Seguin ISD Strategic Plan 2025 Monthly Update

March 28, 2023

Seguin ISD Board of Trustees

Seguin Independent School District

- 80%+ STUDENTS IN A OR B CAMPUS
- STUDENT READING PERFORMANCE
- STUDENT MATH PERFORMANCE
- COMMUNITY PERCEPTION
- STAFF SATISFACTION
- FUTURE READY STUDENTS
- THRIVING LEARNING COMMUNITY

Exceptional Students to Exceptional Citizens
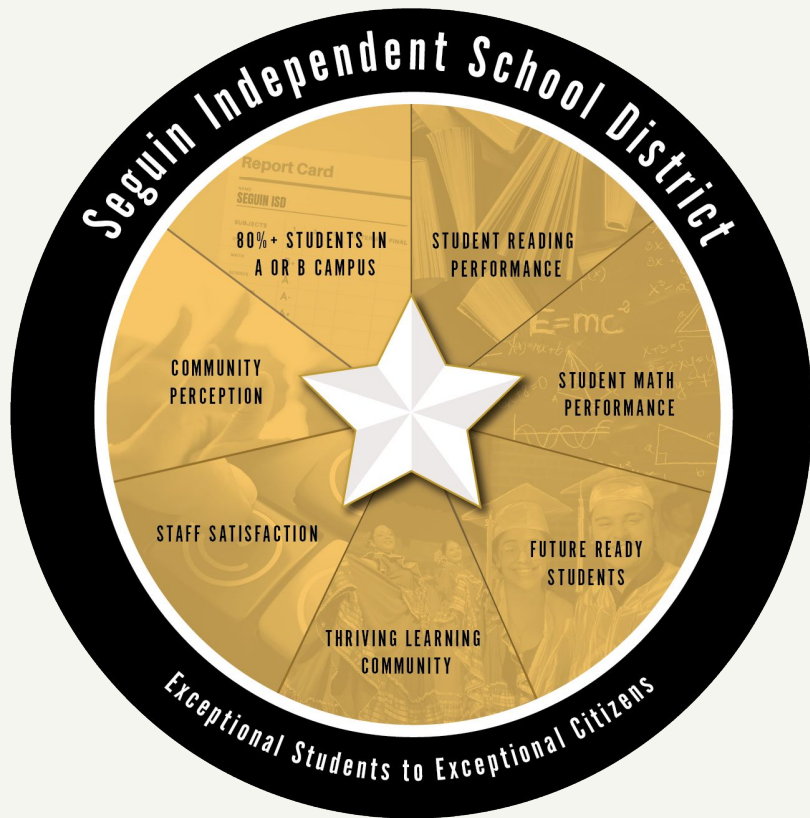
Strategic Priorities

1. Creating Future Ready Students

2. Supporting + Valuing Staff

3. Developing Relationships with Family + Community

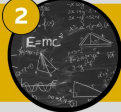**4. Building a Thriving Learning Community**

Seguin Independent School District

STRATEGIC GOALS

1. Student Reading Performance
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.

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

3. Future Ready (College, Career, Military
Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2024.

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

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

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

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

Performance Objectives

30 total

Short-Term Measures

(12-18 months)

Strategic Actions

80 total

Align to performance objectives

2

Strategic Initiatives Dashboard At-A-Glance

Progress on 80 Strategic Actions (by Task Force) through February 2023

Equitable Student Experiences Task Force

		Jan Status	Feb Status
Fall 2022	**4.3.1** Identify SISD's pathways to an exceptional future.	On Track	On Track
	4.3.2 Identify existing programming (PK-12) that aligns to pathways	On Track	On Track
	4.3.3 Identify and connect all students to pathways based on their interest(s), taking into consideration students' unique circumstances and backgrounds.	On Track	On Track
	4.3.4 Develop district-wide plan for student goal setting practices, focusing on life goals (vs. academic goals)	On Track	On Track
Spring 2023	**4.3.5** Develop resources accessible to all stakeholders to support students connecting district pathways to high school graduation and beyond.	On Track	On Track
	4.2.1 Identify students who reported that they do not have a positive school experience.	On Track	On Track
	4.2.2 Identify factors that lead students to having an overall positive school experience.	On Track	On Track
	4.2.3 Increase opportunities for students to engage in positive interactions with staff members and peers, including opportunities outside of the classroom.	On Track	On Track

