

# **Fort Bend Independent School District**

## **Seguin Elementary**

### **2023-2024 Campus Improvement Plan**



# Mission Statement

**FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.**

The mission of **Juan Seguin Elementary School** is to nurture and inspire students through shared responsibility among stakeholders to achieve high academic and social development by instilling the motivation that carries them through life.

## Vision

**Fort Bend ISD will graduate students who exhibit the attributes of the District's [Profile of a Graduate](#).**

It is our vision to strive for excellence by becoming a student centered professional learning community to help each child at

**Juan Seguin Elementary School** reach their greatest potential.

## Value Statement

**1. Core Belief: All students can reach their full potential.**

**Commitment: FBISD will provide an educational system that will enable all students to reach their full potential.**

**2. Core Belief: We believe student success is best achieved...**

**A. ...through effective teachers that inspire learning.**

**Commitment: FBISD will recruit, develop and retain effective teachers.**

**B. ...in a supportive climate and safe environment.**

**Commitment: FBISD will provide a supportive climate and a safe learning/ working environment.**

**C. ...by empowered and effective leaders throughout the system.**

**Commitment: FBISD will provide and promote leadership development at all levels.**

**D. ...in a well-functioning, high-performing community of learners.**

**Commitment: FBISD will be a collaborative, efficient and effective learning community.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Juan Seguin Elementary School (JSES) is a campus located in Fort Bend County in Richmond, Texas within a very diverse neighborhood. We serve primarily students residing in the Grand Mission neighborhood in the Richmond/Southwest area. Juan Seguin Elementary School opened its doors in 2009 and serves predominantly African American/Black, Asian and Hispanic families. With the addition of five Pre-Kindergarten classes this year, the student enrollment at JSES has steadily increased over the last three years with a total of 914 students for the 2022-2023 school year. Four years ago, JSES did not have PK classes and we had an enrollment of 496 students in grades Kindergarten to Fifth. It was relatively a small campus compared to others in the nearby area. During the past year, there has been an average amount of 5-6 classes per grade level; however, this school year we had some grade levels with up to 7 classes. The projected enrollment for 2023-2024 school year is approximately 927 students, which means adding approximately 13-15 more students than the previous year; however, we know that number will be higher due to the growth in the community we serve. JSES student enrollment as of today, April 18, 2023, is 914 students.

As the table below shows, the ethnic distribution at Juan Seguin Elementary School has changed with time. During 2022-2023 the ethnic distribution was (411 students) 46% African American, (198 students) 22% Asian, (175 students) 19% Hispanic, (66 students) 7 % White, (43 students) 5% of Two or More Races, (3) .33% American Indian, and (0) 0% Pacific Islander. 599 of our students (67%) are economically disadvantaged and (187 students) 21% are English as a Second Language Learners and (285 students) 32% are Emergent Bilingual Learners. The average daily attendance rate for students is 96%. There were no student disciplinary placements for the 2022-2023 school year. Juan Seguin Elementary School serves 92 (10%) students who were identified as having special needs. Students with special needs are supported through resource services with pullout and in-class support, the Academic, Behavior and Communication (ABC) Program and the Succeeding in Academic and Independent Living Skills (SAILS) Program in grades K-5.

### Demographics

(2022 - 2023 Fall PEIMS file loaded 1/22/2023)

Student Demographics:	2019-20	2020-21	2021-22	2022-23
Enrollment	548	640	894	914
Attendance	98%	96%	95%	96%

<b>Student Demographics:</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>Ethnic Distribution:</b>				
African American	(216) 39%	(244) 38%	(380) 43%	(411) 46%
Asian	(121) 22%	(168) 26%	(217) 24%	(198) 22%
Hispanic	(114) 21%	(140) 22%	(173) 19%	(175) 19%
White	(63) 11%	(58) 9%	(81) 9%	(66) 7%
Two or More Races	(32) 6%	(27) 4%	(37) 4%	(43) 5%
American Indian	(2) 0%	(3) 0%	(6) 1%	(3) .33%
Pacific Islander	(0) 0%	(0) 0%	(0) 0%	(0) 0%
<b>Economically Disadvantaged</b>	(273) 47%	(386) 54%	(564) 63%	(599) 66%
<b>Emergent Bilingual (EB)</b>	(118) 21%	(194) 30%	(269) 34%	(285) 31%
<b>English as a Second Language (ESL)</b>	(117) 21%	(196) 30%	(266) 33%	(187) 20%
<b>Students w/Disciplinary Placements</b>	(0) 0%	(0) 0%	(0) 0%	(0) 0%
<b>Program Information:</b>				
Career and Technical Education	(0) 0%	(0) 0%	(0) 0%	(0) 0%
Gifted and Talented Education	(13) 2%	(12) 2%	(7) 1%	(7) 1%
Special Education	(67) 12%	(67) 10%	(113) 13%	(92) 10%

