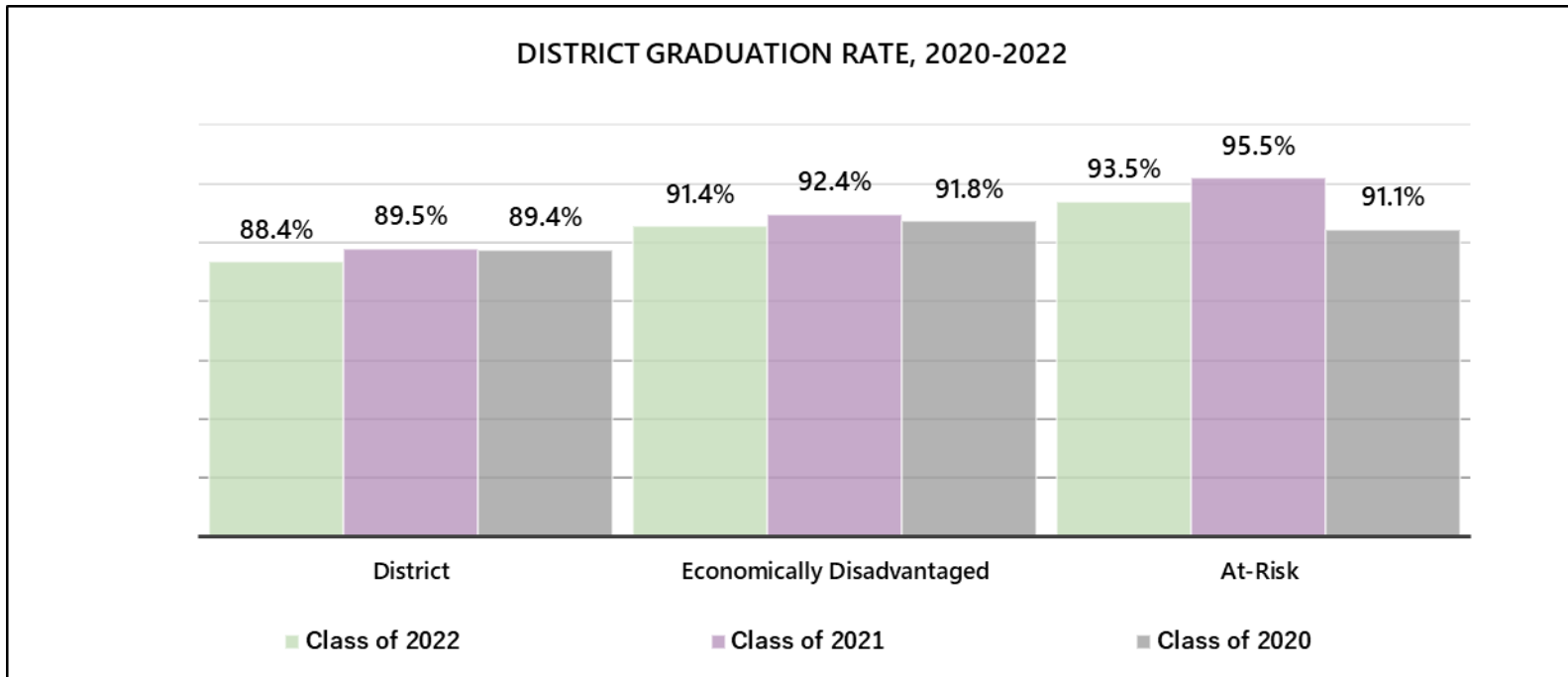
Students Identified for SCE Program by State Criterion

The following table represents the number and percentage of students identified in each of the fifteen "at-risk" categories. Depending on the indicator, students can be counted in more than one category.

District			Readiness Test		<70 Average		Not Advanced		Failed STAAR		Pregnant/Parent		AEP		Expelled		Parole/Probation		Dropped Out		LEP		DPRS		Homeless	
Gr. Level	Total Enroll	Perc. Enroll	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	424	6%	201	47%			0	0%			0	0%	0	0%	0	0%	0	0%	0	0%	58	14%	0	0%	8	2%
K	515	7%	299	58%			0	0%			0	0%	0	0%	0	0%	0	0%	0	0%	73	14%	1	0%	17	3%
1	496	7%	354	71%			3	1%			0	0%	0	0%	0	0%	0	0%	0	0%	63	13%	0	0%	12	2%
2	533	7%	297	56%			5	1%			0	0%	0	0%	0	0%	0	0%	0	0%	68	13%	2	0%	12	2%
3	497	7%	375	75%			5	1%	2	0%	0	0%	1	0%	0	0%	0	0%	0	0%	76	15%	2	0%	14	3%
4	525	7%					11	2%	201	38%	0	0%	2	0%	0	0%	0	0%	0	0%	90	17%	1	0%	21	4%
5	532	7%					14	3%	243	46%	0	0%	4	1%	0	0%	0	0%	0	0%	94	18%	1	0%	13	2%
6	529	7%					18	3%	271	51%	0	0%	7	1%	0	0%	4	1%	0	0%	89	17%	1	0%	18	3%
7	483	7%			86	18%	18	4%	280	58%	0	0%	10	2%	0	0%	2	0%	1	0%	79	16%	1	0%	14	3%
8	508	7%			95	19%	11	2%	331	65%	0	0%	23	5%	0	0%	5	1%	0	0%	61	12%	0	0%	9	2%
9	742	10%			201	27%	102	14%	399	54%	2	0%	59	8%	0	0%	18	2%	1	0%	92	12%	0	0%	24	3%
10	494	7%			131	27%	86	17%	245	50%	2	0%	23	5%	0	0%	3	1%	0	0%	52	11%	0	0%	8	2%
11	478	7%			88	18%	56	12%	175	37%	0	0%	15	3%	0	0%	0	0%	1	0%	45	9%	0	0%	9	2%
12	420	6%			39	9%	66	16%	116	28%	1	0%	8	2%	0	0%	0	0%	1	0%	30	7%	0	0%	5	1%
Total	7,176	100%	1,526	21%	640	9%	395	6%	###	32%	5	0%	152	2%	0	0%	32	0%	4	0%	970	14%	9	0%	184	3%

District Graduation Rates

The TEC, Subchapter B, Chapter 39.023(c), requires districts to compare the disparity in the rates of high school completion between students who are economically disadvantaged and students who are not economically disadvantaged, and between students at risk of dropping out of school, as defined by the TEC Sec. 29.081, and all other students. The table below provides this comparison and is based on the latest data provided by the [Texas Education Agency](#).



