

Agenda of Regular Meeting

The Board of Trustees Seguin ISD

A Regular Meeting of the Board of Trustees of Seguin ISD will be held October 27, 2020, beginning at 6:30 PM in the Board Room, 1221 E Kingsbury, Seguin, TX 78155.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

1. **Call to Order**
 - A. Announcement that this meeting of the Seguin Independent School District has been duly called and that notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Section 551.043 of the Texas Government Code.
 - B. Pledges to the United States Flag and Texas Flag. Moment of silence.
 - C. Superintendent Announcements
2. **Recognition/Campus Presentations**
 - A. Student/Staff/Board/Community Recognition 4
3. **Audience with the Board**

The Seguin ISD Board of Trustees designates a time for audience participation at the beginning of each meeting to hear persons who desire to make comments. In accordance with Board Policy BED(Local):

 - A. those wishing to speak shall sign up before the meeting begins stating the concern or noting the agenda item they wish to address; audience participation is limited to five minutes; the Board shall not deliberate any subject that is not on the posted agenda.
4. **Reports/Information Items:**
 - A. Communities in Schools Update 5
 - B. Seguin ISD 2019-2020 Bilingual/English as a Second Language (ESL) Program Evaluation and Texas English Language Proficiency Assessment (TELPAS) Results 6
 - C. Career and Technical Education (CTE) Update and Evaluation 29
 - D. Bilingual Education Exception 50
 - E. Report Board of Trustees Continuing Education Hours 52
5. **Closed Session:** Board will adjourn into closed session pursuant to the following sections of the Texas Open Meetings Act
 - A. Pursuant to Texas Government Code Section §§§ 551.071, 551.074, 551.129 - Consultation with legal counsel including possible telephone consultation with

legal counsel, as necessary, to address legal concerns, implications, and answer any legal questions regarding posted agenda items.

- B. Pursuant to Texas Government Code Section § 551.074 - Discuss personnel matters, including appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a employee(s).
6. **Reconvene to Open Meeting**, the Board will take appropriate action on items, if necessary, as discussed in Closed Session
- A. Possible action on professional personnel, including appointment, employment, evaluation, assignment, duties, discipline or dismissal of a public employee(s).
7. **Consent Agenda Items - Consider and Possible Approval as Applicable**
Policy BE (Local) states that the consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. All such items shall be acted upon by one vote without separate discussion, unless a Board Member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote as applicable.
- A. Approval of Board Minutes of Regular Meeting - September 22, 2020 and Special Meeting - October 5, 2020. 56
 - B. Approval of Tax Collection Reports for September 2020 65
 - C. Approval of Proposed Budget Amendments & Financial Statements for September 2020 66
 - D. Approval of Donations Received September 2020 74
 - E. Approval of Investment Report for the First Quarter Ended September 30, 2020 76
 - F. Approval of District-Wide Vehicle Maintenance, Parts and Services (RFP #:21-01) 81
 - G. Approval of District-Wide HVAC Systems Maintenance, Equipment, Parts, and Services (RFP #:21-02) 83
 - H. Approval of District-Wide Plumbing Systems Maintenance, Equipment, Parts, And Services (RFP #: 21-03) 85
 - I. Approval of District-Wide Facilities Maintenance, Electrical Equipment, Parts, And Services (RFP #: 21-04) 87
 - J. Approval of District-Wide Special Education Services (RFP #: 21-05) 89
 - K. Consideration of Approval of Certified Appraisers for 2020-2021 91
 - L. Acknowledge Public Information Act Requests Sept. 2020 - Oct. 2020 92
8. **Action Items**
- A. Adopt the Resolution for the Renovations of AJ Briesemeister Middle School and Jefferson Elementary (the "Projects") to Select a Construction Delivery Methodology, Identify Weighted Criteria to be Used in Selecting a Contractor, Adopt Prevailing Wage Rates, and Delegate Authority to the Superintendent or His 94

	Designee to Take Necessary Actions to Procure Construction Services	
B.	Discuss and Consider Resolution Granting Tax Credit to Caterpillar Inc. (#160), Pursuant to Texas Tax Code 313.104	98
C.	Approval of the 2020 - 2021 Targeted Improvement Plans for A.J. Briesemeister, Jim Barnes, Patlan, Rodriguez, and Vogel	233
D.	Consideration and Approval of the District and Campus Performance Objectives for the 2020-21 School Year	356
E.	Approval of Local Criteria for Identification of Students at Risk of Dropping Out of School	453
F.	Consideration of the Submission of a Class Size Waiver to the Texas Education Agency	454
G.	Personnel Action Professional Employees	456
9.	Board Comments and Request	
10.	Adjourn	

RECOGNITION ITEM: Student/Staff/Board/Community Recognition

RECOMMENDATION: That the Board of Trustees recognizes positive student- and staff-based accomplishments, as well as those of community partners and trustees, during a board meeting setting in order to be apprised of the many successes that contribute to a nurturing, academic environment in Seguin ISD schools.