### Demographics Strengths

Juan Seguin Elementary School is a very diverse campus. Throughout the years, it has been noticeable that, when working and learning with people from a variety of backgrounds and cultures in the classroom, students gain a more comprehensive understanding of the subject matter. Seguin students use their own

strengths and points of view to contribute to the diverse working environment. Studies have shown that diversity in the classrooms improve intellectual engagement, self-motivation, citizenship, and cultural engagement, and academic skills like critical thinking, problem-solving, and writing – for students of all races. Ultimately, students learn from each other not only regarding academics but also about each other's cultures with a sense of mutual respect.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** While being a culturally diverse campus has its benefits and tremendous advantages for students and staff members, it also brings some disadvantages. All families who are not familiarized with the American school system, face unexpected challenges while getting accustomed to the new systems, policies and procedures. For example, policies regarding student daily attendance. **Root Cause:** JSES attendance root cause is a combination of many different factors such as culture, post-pandemic repercussions, family relations and sometimes lack of parenting/priorities.

**Problem Statement 2:** JSES student ownership of behavior has not been consistent. **Root Cause:** Inconsistency in PBIS implementation and enforcement by teachers and staff.

**Problem Statement 3:** The gifted and talented student population at JSES has been minimal for the past 5 years. **Root Cause:** Low number of teacher/parent G/T student nominations. Rigorous district qualification process. Lack of parental awareness of the G/T Program.

# Student Learning

## Student Learning Summary

During the 2022-2023 school year JSES students have demonstrated moderate growth, in the content areas of Reading and Math. Students had opportunities to revise work based on teachers feedback to demonstrate new/additional understanding. Teachers provided structures and/or tools throughout the school year to facilitate collaborative opportunities for students. Teachers consistently modeled and practiced classroom communication protocols (including sentence stems, purposeful talk) with students that promoted respectful academic conversations. Formative assessment tools such as rubrics, checklists and exemplars were used throughout the year. JSES campus focus for this school year was in the area of goal setting and revision. Teachers implemented goal setting systems and structures so that students have ongoing access to develop, review, revise, reflect, and reach their learning/behavior goals.

The tables below show JSES student performances within the different assessments based on their grade level.

## PK - CLI Assessment (% of students "on track" level)

Assessment Category:	Wave 1 (BOY)	Wave 2 (MOY)	Wave 3 (EOY)
Rapid Letter Naming	54%	83%	88%
Rapid Vocabulary	37%	62%	70%

Assessment Category:	Wave 1 (BOY)	Wave 2 (MOY)	Wave 3 (EOY)
Phon. Awareness	45%	80%	76%
Math	74%	89%	88%
SEL Behaviors	98%	97%	89%
Early Writing Skills	86%	82%	89%

## REN 360 - READING (Grades K-5) "At/Above Benchmark"

Grade:	BOY	MOY	EOY
Kinder (District)	63%	73%	74%
First Grade (State)	46%	45%	48%



Grade:	BOY	MOY	EOY
Second Grade (State)	45%	47%	52%
Third Grade (State)	46%	47%	50%
Fourth Grade (State)	50%	44%	45%
Fifth Grade (State)	44%	38%	51%

## REN 360 - MATH (Grades K-5) "At/Above Benchmark"

Grade:	BOY	MOY	EOY
Kinder	n/a	n/a	n/a
First Grade (State)	39%	29%	22%
Second Grade (State)	33%	35%	44%

<b>Grade:</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Third Grade (State)	47%	37%	39%
Fourth Grade (State)	45%	40%	43%
Fifth Grade (State)	49%	41%	47%