State Assessment Data – STAAR and STAAR EOC, 2022-2023

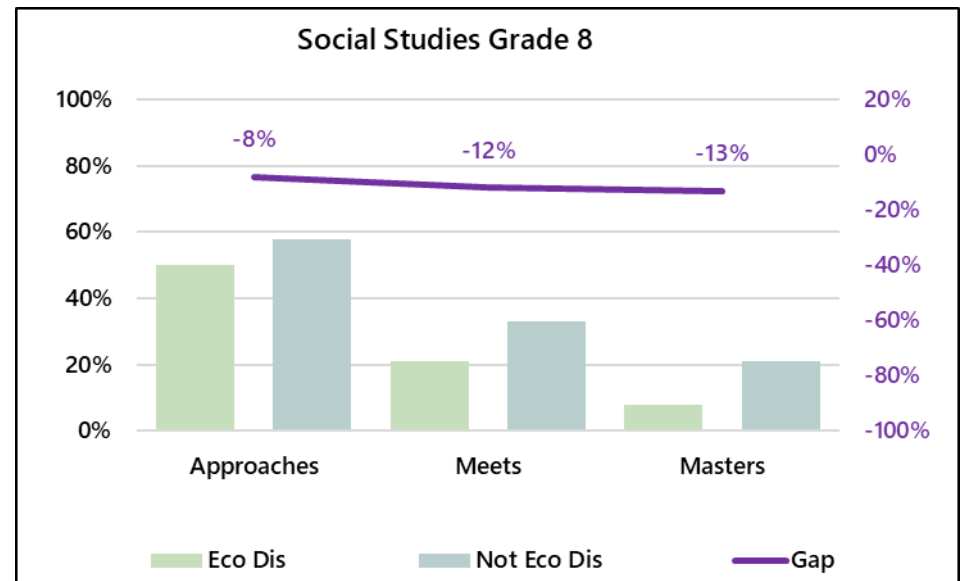
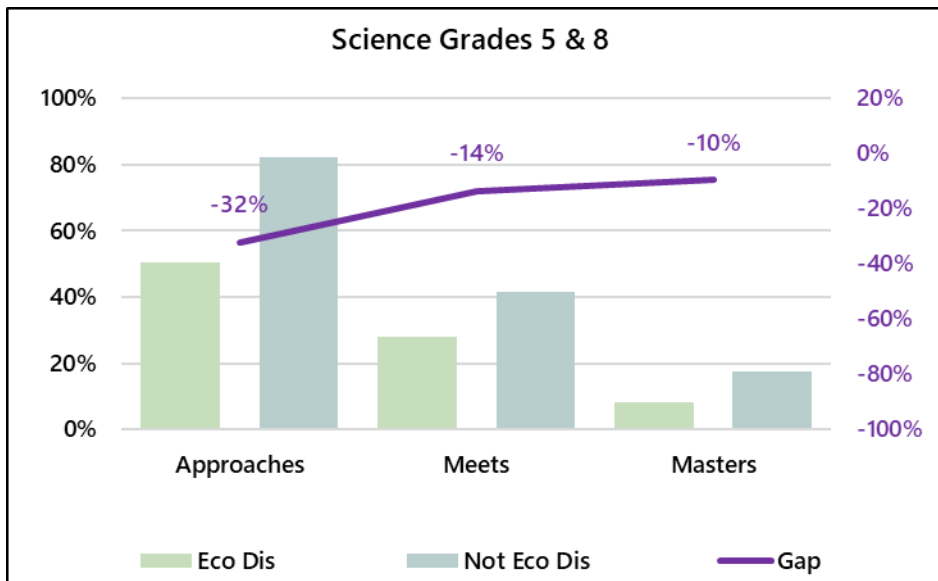
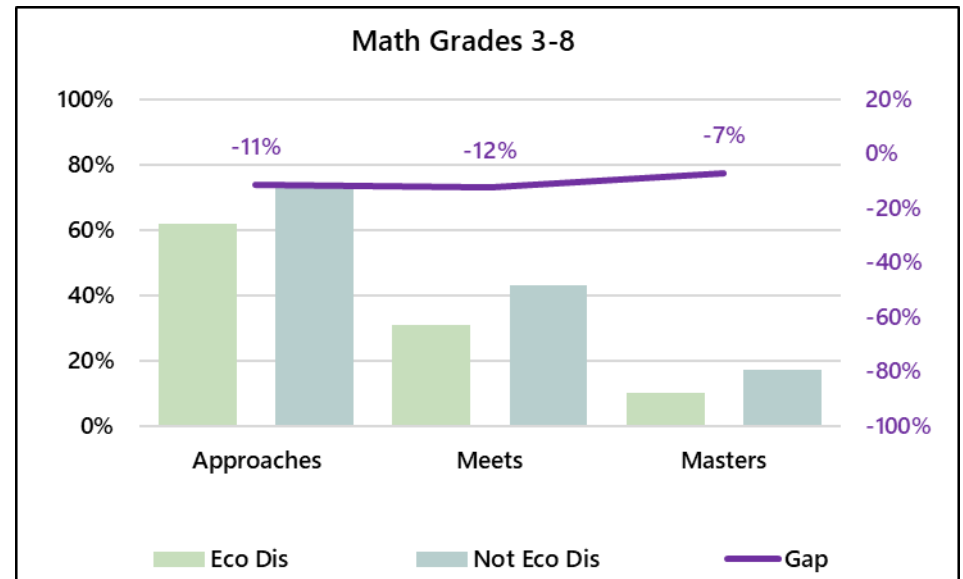
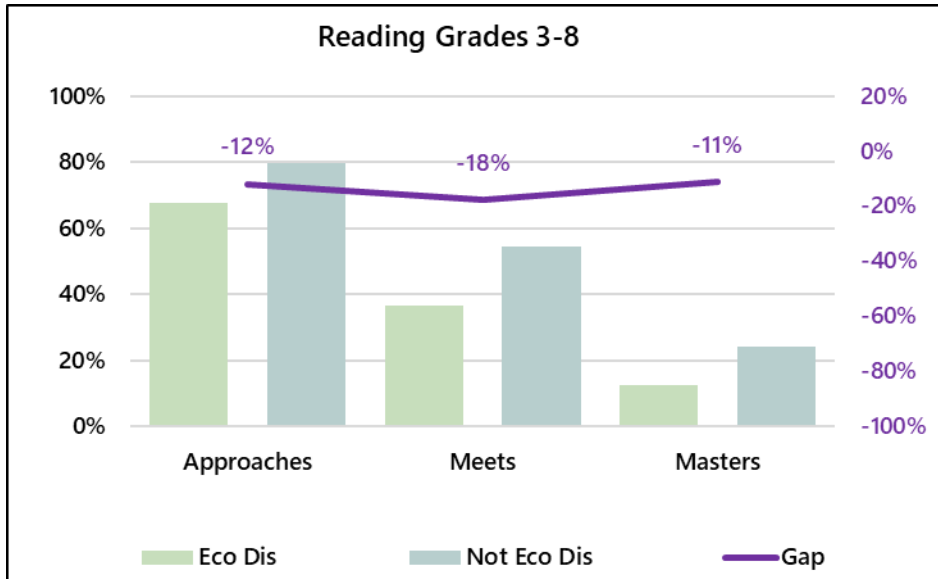
On [August 16, 2023](#), the Texas Education Agency (TEA) released the 2023 Grades 3–8 State of Texas Assessments of Academic Readiness (STAAR) results. The results included exams in mathematics and reading for grades 3–8, 5th and 8th grade science, and 8th grade social studies. On [June 30, 2023](#), TEA released the 2023 STAAR End-of-Course Assessment Results. The results included exams in Algebra I, English I, English II, Biology, and US History. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. Masters Grade Level (passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. Meets Grade Level (passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. Approaches Grade Level (passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. Does Not Meet Grade Level (not passing) identify students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The STAAR assessment data used for the tables presented was made available from the [TEA Analytic Portal](#).

The Texas Education Code, [Section 28.0211](#), requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. The accelerated instruction courses provided with SCE funds at Seguin ISD's campuses:

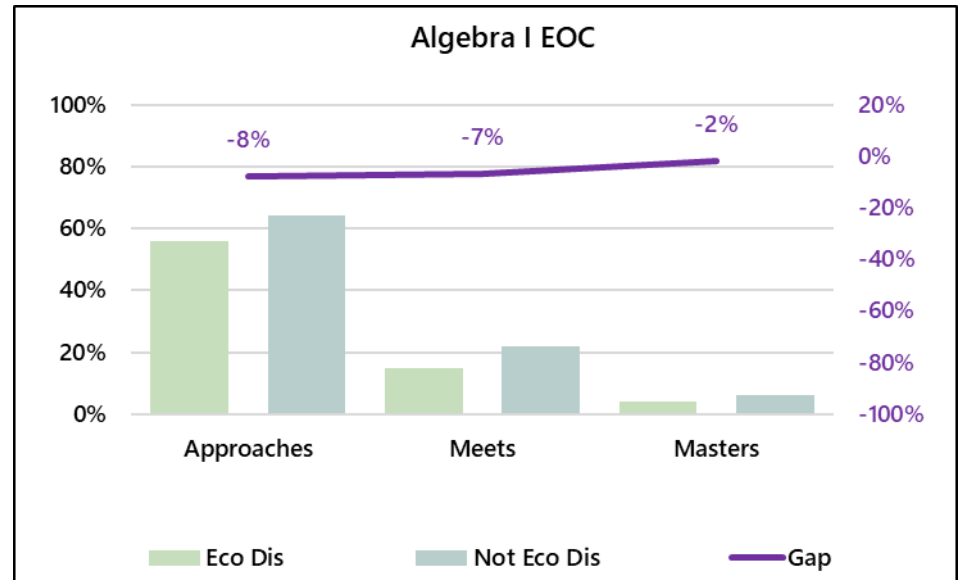
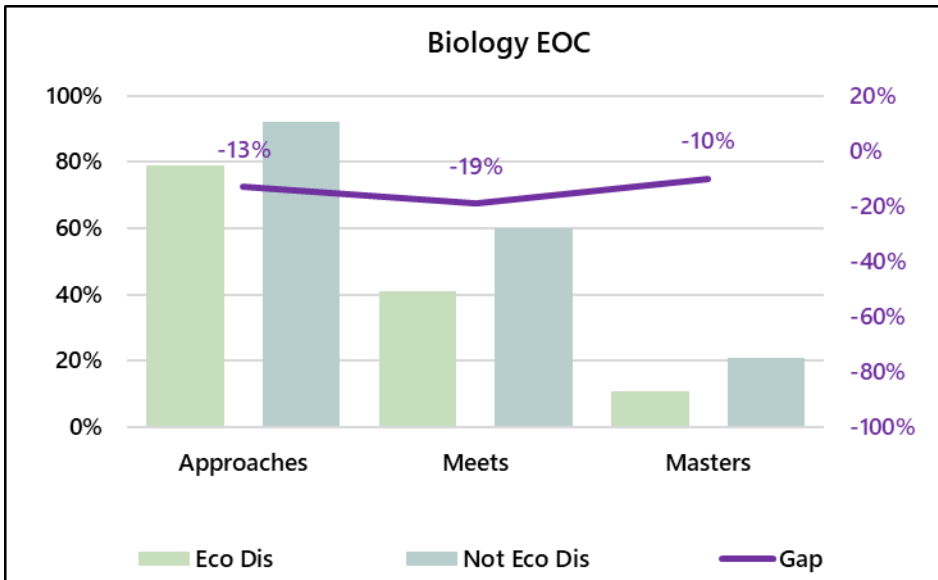
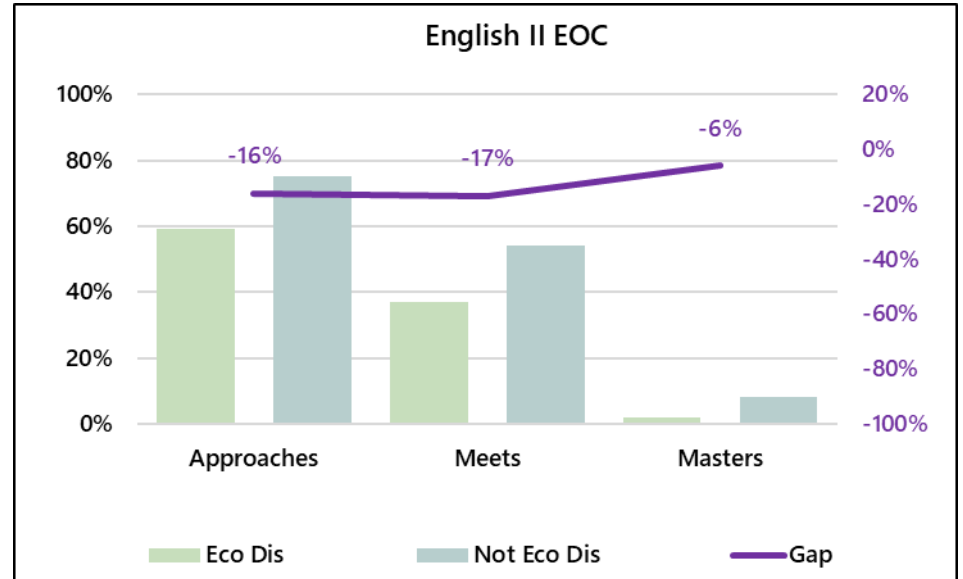
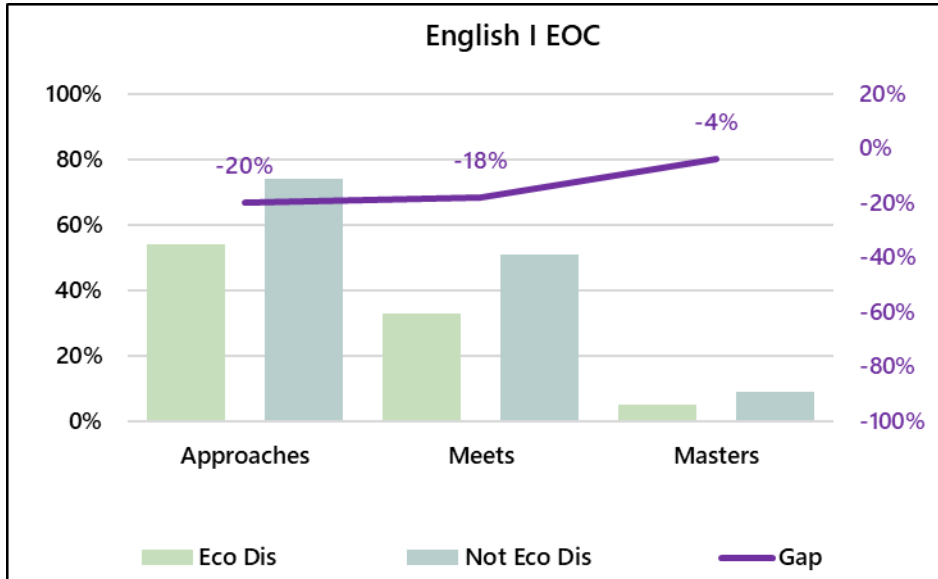
- Are assigned a TIA-designated teacher for the subsequent school year in the applicable subject area;
- OR
- Are provided for a total of not less than 15 or 30 hours (depending on student performance) either during the summer or at least once per week during the regular school year;
- Are limited to two subjects per year, prioritizing Math and Reading/Language Arts;
- Are designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and include effective instructional materials designed for supplemental instruction;
- Are taught by a person with training in the applicable instructional materials.
- Are provided, to the extent possible, by one person for the entirety of their accelerated instruction.
- Are delivered in a 1-on-1 or small group environment, with no more than 4 students in a small group.

Seguin ISD has further established TASB Board policies (EHBC and EIE) along with local procedures to address accelerated learning.