- **Superintendent’s Award**
The purpose of the Superintendent’s Award is to recognize those Seguin ISD employees who go above and beyond to cultivate, inspire and empower in support of students and colleagues. Dr. Gutierrez with the recipient of announce this month’s Superintendent’s Award.

RATIONALE: The purpose of this presentation is to recognize the performance and effort put forth daily by Seguin ISD students, trustees, staff, campus administrators and community partners.

REFERENCE and COMPLIANCE: BJA (LOCAL) 1. h. Encourage, oversee, and participate in activities for recognition of student efforts and accomplishments.

BJA (LOCAL) 2. m. Encourage, oversee, and participate in staff recognition and support activities.

PAPERWORK IMPACT: None

BUDGET IMPACT/ INFORMATION: None

EXHIBITS: None

RESOURCE PERSONNEL: Dr. Matthew Gutierrez, Superintendent
Sean Hoffmann, Executive Director of Communications

Submitted by: Matthew Gutierrez Date Submitted: 10/27/20
(Signature) Dr. Matthew Gutierrez, Superintendent
(Name) 1221 E. Kingsbury St., Seguin, TX 78155
(Address) (830) 401-8614
(Telephone)

INFORMATION ITEM:

Communities in Schools Update

RECOMMENDATION:

That the Board of Trustees be informed about the current efforts made by Communities in Schools Site Coordinators and during the 2019-20 school year to support students, empowering them to succeed in school and achieve in life.

RATIONALE:

Communities in Schools is the nation’s largest and most effective dropout prevention organization that is proven to both decrease dropout rates and increase graduation rates. The Site Coordinators work closely with students to help provide a one-on-one relationship with a caring adult, a safe place to learn and grow a healthy start for a healthy future, a marketable skill to use upon graduation and a chance to give back to peers in the community. Case-managed students receive targeted services such as supportive guidance/counseling, mental health intervention, health/human services (basic life needs such as shelter, food, and clothing), tutoring, and college preparation assistance. COVID-19’s impact on the community and students has resulted in increased mental health and support needs.

REFERENCE and COMPLIANCE:

FFEB (LEGAL) Counseling and Mental Health;
AE (LEGAL) (LOCAL) Educational Philosophy

PAPERWORK IMPACT:

Minimal

BUDGET IMPACT INFORMATION:

None

EXHIBITS:


Presentation

RESOURCE PERSONNEL:

Kirsten Legore, Deputy Chief Operations Officer

Submitted by:

(Signature)



Date Submitted: 10/27/20

(Name)

Dr. Matthew Gutierrez, Superintendent

(Address)

1221 E. Kingsbury St., Seguin, TX 78155

(Telephone)

(830) 401-8614

INFORMATION ITEM: **Seguin ISD 2019-2020 Bilingual/English as a Second Language (ESL) Program Evaluation and Texas English Language Proficiency Assessment (TELPAS) Results**

RECOMMENDATION: That the Board of Trustees receive a report on the Seguin ISD 2019-2020 Bilingual/ESL Program Evaluation and TELPAS results.

RATIONALE: Pursuant to Texas Administrative Code (TAC) 89.1265, which requires districts to present annual reports of the educational performance and the academic progress in either language of the limited English proficient students, the Bilingual/English as a Second Language (ESL) Program Evaluation and the Texas English Language Proficiency Assessment (TELPAS) results for the school year 2019-2020 are presented.