## **Benchmark Assessment System (BAS) Grade K (141 students)**

<b>Reading Level Indicator:</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Above Level	n/a	30 (21%)	44 (31%)
On Level	n/a	29 (20%)	19 (14%)

Reading Level Indicator:	BOY	MOY	EOY
Below Level	n/a	66 (47%)	77 (55%)

## TX-KEA BOY Math Overall Measure Indicator Grade K

On-Track	Monitor	Support
63%	11%	26%

## TX-KEA EOY Math Overall Measure Indicator Grade K

On-Track	Monitor	Support
62%	6%	32%

## Benchmark Assessment System (BAS) Grade 1 (127 students)

<b>Reading Level Indicator:</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Above Level	36 (28%)	40 (31%)	23 (18%)
On Level	19 (15%)	19 (15%)	29 (23%)
Below Level	59 (46%)	61 (48%)	70 (55%)

## **Benchmark Assessment System (BAS) Grade 2 (134 students)**

<b>Reading Level Indicator:</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Above Level	53 (40%)	57 (43%)	56 (48%)
On Level	12 (1%)	24 (2%)	22 (16%)
Below Level	58 (43%)	47 (35%)	53 (40%)

**STAAR Assessment Data:**

<b>STAAR</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Reading</b>	74%	85%	84%	72%	81%	82%
<b>Math</b>	80%	82%	82%	66%	75%	72%

STAAR	2017	2018	2019	2021	2022	2023
Science	62%	79%	75%	61%	55%	50%

### Student Learning Strengths

Based on JSES STAAR historical data for the past few years, our students have made moderate progress in the areas of Reading and Math despite the external factors such as the COVID-19 pandemic and the post-pandemic instruction recovery. The table below shows the STAAR assessment data from 2017 - 2023 for the content area subjects of Reading, Math, and Science. There is room for improvement in all three subjects but, especially in Math and Science.

STAAR	2017	2018	2019	2021	2022	2023
Reading	74%	85%	84%	72%	81%	
Math	80%	82%	82%	66%	75%	
Science	62%	79%	75%	61%	55%	

### Discipline Findings:

Many factors have contributed to the effectiveness of discipline at JSES. Increase in enrollment, a diverse population, new staff members, lack of training and lack of highly-qualified teachers, have created challenges for implementation of the PBIS framework.

The survey below shows that JSES has room for improvement in the following systems:

1. School-wide
2. Non-classroom Setting
3. Individual Student

## Self-Assessment Survey Items

<b>Juan Seguin Elementary School</b> NCES ID: 481965012016 Richmond, Texas				<b>Fort Bend ISD</b> NCES ID: 4819650		
School Year			Number of Responses	Date Completed		
2022-23			37	02/22/2023		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
89 %	8 %	3 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	22 %	26 %	52 %
72 %	25 %	3 %	2. Expected student behaviors are taught directly.	36 %	29 %	36 %
78 %	19 %	3 %	3. Expected student behaviors are rewarded regularly.	22 %	33 %	44 %
62 %	38 %	0 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	27 %	37 %	37 %
50 %	44 %	6 %	5. Consequences for problem behaviors are defined clearly.	40 %	27 %	33 %
51 %	46 %	3 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	33 %	30 %	37 %
50 %	44 %	6 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	33 %	30 %	37 %

74 %	26 %	0 %	8. Procedures are in place to address emergency/dangerous situations.	29 %	33 %	38 %
61 %	36 %	3 %	9. A team exists for behavior support planning & problem solving.	33 %	21 %	46 %
86 %	11 %	3 %	10. School administrator is an active participant on the behavior support team.	25 %	29 %	46 %
63 %	26 %	11 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	32 %	37 %	32 %
58 %	35 %	6 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	29 %	21 %	50 %
70 %	27 %	3 %	13. School has formal strategies for informing families about expected student behaviors at school.	23 %	27 %	50 %
48 %	38 %	14 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	13 %	48 %	39 %
68 %	26 %	6 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	22 %	22 %	57 %
66 %	26 %	9 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	26 %	37 %	37 %
50 %	43 %	7 %	17. The school team has access to on-going training and support from district personnel.	38 %	17 %	46 %
81 %	19 %	0 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	21 %	32 %	47 %