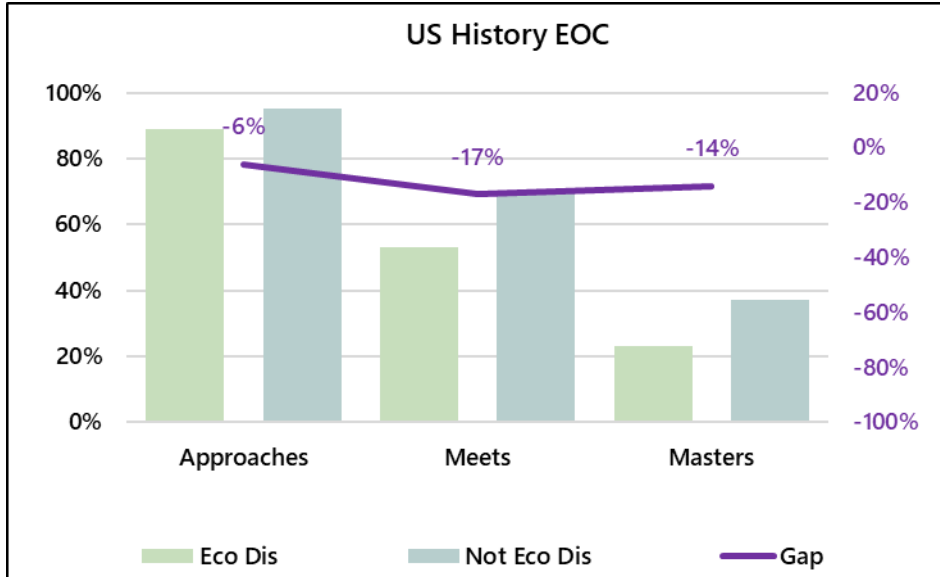
Economically disadvantaged compared to not economically disadvantaged



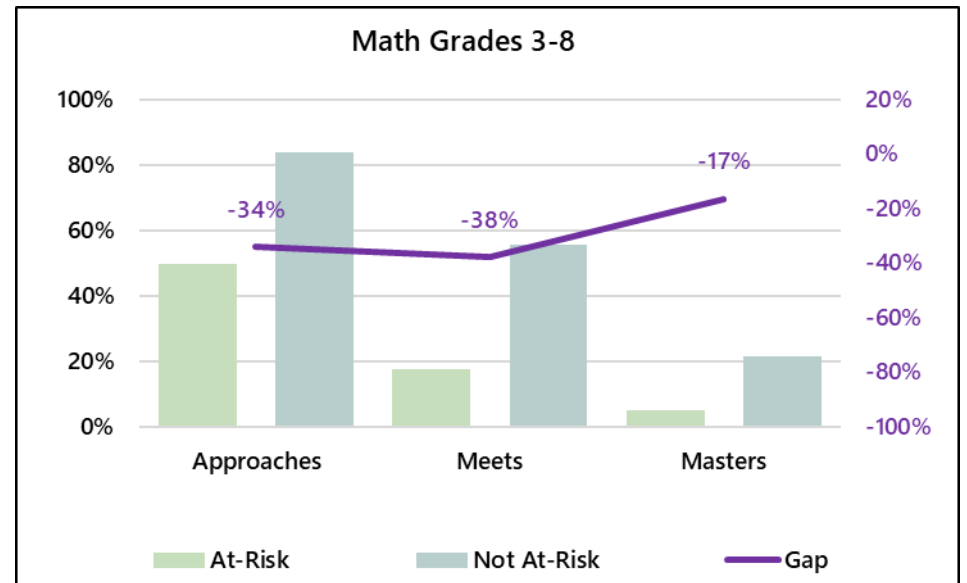
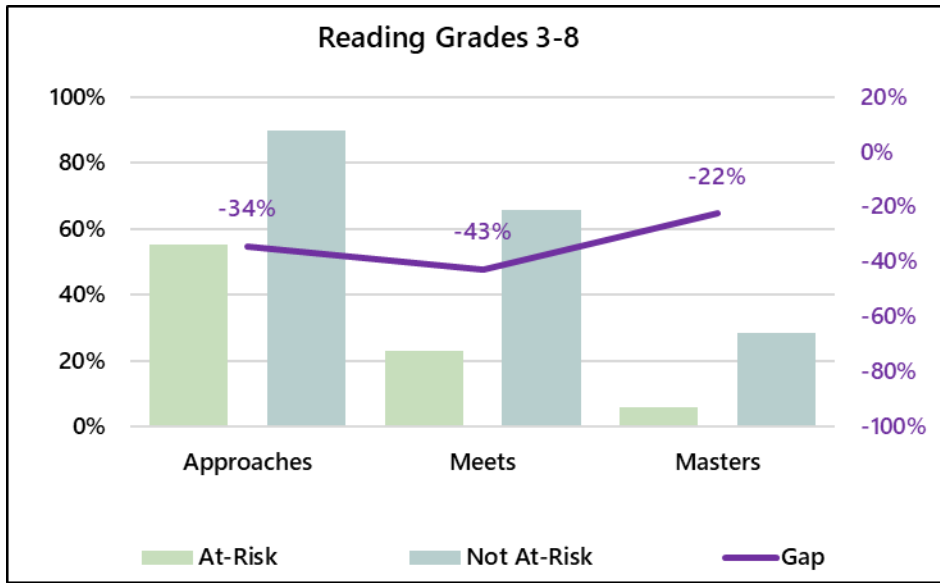
Economically disadvantaged compared to not economically disadvantaged (continued)