College, Career, Military Readiness (CCMR) Task Force

		Jan Status	Feb Status
Fall 2022	**3.1.1** Purposeful TSIA Intervention & Support at the high school	On Track	On Track
	3.1.2 Ensure that SpEd students receive the same CCMR support and resources as Gen ed students	On Track	On Track
	3.1.3 Mandatory TSIA prep in between testing sessions	On Track	On Track
	3.1.7 Increase school-day PSAT & SAT participation	On Track	On Track
	3.1.9 Provide PSAT, SAT and ACT Test Prep	On Track	On Track
Spring 2023	**3.1.6** Increase enrollment in College Prep Class	On Track	On Track
	3.2.1 Provide Dual Credit enrollment support & ongoing Advising and check-ins with a strong student support system	On Track	On Track
	3.2.2 The student support system will include "CCMR Camps or Sessions" for DC/ECHS/PTECH students	On Track	On Track

Curriculum + Blended Learning Task Force

		Jan Status	Feb Status
Fall 2022	**7.1.2** Ongoing PD and support for teachers and paras, students, and parents. Modeling the strategies that teachers and paras will use in the classroom.	On Track	On Track
	7.1.3 Create a blended learning campus task force that involves all populations in the conversation such as dual language, SPED, 504, GT, etc.	Nearly Off Track	Nearly Off Track
	7.1.4 Develop a dynamic lesson plan template that includes online and offline components of blended learning with input from all stakeholders	On Track	On Track
Spring 2023	**7.1.1** Define Blended Learning for Seguin ISD by providing explicit clarity in language and roles of stakeholders	On Track	On Track
	7.1.7 Increase AP awareness through parent nights and increase student preparedness through in-class test prep.	On Track	On Track

HR + Staff Culture Task Force

	Jan Status	Feb Status
5.1.1 Embed team building opportunities specific to campus need during the school day.	On Track	On Track
5.1.2 Administer short and specific surveys twice yearly for staff feedback.	On Track	On Track
5.2.1 Every teacher K-12 will be a part of a weekly campus/departmental PLC	On Track	On Track
5.2.2 Every teacher K-12 will be a part of a SUPER PLC or Faculty Meeting every month as part of job embedded PL/training.	On Track	On Track
5.3.2 Critical areas will be provided a stipend for recruitment and retention.	On Track	On Track
5.3.5 Explore Whole Child Support opportunities during established PLCs.	On Track	On Track
5.1.4 District SGS work will focus on Talent Pipeline development.	On Track	On Track
5.3.3 Establish pathways/pipelines for teachers to expand their professional learning.	On Track	On Track
5.3.4 Establish competitive salaries and benefit packages for teachers and staff.	On Track	On Track

Fall 2022 (rows 5.1.1 through 5.3.5)

Spring 2023 (rows 5.1.4 through 5.3.4)

Community Engagement Task Force

	Jan Status	Feb Status
6.1.1 Create strategic and meaningful family- and parent-friendly campus activities.	On Track	On Track
6.1.3 Increase opportunities to offer parental involvement partnerships to include professional learning.	On Track	On Track
6.2.1 Showcase student, staff, campus and district achievements through ever-evolving social media outlets.	On Track	On Track
6.2.3 Nurture relationships with local and regional media to market SISD's student-centered programs and initiatives.	On Track	On Track
6.3.1 Publicize the various communication platforms that are utilized by campuses and the district to share information.	On Track	On Track

Whole Child Task Force

Fall 2022

	Jan Status	Feb Status
4.4.1 Define and promote an accessible definition and purpose of Whole Child learning in Seguin ISD (in relation to PBIS, and other places whole child is supported)	On Track	On Track
4.5.1 Research and implement a tool to collect baseline data on the belonging needs of students, families, and staff.	On Track	On Track
4.5.2 Create district-wide community engagement opportunities.	On Track	On Track
4.7.1 Convene a master schedule work group to ensure time is protected for Whole Child supports.	Nearly Off Track	On Track
4.7.3 Convene a staff Whole Child work group comprised of teachers to make recommendations to address staff concerns.	On Track	On Track
4.7.4 Provide mental health resources and support at every campus.	On Track	On Track
4.6.1 Training about Unconscious Bias, the Whole Child Model with Trauma informed & culturally responsive practices will be offered to 100% of SISD staff. Bi-monthly voluntary DEI trainings/engagement offerings will be available to anyone in the Seguin community.	On Track	On Track