In Place	Partial	Not	System: Nonclassroom Setting	High	Medium	Lo
77 %	23 %	0 %	1. School-wide expected student behaviors apply to non-classroom settings.	24 %	36 %	40
70 %	27 %	3 %	2. School-wide expected student behaviors are taught in non-	24 %	40 %	36



			classroom settings.			
66 %	34 %	0 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	36 %	21 %	43
65 %	32 %	3 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	27 %	27 %	46
50 %	34 %	16 %	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.	27 %	41 %	32

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## Self-Assessment Survey Items

54 %	37 %	9 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	15 %	54 %	31
42 %	42 %	16 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	29 %	33 %	38
63 %	33 %	4 %	8. Status of student behavior and management practices are evaluated quarterly from data.	20 %	35 %	45
53 %	47 %	0 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	30 %	30 %	41

In Place	Partial	Not	System: Individual Student	High	Medium	Low
54 %	35 %	12 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	33 %	25 %	42 %
68 %	26 %	6 %	2. A simple process exists for teachers to request assistance.	25 %	25 %	50 %
63 %	22 %	15 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	36 %	18 %	45 %
58 %	31 %	12 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	43 %	24 %	33 %
48 %	39 %	13 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	25 %	40 %	35 %
48 %	35 %	16 %	6. Significant family &/or community members are involved when appropriate & possible.	33 %	33 %	33 %
37 %	37 %	26 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	33 %	33 %	33 %
61 %	32 %	7 %	8. Behavior is monitored & feedback provided regularly to the	32 %	23 %	45 %

		behavior support team & relevant staff.			

**Problem Statements Identifying Student Learning Needs**

- Problem Statement 1:** JSES students have performed better in Reading than Math for the past four years. **Root Cause:** Most teachers focus strongly in Literacy and are well trained in Guided Reading; however, most teachers do not feel comfortable or well trained to do Guided Math.
- Problem Statement 2:** JSES student ownership of behavior has not been consistent. **Root Cause:** Inconsistency in PBIS implementation and enforcement by teachers and staff.

# School Processes & Programs

## School Processes & Programs Summary

### Instruction/Curriculum

- Teachers plan intentional opportunities for students to revise their work and/or goal based on feedback.
- Teachers intentionally plan opportunities, systems and structures for students to monitor their progress by using success criteria and/or learning progression to develop, review and revise goals.
- During PLC, teachers design/select student facing tools (progression, continuum, exemplars, etc.) that students will use to set learning and behavior goals and create action steps to reach them.
- Teachers and staff work hard making sure instruction aligns to the instructional model/lesson framework.
- Teachers collect evidence of student learning aligned to the learning intention and success criteria.
- Teachers provide structures and/or tools to facilitate collaboration opportunities for students to learn the content.
- Teachers and support staff collectively implement and reinforce consistent norms, routines, and procedures to support a safe and productive learning environment.
- During instruction, teachers model effective goal setting practices to support students in the goal setting process to ensure that goals are based on feedback and are created using tools (checklists, progressions, etc).

### Personnel

- Due to shortage of teachers this school year, we had 5 teacher who started as long-term substitutes while finishing the necessary criteria to become fully certified teachers.
- JSES faculty is composed of 56 Highly Qualified teachers. Our teachers are certified in their area of expertise such as ESL, Special Education, etc.

### Administration/Organization/Programs

- JSES administrative team is composed by one principal, two assistant principals, one school counselor, one campus compliance coordinator and one executive assistant.
- JSES has four specialists: Reading Specialist, Math Specialist, Literacy Intervention Teacher and an English Learner Specialist.
- There are two special education programs at JSES - the Academic, Behavior and Communication (ABC) Program and the Succeeding in Academic Language and Independent Living Skills (SAILS)
- JSES also has many other additional programs such as
  - English as a second language (ESL)
  - Gifted and Talented
  - Counseling and Guidance Lessons
  - Extended Day
  - After School Clubs
  - Stallion Academy/Enrichment

- After-school tutorials

### School Processes & Programs Strengths

JSES teachers and staff collaborate periodically to maintain high standards of quality education through different meetins as listed below.