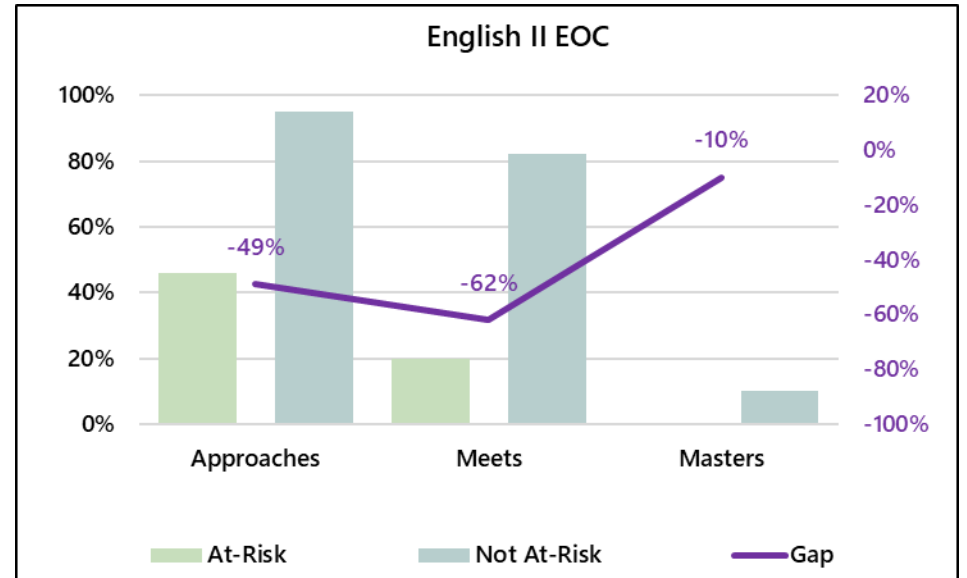
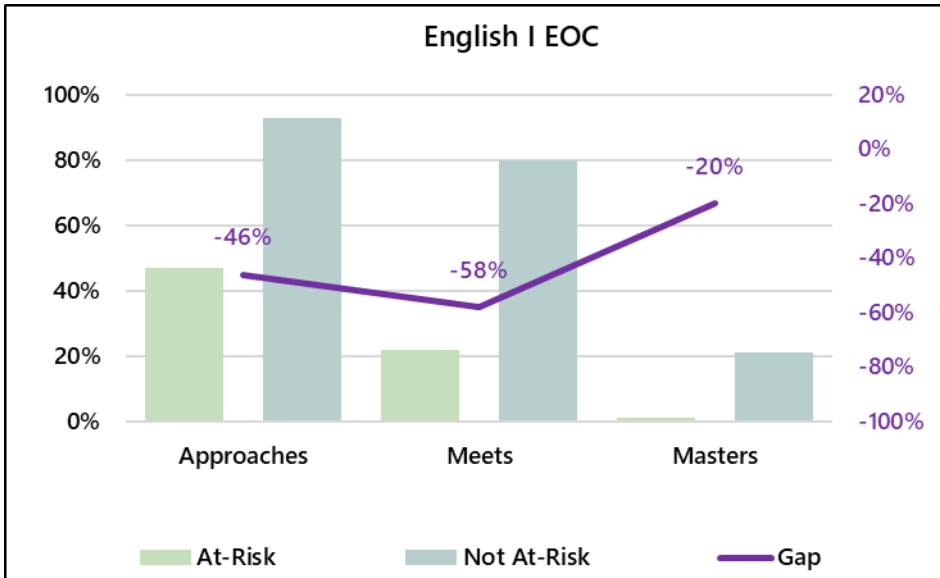
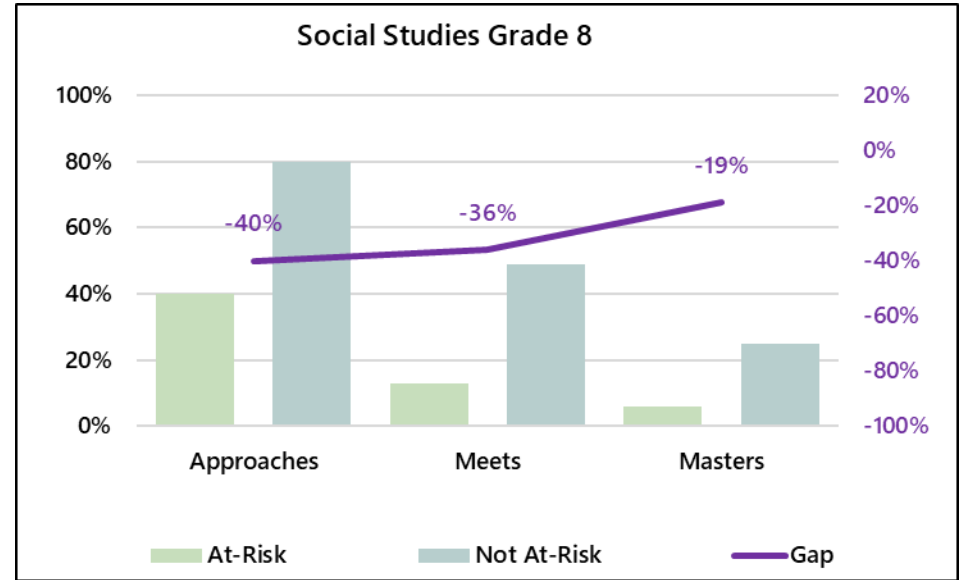
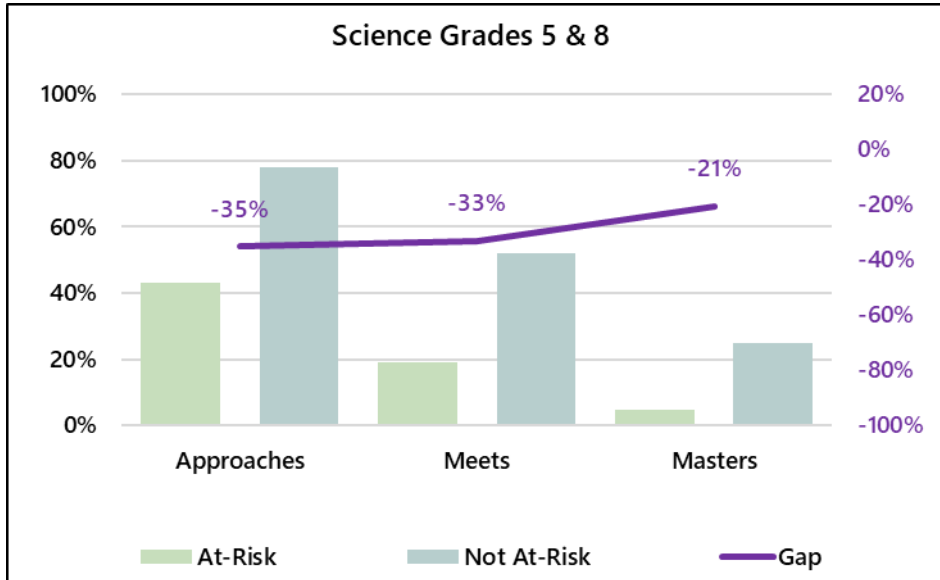
Economically disadvantaged compared to not economically disadvantaged (continued)



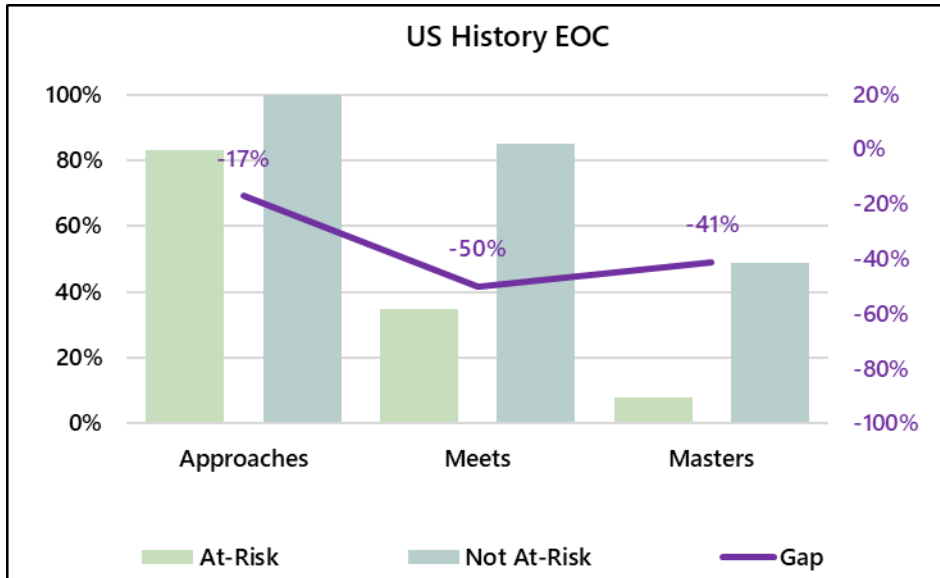
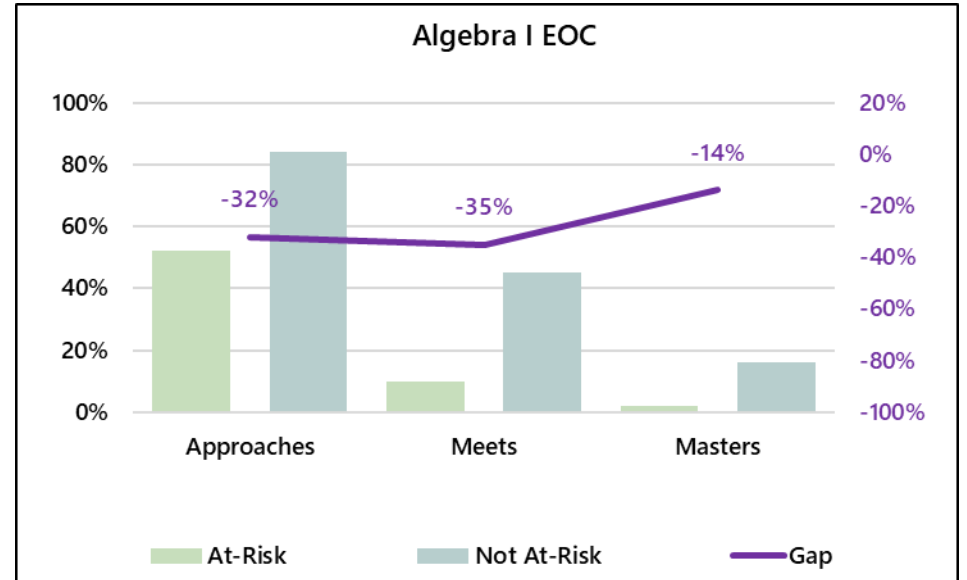
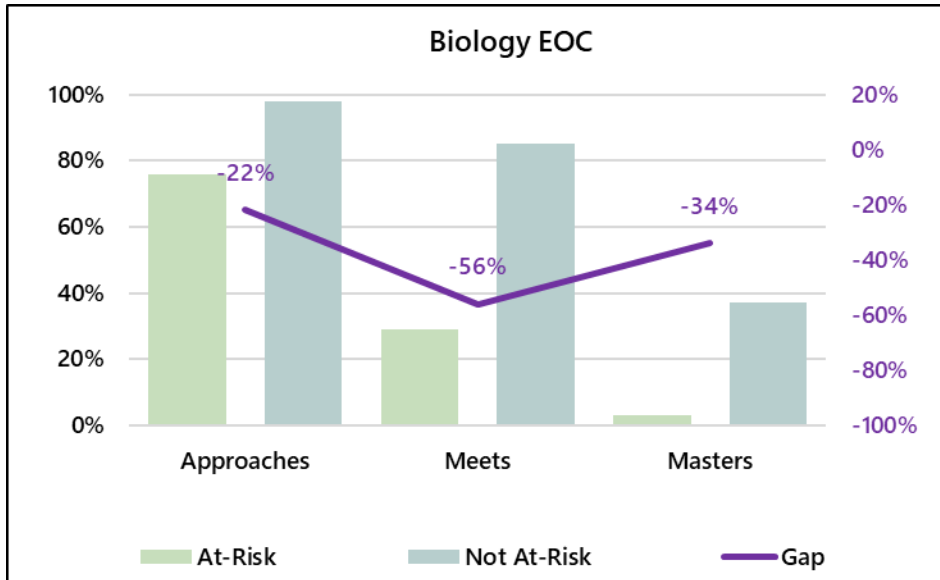
At risk compared to not at risk