School Safety + Discipline Task Force

Fall 2022

	Jan Status	Feb Status
4.8.1 Seguin ISD will develop, facilitate, and support strategies to increase student attendance and district and campus committees will identify students with attendance issues and incorporate early interventions.	On Track	On Track
4.8.2 Student Support Team will conduct monthly campus liaison meetings to support student attendance.	On Track	On Track
4.8.3 Maintain efficient and clear districtwide process regarding attendance.	On Track	On Track
4.9.1 Seguin ISD will implement a school wide discipline management program that aims to improve student behavior plus strengthen learner engagement through a strategic system of clearly defined expectations.	On Track	On Track
4.9.2 Seguin ISD will provide training and additional support for teachers and administrators regarding diversity and disciplinary practices including resources and suggestions on alternative disciplinary practices (CHAMPS, ACHIEVE, Trust Based Relational Intervention or TBRI, Culturally Relevant Teaching, Restorative Practices, etc).	On Track	On Track
4.10.1 Seguin ISD will provide ongoing safety training and support.	On Track	On Track

Facilities Task Force

	Jan Status	Feb Status
4.11.1 Upgrade security and life safety measures as resources allow.	On Track	On Track
4.11.5 Evaluate initial response time and completion data for facilities work orders.	On Track	On Track
4.12.3 Upgrade technology infrastructure to support learning.	On Track	On Track
4.10.2 Evaluate furniture in learning spaces and develop a plan to update across the district.	On Track	On Track
4.11.3 Create a new campus operations scorecard with a goal of all campuses score of 90% or above in Safety, General Appearance, and Cleanliness.	On Track	On Track

Fall 2022

Spring 2023

Seguin ISD Strategic Plan 2025: Bright Spot

Strategic Actions Progress Highlights

Task Force: Facilities

Chair: Tony Hillberg

Strategic Priority #4: Creating a Thriving Learning Community

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 4.10
Create flexible and adaptable learning spaces that ensure safety and security in an innovative environment that supports teaching and learning.

Performance Objective 4.11
By 2024, create new facilities evaluations to better track safety, appearance, and cleanliness.

Performance Objective 4.12
Provide equitable access to learning spaces that support fine arts, academics, college/career readiness and personal wellness for all students.

Strategic Actions

4.10.2 Evaluate furniture in learning spaces and develop a plan to update across the district.

4.11.1 Upgrade security and life safety measures as resources allow.

4.11.2 Form a Bond/Facilities Committee to plan next steps to support the strategic plan.

4.11.3 Create a new campus operations scorecard with a goal of all campuses score of 90% or above in Safety, General Appearance, and Cleanliness.

4.11.5 Evaluate initial response time and completion data for facilities work orders.

4.12.3 Upgrade technology infrastructure to support learning.

Bright Spot

Bond Updates

Highlights

- Sold Bond 2022 – $40 million with lower interest rates
- Will utilize the money for:
    - Roof repairs at five locations
    - Security perimeter fencing at four locations
- Bond 2019 – land secured for new elementary campus

Seguin ISD Strategic Plan 2025: Area of Focus

Strategic Actions that Require Re-Focusing

Task Force: Rigorous + Relevant Curriculum in a Blended Learning Model Chairs: Andrea Jaramillo and Steve Gonzalez

Strategic Priority #1: Creating and Supporting Future Ready Students

Goal #7 (SGS Goal)

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

Goal #1 (HB3):
Increase the percentage of third grade students who score **meets grade level or above on STAAR Reading** from 40% to 54% by August 2025.

Goal #2 (HB3):
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 7.1: By August 2023, SISD will not have any "D or F" rated schools.

Performance Objective 7.2: By August 2023, SISD will increase the number of schools rated "A or B" from three to five.

Performance Objective 7.3: By August 2023, all SISD campuses will score a C or better in Domain 2 (School Progress Domain).

Strategic Actions

7.1.2 Ongoing PD and support for teachers and paras, students, and parents. Modeling the strategies that teachers and paras will use in the classroom.

7.1.3 Create a blended learning campus task force that involves all populations in the conversation such as dual language, SPED, 504, GT, etc.

7.1.4 Develop a dynamic lesson plan template that includes online and offline components of blended learning with input from all stakeholders

7.1.1 Define Blended Learning for Seguin ISD by providing explicit clarity in language and roles of stakeholders

7.1.7 Increase AP awareness through parent nights and increase student preparedness through in-class test prep.

Area of Focus

STAAR 2.0
Continuing blended learning push while focusing on testing

Problem Solving Actions

- Balancing blended learning support with STAAR prep

- Purchased new items for students to experience online STAAR practice, including typing

- Continue to look for more appealing resources for students to choose during self-selected instruction rotations

Strategic Goals
Quarterly Update: Goal 5

Goal #5

Seguin ISD will improve **staff satisfaction** as determined by the Organizational Health Inventory.

Performance Objective 5.1:
By Spring of 2023, Campus staff surveys will show an above average organizational health index score for all Seguin ISD campuses.