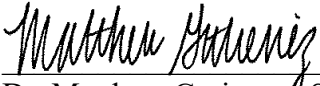
REFERENCE and COMPLIANCE: EHBE (LEGAL) Special Programs; Bilingual Education/ESL

PAPERWORK IMPACT: None

BUDGET IMPACT INFORMATION: None

EXHIBITS: Bilingual/ESL Program Evaluation 2019-2020

RESOURCE PERSONNEL: Mark Cantu, Chief Academic Officer
Andrea Jaramillo, Director of Elementary Curriculum and Multilingual Services

Submitted by:  Date Submitted: 10/27/20
(Signature) _____
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St, Seguin, TX 78155
(Phone) (830) 401-8614



2019-2020 Bilingual/ESL Program Evaluation

October 2020 Board Meeting



Rationale & State Requirement for Program Evaluation



§89.1265 Evaluation

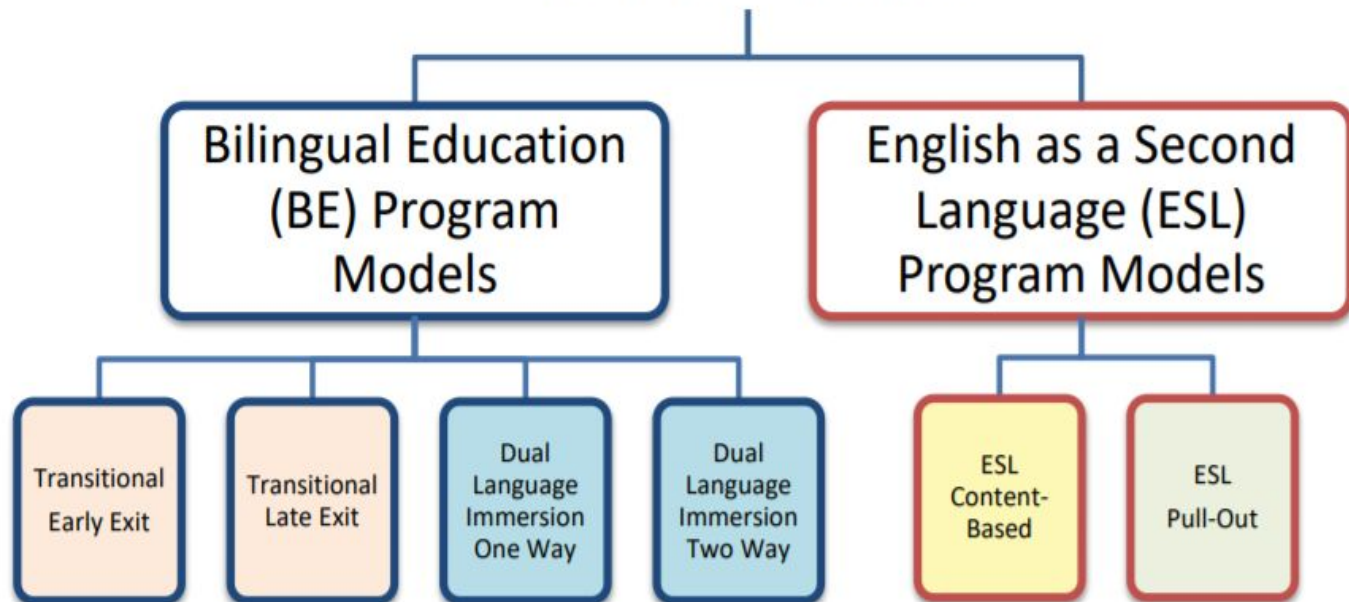
All school districts required to conduct a bilingual education or English as a second language (ESL) program shall conduct an annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success.

The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062.

Six State-Approved Program Models for ELs

TEC 29.066; TAC 89.1210

Districts must serve English learners (ELs) through **BE** or **ESL**



20+ ELs @ same grade and primary language district-wide = BE program required in elementary*

1+ EL = ESL⁹ program required



“I am now at Barnes and we have begun to do the pledge in Spanish in honor of Hispanic Heritage month. The conversations I’ve had with the students about it have been positive.

One of the wonderful outcomes of the dual language program is **honoring the student’s native language**. This was not the case with the early exit model where the focus was to learn English and move out of the program... now it’s a **celebration of two languages growing within a student**.

Having experience in teaching in both models, the dual language program provides an **equitable learning environment our students deserve.**”

-Maria Guerra, Admin Intern at Barnes Middle School

Dual Language Immersion: One Way



- Dual language immersion/one-way is a bilingual/biliteracy program model in which students identified as English learners are served in both English and Spanish.
- The goal of one-way dual language immersion is for program participants to attain full proficiency in Spanish ,as well as English.
- Teacher **MUST** be a certified Bilingual teacher

Dual Language Immersion: One Way

Campus	Grade Level	ELs Served	Number of Certified Teachers
Ball ECC	PK3 & PK4	82	4
Patlan Elementary	K, 1,2	48	3
Vogel Elementary	K, 1, 2	44	3
Koennecke Elementary	2	19	1
Rodriguez Elementary	2	27	2