At risk compared to not at risk (continued)



At risk compared to not at risk (continued)



Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

The [2023 Academic Accountability system](#) utilizes three domains: Student Achievement, School Progress, and Closing the Gaps. Whereas the Closing the Gaps domain compares all students and disaggregated student groups (the metric used to develop this report) the Seguin ISD SCE Addendum, can be used to evaluate gaps between at-risk and not at-risk students, as well as economically-disadvantaged students and not economically-disadvantaged. The following disparities were identified while reviewing academic achievement on state standardized assessments:

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-8) Economically Disadvantaged Compared to Not Economically Disadvantaged				
Grade Level	Reading	Math	Science	Social Studies
Grade 3	-9%	11%		
Grade 4	-10%	-14%		
Grade 5	-49%	-39%	-22%	
Grade 6	-23%	-7%		
Grade 7	-14%	-2%		
Grade 8	-13%	-15%	-5%	-12%

Student Achievement Gaps Summary "Meets Expectation" (EOC) Economically Disadvantaged Compared to Not Economically Disadvantaged				
English 1	English II	Algebra I	Biology	US History
-18%	-17%	-7%	-19%	-17%

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-8) At-Risk Compared to Not At-Risk				
Grade Level	Reading	Math	Science	Social Studies
Grade 3	-17%	1%		
Grade 4	-19%	-13%		
Grade 5	-39%	-36%	-29%	
Grade 6	-49%	-21%		
Grade 7	-45%	-14%		
Grade 8	-40%	-34%	-37%	-36%

Student Achievement Gaps Summary "Meets Expectation" (EOC) At-Risk Compared to Not At-Risk				
English 1	English II	Algebra I	Biology	US History
-58%	-62%	-35%	-56%	-50%

SCE Programs and Services of SEGUIN ISD

Seguin ISD provides fiscal and academic supports to ensure the successful implementation of the SCE program and to assist the campuses and the district in achieving the goals and performance objectives. Campuses within Seguin ISD conduct their own SCE-funded instructional activities and these may be viewed in their individual campus improvement plan. The state assessments (STAAR and STAAR EOC) are used as summative evaluation criteria.

State Compensatory Education Program Evaluation, 2022-2023

As required by TEC, Sec. 29.081(b)(1), Seguin ISD evaluates the effectiveness of its state compensatory education program, the results of which are included in this addendum. The evaluation allows the district to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school. In accordance with TEC, §29.081(b-3), the district holds an annual public hearing to discuss the results of the SCE program evaluation. State Compensatory Education resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The Texas Education Code does not specify the minimum standard or design for an evaluative process; however, Seguin ISD chooses to use a combination of two types of evaluation metric: continuous improvement and performance data. Continuous improvement is evaluated through the formative processes described in the "Programs and Services" section of the addendum. Performance data is evaluated through data analysis of state assessments as part of the summative evaluation process. By taking a student-needs approach to evaluation, the primary purpose of continuous improvement becomes the method to support learning that leads to effective student-centered decision-making and efficient district-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency's ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the district staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to each student's needs. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the district staff to seek patterns and to provide opportunities for student and school growth, as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs, that target strategies for assisting students identified as being at risk of failing or dropping out of school.

Funding Information

Texas House Bill 3 (HB3) reworked the formula for calculating districts' annual SCE allotment to a tiered multiplier system. School districts receive an SCE allotment equal to the basic allotment multiplied by one of five weights for students determined to be educationally disadvantaged. These weights are based on the tier assigned to the census block group in which a student who is educationally disadvantaged resides and are prescribed under the TEC, Section 48.104 (a–e). To generate SCE funds, the students must first be classified as educationally/economically disadvantaged. For the purpose of this system, the terms “educationally disadvantaged” and “economically disadvantaged” are interchangeable. Students who meet the criteria as educationally disadvantaged are reported in the PEIMS Fall submission. These students create an increase in SCE funding based on their census block group and are weighted on a scale of 0.225 up to 0.275 in additional SCE funds. Districts and other stakeholders can determine block groups using [TEA's Census Block Group Tools](#) and information for the following table can be found in the [summary of finance](#).

Economically Disadvantaged Student Counts (including students without a disability living in a residential placement facility whose parents do not reside in the district)								
Campus Name	Campus ID	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Total	Allotment
SEGUIN H S	094901001	454	232	289	233	284	1,492	\$2,271,577
MERCER & BLUMBERG LRN CTR	094901002	20	9	5	10	23	67	\$103,719
JIM BARNES MIDDLE	094901041	129	74	158	176	64	601	\$923,384
BRIESEMEISTER MIDDLE	094901042	163	106	47	51	188	555	\$854,315
BALL EARLY CHILDHOOD CENTER	094901101	85	61	67	73	102	388	\$601,062
JEFFERSON AVE EL	094901103	49	14	30	83	160	336	\$539,847
ORALIA R RODRIGUEZ EL	094901104	62	57	12	12	253	396	\$635,789
WEINERT EL	094901105	48	38	148	104	28	366	\$565,642
MCQUEENEY EL	094901106	54	110	37	10	52	263	\$397,012
PATLAN EL	094901108	103	15	10	210	41	379	\$589,127
KOENNECKE EL	094901109	139	104	105	19	35	402	\$596,519
VOGEL EL	094901110	159	22	62	12	43	298	\$440,286
DISCIPLINE ALTERNATIVE SCHOOL	094901111	4	3	2	5	7	21	\$32,956
JUVENILE DETENTION CENTER	094901112	1	1	1	1	0	4	\$6,006
District Total		1470	846	973	999	1280	5568	\$8,557,241

District SCE Budget

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides

approved allocations to the campuses. Seguin ISD is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements as outlined in the [Financial Accountability System Resource Guide \(FASRG\)](#). The accounting practices of the district that are implemented by the campuses are consistent with cost principles and provide for adequate documentation to support costs charged to the SCE budget.