Meeting:	Time:	Frequency:	Day:
Faculty meetings	4:00 – 5:00 PM	Once a month	Last Wednesday of the month
Team Leaders	4:00 – 5:00 PM	Once a month	3 <sup>rd</sup> Monday of the month
Specialists	4:00 – 4:45 PM	Once month	2 <sup>nd</sup> Tuesday of the month
A-Team	10:00 AM – 12:00 PM	Weekly	Thursdays
PBIS/Attendance	4:00 – 4:30 PM	Monthly	1 <sup>st</sup> Monday of the month
LPAC	TBD (based on LPAC parent availability)	Monthly	3 <sup>rd</sup> Wednesday of the month
CPAC	4:00 – 5:00 PM	4 times per year	3 <sup>rd</sup> Tuesday of the month
Data Integrity Team	9:00 – 10:00 AM	Monthly	1 <sup>st</sup> Wednesday of the month

In addition, Extended Professional Learning Community meetings are provided for 70 minutes in a 8-day rotation in which teachers select topics to be discussed such as planning, co-reation of scucess criteria, student work sample analysis, creation of formative assessment tools and SST meetings.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** JSES student ownership of behavior has not been consistent. **Root Cause:** Inconsistency in PBIS implementation and enforcement by teachers and staff.

# Perceptions

## Perceptions Summary

In JSES most recent campus survey teachers and staff members were able to express their perceptions regarding how we do business at JSES. Below are the questions and some of the answers.

### What is working well at JSES?

- I love being a Pre-K teacher and think the admin, my team lead and mentor have made my first year go so smoothly. I never had a question left unanswered or felt unsupported.
- I like the SPED team, front office staff, general ed, I think as a campus we work well together.
- PLC meetings at the end of the day because it is not interfering with instruction, and we get the best of our students in the morning. First grade- they have a cohesive team. Our custodians are the best!!!! Mrs. Craig is great with helping when needed. Ms. See is amazing!
- I like the recognition of the Star Stallions in the hallway. Dismissal seems to go well. School programs make me happy. Field trips offer a great memory for the kids. Coding Club is popular, but I wish someone would help Mr. Carr with it.
- Climate committee offered a lot of fun throughout the year. UIL/ Cheerleading was fun for the kids. The kids liked getting prizes from the Stallion Store. The custodians, cafeteria workers, and extended day staff are pleasant. Mrs. See and Mrs. Craig are always nice and supportive. I like having a teacher buddy.
- The SPED team does a great job getting paperwork to teachers. UIL Teams. Student Programs. Star stallion.
- Disciplinary support of individual students. Ms. Jones is a wonderful support.
- I really like the additional PLC - we get to explore and work together; the small amount of f2f events have been refreshing and not overwhelming like before.
- PTA involvement has grown, which is amazing! Front office staff is helpful and always there for you. We have a wonderful custodial staff who keep our school clean and safe.

### What needs improvement? What can we do better?

- Can we get more subs to our school? First grade should not offer tutorials. They are done with learning at the end of the school day and asking students to stay the additional hour afterwards isn't really benefiting the student.
- The teachers need to keep their doors closed at all times to prevent the sounds from the student discussions and activities from disturbing other classes. The students need to be directed to maintain level "zero" in the hallway during transitions and dismissal times.

- The only thing I would say needs improvement is more support when it comes to the sped. programs and sped. students being more inclusive in the gen. ed classrooms. Teachers being more supportive and hands on with our sped. kiddos.
- People being more aware of what is going on around them and not being told what to do. Example: if you know it is 100 degrees outside stay inside you shouldn't have to be told. When something happens in classroom communicate that with the parent don't try to get someone else to do it for you. I know this is hard but maybe a reminder for people that we are adults.
- Consistency across the building in terms of CHAMPS expectations. Dismissal procedures and the length of car rider duty.

### **Perceptions Strengths**

Based on the responses from the majority of the JSES stff members, our campus has the following strenghts:

- Instruction alignment
- PLC
- PTA
- Climate and culture
- Communication among staff, parents and students.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Some staff members perceive that student behavior needs improvement. **Root Cause:** Lack of strong PBIS implementation.