Dual Language Immersion: Two Way

- Dual language immersion/two-way is a bilingual/biliteracy program model in which students identified as English learners are integrated with students proficient in English and are served in both English and Spanish.
- The goal of two-way dual language immersion is for program participants to attain full proficiency in Spanish ,as well as English.
- Teacher certification based on program model.
 - English Teacher: ESL or Bilingual
 - Spanish Teacher: MUST be Bilingual



Dual Language Immersion: Two Way

Campus	Grade Level	ELs Served	Non ELs Served	Number of Certified Teachers
Koennecke Elementary	K	21	14	1 Bilingual 1 ESL
Koennecke Elementary	1	24	12	1 Bilingual 1 ESL
Rodriguez Elementary	K	22	17	2 Bilingual
Rodriguez Elementary	1	26	17	2 Bilingual



Transitional Bilingual: Early Exit

- Serves students identified as students of limited English proficiency in both English and Spanish
- Transfers students to English-only instruction
- Teacher **MUST** be a certified bilingual teacher



Transitional Bilingual: Early Exit

Campus	Grade Level	ELs Served	Number of Certified Teachers
Koennecke Elementary	3, 4, 5	37	3
Patlan Elementary	3, 4, 5	45	3
Rodriguez Elementary	3, 4, 5	62	3
Vogel Elementary	3, 4, 5	31	3





“The 5th grade bilingual students are building virtual academic relationships district wide. They are getting the opportunity to gather together during live instruction, having rich conversations about topics being studied and making connections with cognates in all contents.

Their attendance is 100% during all live instruction and working in SeeSaw is building their managing skills as well as creative skills.

Parents are partnering up with the students to make sure they are keeping up with the work, as well as listening to their students daily reflection.

~Adelante juntos como familia de apoyo~”

- **Jonathan Flores**, District-Wide 5th Grade Virtual Bilingual Teacher



ESL Elementary: Content Based

- The goal of content-based ESL is for English learners to attain full proficiency in English in order to participate equitably in school.
- Served by a teacher appropriately certified in ESL under TEC, §29.061(c) through English language arts and reading, mathematics, science, and social studies.



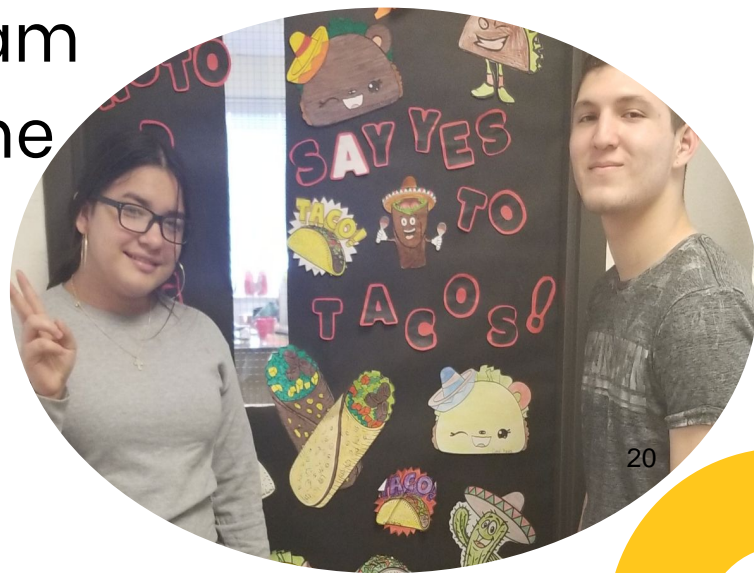
ESL Elementary: Content Based

Campus	Grade Level	ELs Served
Koennecke Elementary	K-5	12
Patlan Elementary	K-5	3
Rodriguez Elementary	K-5	5
Vogel Elementary	K-5	0
McQueeney Elementary	K-5	5
Weinert Elementary	K-5	3
Jefferson Elementary	K-5	1
Ball ECC	PK3-PK4	4



ESL Secondary: Pull Out

- English Language Arts instruction taught by an ESL certified teacher
- Student remains in a mainstream instructional arrangement in the remaining content areas



ESL Secondary: Pull Out



Campus	ELs Served
Barnes Middle School	58
AJB Middle School	79
Seguin High School	121
MBLC	7