[TEC Section 48.104\(k\)\(1\)\(A\)](#) allows districts to use SCE funding to provide supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students who are educationally disadvantaged and students who are not educationally disadvantaged. Seguin ISD does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The district uses SCE funds only to provide programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. The district meets the required 55% direct services to serving identified at-risk students. All SCE expenditures are (1) reasonable and necessary, (2) aligned to the intent of SCE, (3) supplemental to the district's regular education programs with compensatory, intensive, and/or accelerated instruction, (4) supplemental to other federal* and state programs and the regular education program offered to all students, (5) disclosed in the DIP/CIP before SCE funds were expended, (6) will enhance the academic performance of at-risk students, (7) and their usage of funds evaluated. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

**ESSERII/III and SCE Funding - The purpose of ESSER funding in general, is to award subgrants to local educational agencies (LEAs) to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools. ESSER funds are not required to be supplemental to the LEA's state and local funds. For state compliance with spending requirements, TEA will combine funds 199, and 281 (ESSER II), and 282 (ESSER III) to verify that the state spending requirements were met for all state allotments.*

In accordance with TEC Sec. 29.081(b)(b-1) (b-2), Seguin ISD provides accelerated instruction for students failing an end-of-course (EOC) assessment required for graduation and for all students identified as being at risk of dropping out of school ([TEC Sec. 28.0211 \(a-1\)](#)). This instruction is in the applicable subject area and occurs before or after school, or outside normal school operations, as deemed appropriate. The district sufficiently budgets specific funds for accelerated instruction. Allocations for accelerated instruction for students failing an End of Course (EOC) assessment required for graduation are made prior to budgeting SCE funds for any other purpose. Direct program expenditures of state compensatory education funds at Seguin ISD: 1) support the intent and purpose of the program, 2) are allowable under statute and guidance, and 3) and are related to specific interventions identified in the appropriate district and campus improvement plans. Additionally, the SCE allotment is used

to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 and its subsequent amendments at the following Title I campuses of SEGUIN ISD: ORALIA R RODRIGUEZ EL, JEFFERSON AVE EL, BALL EARLY CHILDHOOD CENTER, BRIESEMEISTER MIDDLE, and JIM BARNES MIDDLE. Indirect costs may be attributed to the following expenditure function codes: 34-Student Transportation; 41-General Administration; 81-Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency publication, [Financial Accountability System Resource Guide \(see also Module 6\)](#).



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Purpose

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA).

The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."

ESC and TEA Review

ESC Review Complete

TEA Review Status: Approved

Part 1: Applicant Designation

Intention to Apply for Funds

Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. Perkins V Formula Grant	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Part 2: Student Performance

Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> 1S1: Four-Year Graduation Rate
<input checked="" type="checkbox"/> 1S2: Extended Graduation Rate
<input checked="" type="checkbox"/> 2S1: Academic Proficiency in Reading/Language Arts
<input checked="" type="checkbox"/> 2S2: Academic Proficiency in Mathematics
<input checked="" type="checkbox"/> 2S3: Academic Proficiency in Science | <input type="checkbox"/> 3S1: Postsecondary Placement
<input checked="" type="checkbox"/> 4S1: Non-traditional Program Enrollment
<input checked="" type="checkbox"/> 5S1: Attained Recognized Postsecondary Credential
<input checked="" type="checkbox"/> 5S4: CTE Completer
<input type="checkbox"/> All Perkins performance accountability indicator targets have been met at the LEA level. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

2. 2022-2023 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

3. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. Include possible explanations for any differences.

When comparing CTE Learners with Non-CTE Learners on accountability indicators, our district's CTE Learners outperformed Non-CTE Learners on all indicators with the exception of 5S1 (Attained Recognized Post-Secondary Credential). The reason for the low performance of CTE Learners is that students went completely remote in March of 2020 without advance notice due to COVID19 and did not return to in-person instruction until September of that year. The CTE-based certifications that qualify for 5S1 are completed in an in-person setting at the end of the school year. Our non-CTE Learners include students in our Early College High School who were still able to complete their courses online and earn their Associates Degree.

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4. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level. List the strategies to be implemented that will address the underperformance within special populations.

CTEL = CTE Learners
 CTE w/Disabilities performed lower than all CTEL in the following indicators: All indicators
 CTE English Learners performed lower than all CTEL in the following indicators: 1S1,2S1,2S2,2S3,3S1,4S1,5S1
 CTE from Economically Disadvantaged Families performed lower than all CTEL in the following indicators: 2S1,2S2,2S3,3S1,4S1,5S1
 CTE Preparing for Non-traditional Fields performed lower than all CTEL in the following indicators: 5S1,5S4
 CTE from Single Parent households performed lower than all CTEL in the following indicators: 2S2,2S3,4S1,5S1,5S4
 CTE from Migrant Households performed lower than all CTEL in the following indicators: 2S2,4S1,5S1,5S4
 CTE from Out-of-Work households, in Foster Care, and w/Parents in Active Military have a denominator of 0.
 Strategies: Sheltered Instruction training for CTE teachers to assist w/ELPerformance, Teaching Students in Poverty training for CTE teachers to address EcoDis performance, increased inclusion of SPED in CTE PLCs.

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5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level. List the strategies to be implemented that will address the underperformance within different genders, races, and ethnicities.

CTEL from different genders, races, and ethnicities performed lower than all CTEL in the following indicators:
 Female: 2S3, 4S1, 5S1
 Male: 1S1,2S1,2S2,3S1,5S4
 Asian: 1S1,3S1,5S1,5S4
 Blacks or African American: 1S1,2S1,2S2,2S3,3S1,4S1,5S1,5S4
 Hispanic or Latino: 1S1,2S1,2S2,2S3,4S1,5S1
 Native Hawaiian or Pacific Islander: 1S1
 White: 5S4
 Two or more races: 2S1,2S2,2S3,3S1,5S1,5S4
 Strategies: Along with the strategies listed in 2.4, "Sheltered Instruction training for CTE teachers to assist w/English Learner Performance, Teaching Students in Poverty training for CTE teachers to address EcoDis performance, increased inclusion of SPED Dept in CTE PLCs", provide instructional materials and curriculum that are inclusive of all genders, races, and ethnicities, CTE teachers will receive training on inclusion as a part of the district's increased focus on culturally aware instruction

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Part 3: Labor Market Alignment

Evaluate the alignment between CTE programs offered and the labor market needs.

1. List the top career clusters with occupations that meet the state and/or regional definition of "in-demand" and "high-wage".

The Workforce Development Area Labor Market Information, 2020-2030 for Alamo Workforce Area 20 shows that the top 5 High Demand/High Wage career clusters when factoring in Growth Rate, Average Earnings, and Average Annual Openings are Health Science, Business Marketing & Finance, Hospitality & Tourism, Education and Training, and Science, Technology, Engineering, and Mathematics (STEM).

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2. Describe the alignment between the CTE Learners and the occupations identified in part 3 line 1. Second, identify any gaps between high-wage/in-demand occupations and CTE program offerings.

Of the 5 clusters identified in 3.1, Seguin ISD offers 4 of the 5. Based on student enrollment, Health Science is #1, Business Marketing and Finance is #2, Hospitality and Tourism is not offered, Education and Training is #9, and STEM (Engineering) is #8. The identified gaps are the absence of a Hospitality and Tourism program (the lowest average earnings of the High Wage/High Demand clusters) and the low enrollment numbers in Education & Training and STEM.

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Part 4: Programs of Study/Size, Scope, and Quality

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.

1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.

Our district serves approximately 7,200 students with nearly 2,100 of those students enrolled in grades 9-12. Our middle schools house 6th-8th grade students and we have yet to move any of our initial CTE courses down to the middle school level. Our students are able to choose between 11 Career Clusters and 18 Programs of Study, well above the 5 required for a district of our size. We survey our middle school students annually to determine if there are Programs of Study that are in demand, but not offered. Similarly, we annually evaluate programs with low enrollment to determine if future demand supports keeping the program active.

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2. Describe the involvement of secondary partners, postsecondary partners and employer/industry partners in the development, implementation, and phasing out/closure of CTE programs of study.

We meet regularly with other school districts in our area to collaborate on potential partnerships for shared secondary programs, and we bring Alamo College District to the table for discussions regarding potential partnerships involving both secondary and postsecondary partners for programs that will benefit all of our students. Additionally, we have a tremendous partnership with Seguin Economic Development Corporation, who facilitates regular activities for our students and opportunities to meet with local industry partners in order to get input on existing and future CTE programming. Adding or closing of programs is discussed with those industry partners prior to any action being taken by the district.