**Problem Statement 2:** JSES student ownership of behavior has not been consistent. **Root Cause:** Inconsistency in PBIS implementation and enforcement by teachers and staff.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

# Goals

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Performance Objective 1:** By June 2024, Juan Seguin Elementary will increase the effectiveness of Math and Reading instruction through the implementation of strong and consistent Tier 1 instruction, small group targeted interventions, and student ownership of learning practices, utilizing formative assessment protocols, as evidenced through indicators of success.

**Indicators of Success:** Formative Evidence:

Improving student growth from BOY to MOY REN 360 at/above benchmark performance by student groups (All Students)

Improving student growth from BOY to MOY BAS and TX-KEA.

Classroom observations and walkthroughs conducted by administrators.

By September 2023, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans.

By October 2023, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan.

By February 2023 100% of the GT teachers will have identified and began implementing from 2 to 5 individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.

Summative Evidence:

By June 2024, students in Grades K-5 will demonstrate growth in READING performance as demonstrated in the REN 360 assessment by 1%-2% from BOY to MOY, and 2%-3% from MOY to EOY.

By June 2024, students in Grades K-5 will demonstrate growth in MATH performance as demonstrated in the REN 360 assessment by 1%-2% from BOY to MOY, and 2%-3% from MOY to EOY.

By June 2024, students in Grades 3-5 will demonstrate overall growth in READING performance as demonstrated in the STAAR assessment by 3% :

-Grade 3 - from 77% to 80%

-Grade 4 - from 85% to 88%









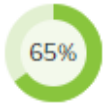
-Grade 5 - from 85% to 88%








By June 2024, students in Grades 3-5 will demonstrate overall growth in MATH performance as demonstrated in the STAAR assessment by 3% :

-Grade 3 - from 68% to 71%

-Grade 4 - from 66% to 69%

-Grade 5 - from 79% to 82%

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> JSES will implement PLC protocols (agenda, norms, Content Planning/Unit planning protocols, assessment planning and alignment, content roadmaps, learning framework, data reflection, and other tools) focused on closing learning gaps between student groups through the utilization of data analysis and TEKS alignment. <b>Strategy's Expected Result/Impact:</b> Tier 1 instruction will improve in all academic areas including the implementation of formative/summative assessments. <b>Staff Responsible for Monitoring:</b> Homeroom teachers Specialists Administrators	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All Math and Reading teachers will align tiered small group instruction that aligns with District requirements. Reading includes Fountas & Pinnell reading materials, the reading workshop model and writing. Math includes the math workshop (Concrete, Representational, Abstract), instructional model, guided math (Hand 2 Mind) and Number Worlds Intervention. <b>Strategy's Expected Result/Impact:</b> All students will show measurable growth of performance in targeted TEKS across state and district assessments such as REN 360, STAAR, BAS, TX-KEA. <b>Staff Responsible for Monitoring:</b> Homeroom teachers Specialists Administrators	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Before/after school tutorials will be provided in the content areas of Reading and Math to support Tier 2 students. Specialists will also provide support to teachers for improvement of tiered instruction in the classroom. <b>Strategy's Expected Result/Impact:</b> All students will show measurable growth of performance in targeted TEKS across state and district assessments such as REN 360, STAAR, BAS, TX-KEA. <b>Staff Responsible for Monitoring:</b> Homeroom teachers Specialists Administrators	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> All GT teachers will participate in professional learning targeting individualized instruction and GT learning plans. <b>Strategy's Expected Result/Impact:</b> By September 2023, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans.  By October 2023, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan.  By February 2024 100% of the GT teachers will have identified and began implementing from 2 to 10 individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.  By May 2024 100% of GT students and teachers will reflect and review the progress of individualized SMART goals and adjust as needed. <b>Staff Responsible for Monitoring:</b> GT Teachers Champion of Gifted Students Administrators		Formative			Summative
		Oct	Dec	Feb	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			



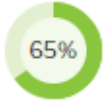







**Goal 2:** FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

**Performance Objective 1:** By June 2024, JSES will continue to improve student ownership of behavior through the fidelity and effective implementation of PBIS framework, student ownership of behavior practices, and targeted behavior interventions as evidenced through the indicators of success.

**Indicators of Success:** Classroom observations and walkthroughs conducted by administrators.

By the end of each nine weeks (October 6th, December 15th, March 8th and May 23rd), discipline referrals for students in Grades PK-5 will decrease by 5% as demonstrated in the Distinct Offense Incident Count Report.