Performance Objective 5.2:
By Spring of 2023, each campus' Academic Emphasis index will show that their teachers very frequently believe that their students have the ability to achieve academically.

Performance Objective 5.3:
By Spring of 2023, teacher turnover will decrease by 10% across the district.

> " A healthy school is one in which the institutional, administrative, and teacher levels are in harmony; and the school meets functional needs as it successfully copes with disruptive external forces and directs its energies toward its mission.

Dr. Wayne K. Hoy – OHI Survey Author

OHI Overview

The Organizational Health Inventory (OHI) is a **school climate survey** designed to help school leaders determine the **overall "health" status** of their campus and address areas of concern. The survey measures the **dimensions of organizational effectiveness** to realize strengths and diagnose weaknesses.

The results from each survey are used to compute **subtest or dimension** scores and those scores are used to compute an overall health index score. **The higher the score the healthier the school climate.**

The OHI is incorporated into **Seguin ISD Strategic Goal 5**. The instrument was chosen based on cost-effectiveness, ease of use, and reliability of data collected.

OHI Administration

The OHI instrument was administered to all Seguin ISD faculty and staff between **February 6-17, 2023**. Staff completed the survey via Google Form during a Faculty Meeting.

There are **three types of OHI Instruments**:
- OHI-E: Elementary schools, 37 questions, five dimensions
- OHI-M: Middle schools, 45 questions, six dimensions
- OHI-S: Secondary schools (high school), 44 questions, seven dimensions

Responses vary along a **four-point scale** defined by the categories "rarely occurs", "sometimes occurs", "often occurs", and "very frequently occurs".

OHI Standardized Scores

Standardized score = Norm Referenced

If the score is 200, it is lower than 99% of schools	200.00
If the score is 300, it is lower than 97% of schools	300.00
If the score is 400, it is lower than 84% of schools	400.00
If the score is 500, it is AVERAGE	500.00
If the score is 600, it is higher than 84% of schools	600.00
If the score is 700, it is higher than 97% of schools	700.00
If the score is 800, it is higher than 99% of schools	800.00

OHI Subtests + District Results

OHI-E: Elementary Schools

Dimension/Subtest	Summarized Description	2023 District Results
Institutional Integrity	Teachers are protected from unreasonable community and parental demands.	537
Collegial Leadership	The principal is friendly, supportive, open, and guided by norms of equality.	815
Resource Influence	Teachers are given adequate classroom supplies.	444
Teacher Affiliation	Teachers are committed to both their students and their colleagues.	592
Academic Emphasis	The expectation of high achievement is met by students who work hard, are cooperative, seek extra work, and respect other students who get good grades.	357

OHI Subtests + District Results

OHI-M: Middle Schools

Dimension/Subtest	Summarized Description	2023 District Results
Institutional Integrity	Teachers are protected from unreasonable community and parental demands.	**580**
Collegial Leadership	The principal is friendly, supportive, open, and guided by norms of equality.	**435**
Principal Influence	Principals are persuasive with superiors, get additional consideration, and proceed relatively unimpeded by the hierarchy.	**501**
Resource Support	The extent to which classroom supplies and instructional materials are readily available.	**416**
Teacher Affiliation	Teachers are committed to both their students and their colleagues.	**331**
Academic Emphasis	High but achievable academic goals are set for students; the learning environment is orderly and serious; teachers believe in their students' ability to achieve; students work hard and respect those who do well academically.	**495**

OHI Subtests + District Results

OHI-S: Secondary Schools (High Schools)

Dimension/Subtest	Description	2023 District Results
Institutional Integrity	Teachers are protected from unreasonable community and parental demands.	**482**
Initiating Structure	The principal makes his or her attitudes and expectations clear to the faculty.	**586**
Consideration	Principal behavior that is friendly, supportive, and collegial.	**595**
Principal Influence	The principal is persuasive, works effectively with the superintendent, simultaneously demonstrates independence in thought and action.	**528**
Resource Support	The extent to which classroom supplies and instructional materials are readily available.	**514**
Morale	The sense of trust, confidence, enthusiasm, and friendliness among teachers.	**494**
Academic Emphasis	High but achievable academic goals are set for students; the learning environment is orderly and serious; teachers believe in their students' ability to achieve; students work hard and respect those who do well academically.	**477**

OHI Next Steps

May 24 Principal's Learning Network	Review tool and overall campus data
June Leadership Summit	Strategy session to address lower scoring dimensions and develop plan of action

April Meeting: Dashboard Update, Bright Spot, Area of Focus