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3. Identify any gap areas between opportunities for students to participate in work-based learning and complete advanced academic courses compared to enrollment.

The past two years have been difficult in terms of students having opportunities to participate in work-based learning because of COVID19. Many of our partners just recently opened up their facilities to our students after two years of not allowing students to participate in WBL. We have spent this time strengthening our relationships with industry partners in preparation for broader WBL opportunities for our students Fall of 2022. We have also just recently been approved to begin a Planning Year in 2022-23 for a PTECH in Pharmacy Tech in partnership with Northwest Vista College.

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Part 5: Recruitment, Retention, and Training of CTE Educators

Assess and develop plans to improve the quality of CTE faculty.

1. Describe professional development opportunities for faculty, staff, counselors, and administrators. Include examples of the effectiveness of these experiences at improving student outcomes.

Seguin ISD provides a multitude of professional development opportunities for faculty, staff, counselors, and administrators throughout the school year. Additionally, attendance at content-specific professional development through ESC Region 20, CTAT, TCEA, THOA, NCCER, OHSA, VATAT, TIVA is encouraged and financially supported by the CTE Department and the District. Teachers are also encouraged and provided time for earning industry-based certifications in their assigned curricular area.

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2. Identify the processes that are in place to induct and retain faculty and staff. Evaluate these processes for effectiveness with an emphasis on individuals coming from industry.

One of the three strategic priorities for Seguin ISD is to "Create the conditions in Seguin ISD to recruit, retain, and engage employees". CTE teachers, like all teachers, are provided opportunities for professional growth along with time for collaboration and planning for instruction. The district has provided retention-based financial incentives to teachers and the CTE department has built a culture of family that the staff and teachers take pride in. Teachers coming directly out of industry are partnered with an experienced mentor teacher that works with them, are asked to participate in ESC20 CTE-specific professional development and are encouraged to enroll in a teacher certification program. Support is provided by the CTE Director along with other academic professionals throughout the school year.

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3. Evaluate faculty in CTE programs for appropriate credentials with related workplace experience in the program area.

As a District of Innovation, we have the ability to hire directly out of industry, which we have done in a few instances. In those cases, we encourage the new teacher to look at the options regarding alternative teacher certification. Those hired under those circumstances have had extensive experience in the workforce in their curricular area, and, in a few cases, have been involved in a teaching or training role within the industry for a number of years. All CTE teachers in Seguin ISD are fully credentialed for their content area or they have expertise in the content area that has been developed over a multitude of years in the field.

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Part 6: Improving Equity and Access

Evaluate progress in providing equal access to CTE programs.

1. Evaluate student groups taking part in CTE at disproportionate levels, in comparison to the overall student population. Identify which groups are over and underrepresented.

Representation was higher among CTE Learners compared to the district for the following groups: Female, Asian, White, and Two or More Races. Underrepresented groups are Males, Black or African American, and Hispanic or Latino. In each case, overrepresented and underrepresented, the percentage of students enrolled in CTE programs is within a few percentage points of the district's overall demographic breakdown.

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2. Identify any barriers that prevent certain populations of CTE learners from accessing programs, such as prerequisites/admission requirements, transportation, and scheduling. Identify the student groups most affected by these barriers.

There are no existing barriers to access for any CTE Programs of Study in Seguin ISD. Our district chooses not to require applications or interviews to enroll in our CTE programs. We encourage all students to follow their passion in hopes that it will lead them to a career they will love for many years to come.

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3. Describe how and when the LEA recruits students into your CTE programs. List the methods of reaching all students, including students from groups identified as special populations and from different races, genders, and ethnicities.

We market our programs in a multitude of ways to students, parents, and the community. These include: Social Media posts - Twitter, Facebook, and Instagram, through the district website, posters that are hung throughout the district, Chart Your Course - an event held annually where 8th grade students tour all available electives during the day and then parents come to do the same in the evening, the CTE Director meets with 8th grade students and parents as a part of the Personalized Graduation Plan (PGP) process, students utilize Xello for career exploration and are able to connect their areas of interest to Programs of Study. We will begin marketing our PTECH to 8th graders early Fall 2022, targeting a diverse population to fill the first cohort of students.

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Part 7: Summary

LEAs will merge the analyses outlined above into one set of findings.

1. Describe the LEA's overall mission and vision for CTE programming.

The mission of Seguin ISD is to cultivate, inspire and empower students to grow and learn. The district vision is exceptional students to exceptional citizens. The CTE programming at Seguin ISD is designed to prepare students for post-secondary opportunities in their choice of college or a career. Students are provided the opportunity to complete a Program of Study and graduate with an recognized industry license or certification that will set them apart from others as they enter into their chosen career field.

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2. List the top (three-five) CTE priorities over the next four-years.

CTE priorities over the next four years can be broken down into 3 areas: Performance, Facilities, and Curriculum/Programming. In regard to Performance, a priority on successful completion of industry-based certifications has led to significant increases already, but we want to continue to grow in that area. Facility priorities include the need to expand available spaces for Welding and Construction, determine the location for and build an Ag Barn to accommodate the needs of our Ag/FFA program, and to get in place a facility to accommodate the student demand for an Automotive program. In regards to Curriculum/Programming, our priorities are to get high quality instructional materials (HQIM) in place for all of our existing programs, to work with community partners develop an Automotive program (high student demand) and work with local Fire Chiefs and other area school districts to begin a Fire Academy serving students of Seguin ISD and other neighboring districts.

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3. List the top three most aligned CTE programs of study based on regional labor market information and the plan for continuing support or expansion of these programs. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.

The top 3 most aligned CTE POS are Health Science, Business Marketing and Finance, and Education and Training. We have a partnership for CNA/Phlebotomy instruction and are adding a PTECH in Pharmacy Tech to further enhance the Health Science program. To support our Bus, Mkt, & Finance POS, we are working with industry partners to place students in WBL experiences in their offices. Our Education & Training program received a TCLAS grant to develop a Grow Your Own program, which will be used to grow participation. The least aligned POS are Manufacturing, Law Enforcement, and Arts A/V. Manufacturing is listed, but Seguin is a manufacturing hub and we have significant support for this high enrollment program. Arts A/V is high enrollment and we have adapted the program to fit the changing industry needs. We have placed multiple students at highly respected universities from this POS. Law Enforcement is being evaluated for retirement.

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4. List the LEA's lowest performance indicators and describe strategies to improve student performance.

5S1: Program Quality - Attained Recognized Post Secondary Credential and 2S2: Academic Proficiency in Mathematics. For 2S2, Seguin High School has instituted a Flex schedule which provides for time for students that are deficient in a STAAR-tested subject to have extended opportunity for learning. The use of benchmark testing is allowing for problem areas to be identified and focused on so that students are utilizing the time efficiently and effectively. All teachers, including CTE teachers have been trained on the use of the extension tools and student activity is tracked. For 5S1, we have already made strides in this area and are continuing to focus on student certification outcomes in all of our CTE POS. Our district is considering teacher incentives based upon IBC performance similar to what many districts do with regard to STAAR performance. Post-COVID, this indicator will improve due to increase in face-to-face instruction and increased testing opportunities.

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Part 8: Assessment Contact

Primary Contact

Select Contact: or

First Name: Richard Middle Initial: Last Name: Bough Title: Director of CTE

Phone: 830-401-8025 Ext: E-Mail: rbough@seguin.k12.tx.us



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Part 9: Certification and Incorporation

Certification and Incorporation Statement (Only the legally responsible party may submit this report.)

I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; provisions, assurances, and certification requirements; and the schedule submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

Select Contact: or

First Name: Cynthia

Middle Initial:

Last Name: Borden

Title: Director of State & Fed
Accountability

Phone: 830-401-8623

Ext:

E-Mail: cborden@seguin.k12.tx.us

Submitter Information

First Name: Cynthia

Last Name: Borden

Approval ID: cynthia.borden

Submit Date and Time: 04/25/2022 09:04:58 AM