English Language Learners- Elementary

Campus	Total Enrollment	EL Population	EL%	Recent Immigrant/Recent Arrivals
Ball ECC	427	91	21.3%	0
Koennecke	566	115	20.3%	3
Patlan	450	105	23.3%	0
Rodriguez	541	150	27.7%	6
Vogel	358	78	21.8%	2
Weinert	474	9	1.9%	0
Jefferson	365	2	0.5%	0
McQueeney	315	11	3.5%	0



English Language Learners- Secondary

Campus	Total Enrollment	EL Population	EL%	Recent Immigrant/Recent Arrivals
AJB MS	747	79	10.6%	6
Barnes MS	844	58	6.9%	0
Seguin HS	1805	121	6.7%	11
Mercer Blumberg Learning Center & Burges	76	7	9.2%	0

Enrollment/EL Enrollment/Exit History

School Year	District Enrollment	EL Enrollment	EL %	# of Exits	Exit %
2019-2020	7092	826	11.6%	29	3.5%
2018-2019	7348	781	11%	3	0.4%
2017-2018	7427	693	9%	47	7%
2016-2017	7379	738	10%	84	11%
2015-2016	7461	760	10%	78	10%

Parent Denial, Monitor Yr. 1 & Monitor Yr. 2

School Year	Parental Denials	Monitor Yr. 1	Monitor Yr. 2
2019-2020	53	4	24
2018-2019	44	44	84
2017-2018	32	87	71
2016-2017	31	84	57
2015-2016	23	57	70

TELPAS 2019-2020

Due to COVID-2019, TELPAS
Composite Ratings are not
available.