By June 2024, discipline referrals for students in Grades PK-5 will decrease as demonstrated in the Distinct Offense Incident Count Report by 20% from BOY to EOY.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PBIS training will be provided to all staff to help students take ownership of their behavior. <b>Strategy's Expected Result/Impact:</b> Improvement in classroom management and student behavior. <b>Staff Responsible for Monitoring:</b> Teachers Staff members Administration	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will take ownership of their behavior by successfully communicating (discuss, co-create, explain and/or model) their understanding of CHAMPS and campus-wide expectations, including social skills. <b>Strategy's Expected Result/Impact:</b> Increase student social skills through peer-to-peer communication and teacher-to-student communication.  Increase motivation and positive engagement to help students become responsible for their learning. <b>Staff Responsible for Monitoring:</b> Teachers Staff members Administration	Formative			Summative
	Oct	Dec	Feb	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 3:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

**Performance Objective 1:** By June 2024, JSES will engage the community as partners in education to develop students' socio-emotional skills in a safe collaborative environment in every classroom and common areas of the school.

**Indicators of Success:** Formative:

By September 2023, JSES Boosterthon kick-off will occur on September 5th and the Fun Run will be on September 13th, sponsored by JSES PTA.

By October 2023, JSES students in grades 3-5 will participate in the Crime Stoppers presentation.

By October 2023, JSES students will participate in the Unity Day/ Mix It Up at Lunch, sponsored and coordinated by our school counselor.

By December 2023, JSES students will meet with PALs from Bush HS starting on August 29th until December 5th.

By the end of the 23-24 first semester, JSES students will explore character traits/core essentials during school counselor guidance lessons:

Aug. Creativity/Orchid; Sept. Friendship/Ginger; Oct. Integrity/Greige (cross between beige and grey); Nov. Gratitude/Yellow; and Dec. Generosity/Celadon (close to sage).

By the end of the 23-24 second semester, JSES students will explore character traits/core essentials during school counselor guidance lessons:

Jan. Responsibility/Mahogany; Feb. Kindness/Peach; March Peace/Bottle Green; April Patience/Payne's Gray; and May Commitment/Azure.






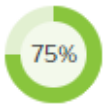




Additional activities will be added as we review the JSES Calendar Events living document.

Summative:

By June 2024, community and parent participation in school-wide activities, events, and initiatives will increase from 1-2 to activities per semester to at least 2-3 per semester from BOY to EOY.

By June 2024, PTA collaboration and partnership with JSES will increase from 1-2 to activities per semester to at least 2-3 per semester from BOY to EOY.

By June 2024, engagement and collaboration with Bush HS feeder pattern campus will increase to at least 1 activity/event per school year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The counselor, administration and certified teaching staff will use FBISD's Profile of a Graduate to build students' social-emotional foundations and create well-rounded individuals that make positive contributions to JSES and the community. Strategies and resources will be provided to families and students in need as necessary to improve student's emotional and mental health. <b>Strategy's Expected Result/Impact:</b> Students will be able to demonstrate the attributes of POG. <b>Staff Responsible for Monitoring:</b> Teachers Staff members Administration School Counselor	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teaching staff will support students with managing their emotional and mental health through relationship building, understanding what trauma looks like in classrooms, implementing strategies from lessons offered by the counselor and Communities in Schools. <b>Strategy's Expected Result/Impact:</b> Increase students' ability to manage the social/emotional aspect of school and life. <b>Staff Responsible for Monitoring:</b> Teachers Staff members Administration School Counselor	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



# State Compensatory

## Budget for Seguin Elementary

**Total SCE Funds:** \$6,852.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the state eligibility criteria for being At-Risk and our educationally disadvantaged students. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students with additional staffing units designed to intervene directly with identified students (Literacy Intervention Teacher and Math Specialist). Additional supportive staffing units are also funded with SCE and used to supplement needs for additional district/campus staff for addressing social-environment issues (Social Workers, Behavioral Health Facilitators, PBIS Interventionists, etc.). We also fund tutorial supplemental pay and transportation as needed for tutorials for identified students as part of our accelerated instruction to support students most at-risk. The budget amount listed within this CIP does not include the staffing costs associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Funds section.

# Addendums