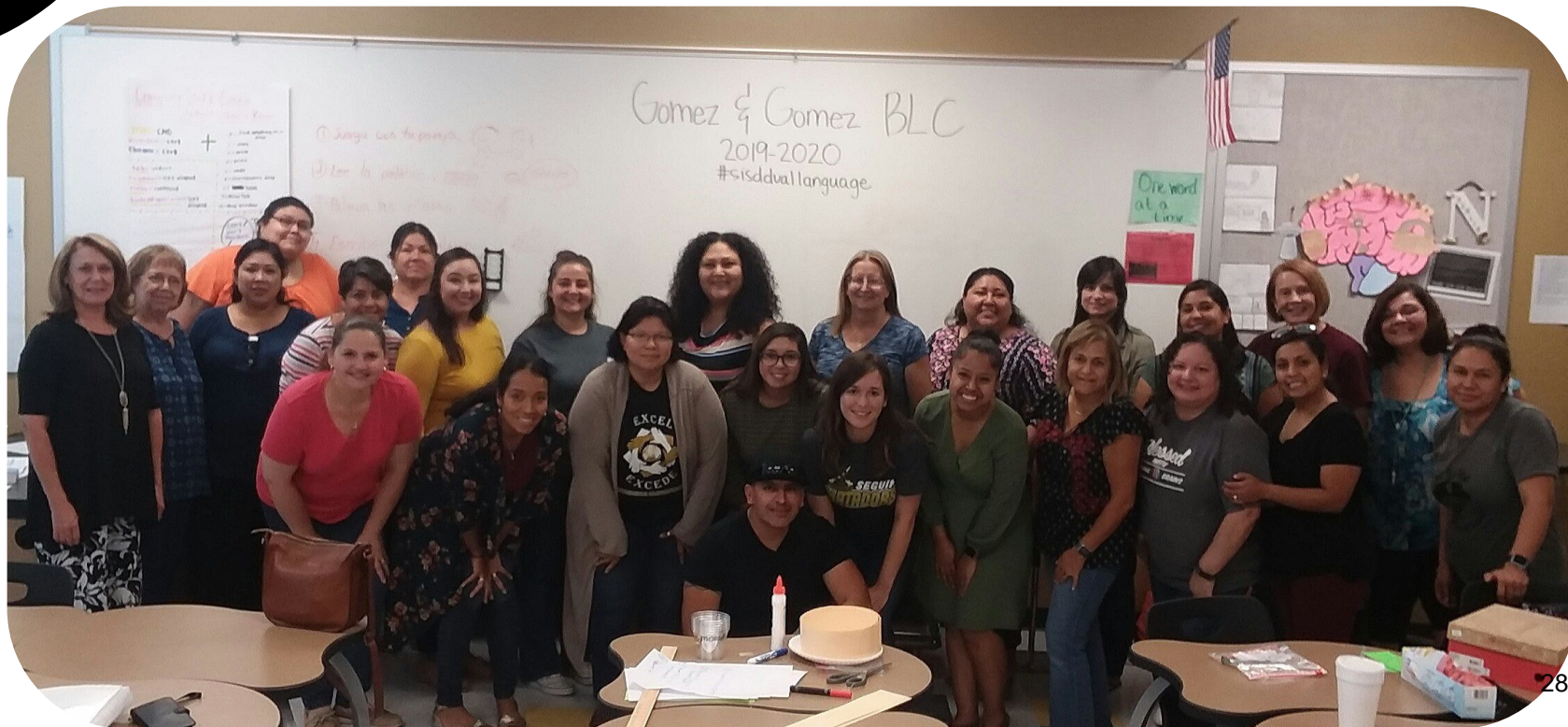


Next Steps

- Continue growing our Dual Language program
- Providing opportunities for families to develop skills to assist instruction at home
- Provide language acquisition professional learning opportunities for our secondary campuses
- Provide TELPAS training & tutoring for our families, students & teachers



Questions?



INFORMATION ITEM: **Career and Technical Education (CTE) Update and Evaluation**

RECOMMENDATION: That the Board of Trustees receives an update on the Career and Technical Education (CTE) program and evaluation of the program.

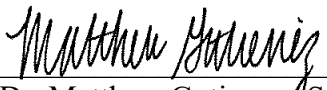
RATIONALE: At the Board’s request and according to Board Policy, a district shall annually evaluate its career and technical education program. Rick Bough, CTE Director and Mark Cantu, Chief Academic Officer will provide the annual evaluation and update. Additionally, they will share program information to include examples of how CTE opportunities successfully impact student achievement.

REFERENCE and COMPLIANCE: EHBF (LEGAL) Special Programs, Career and Technical Education
Strategic Priority 1: Improve student learning through improved instructional practice
Strategic Priority 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community

BUDGET IMPACT INFORMATION: None

EXHIBITS: CTE Presentation

RESOURCE PERSONNEL: Mark Cantu, Chief Academic Officer
Rick Bough, CTE Director

Submitted by:  Date Submitted: 10/27/20
(Signature) Dr. Matthew Gutierrez, Superintendent
(Name) 1221 E. Kingsbury St., Seguin, TX 78155
(Address) (830) 401-8614
(Telephone)



Career and Technical Education

Annual Review 2019-20

October 27, 2020

CTE At a Glance

- **11 Career Clusters**
- **18 Programs of Study**
- **Certifications on the TEA Accountability list are aligned with 17/18 Programs of Study**
- **NCCER Training Facility**
- **AWS Educational Facility**



SISD Strategic Priority #1

Improve student learning through improved instructional practices



Instructional Tools

- **Precision Exams**
- **Xello**
- **Google**
- **ICLE**



Precision Exams

- **Pretest, Midterms, and Summative Exams are used to track student progress**
- **Exams are aligned to TEKS**
- **Industry-focused standards**
- **2019-20 - Unable to complete the cycle due to Coronavirus**



Xello

- **Transforms student goals into personalized action plans for academic and career success**
- **Utilizes individualized student portfolios, career and college profiles, and interactive planning tools**
- **Integrated SHS Online Course Catalog is aligned with CTE Programs of Study**
- **Current 9th graders were not able to utilize when signing up for 2020-21 classes due to Coronavirus**



Google

- **Google Classroom**
- **Google Meets**
- **Google Suite**
- **Google Classroom and Google Meets are used for remote CTE students, as there are no lessons in APEX for CTE.**
- **Google Suite allows on-campus and remote students to collaborate virtually.**



ICLE

Rigor

Relevance

Relationships



SISD Strategic Priority #2

Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community.



Parent, Industry, Community Engagement

- **Industry and Community Partnerships**
- **Chart Your Course**
- **Community Events**
- **Student Organizations**



Industry and Community Partnerships





Industry and Community Partnerships

- **Highlights**
 - **Koehler Company**
 - **First paid intern - 2020 grad Lisa Alaniz (Const Mgmt)**
 - **CNA lab Nurse's station**
 - **Tyson Foods**
 - **Donation for Electrical**
 - **TWC/SEDC - IT Academy**





Chart Your Course

CHARTING YOUR COURSE

FOR ALL SISD 8TH GRADE PARENTS AND STUDENTS

FEBRUARY 13, 2020

6:00 PM - 7:00 PM



JOIN US

AS WE SHOWCASE OUR DYNAMIC AND AWARD-WINNING
FINE ARTS, CTE, ECHS, ROTC, ACADEMIC, AND ATHLETIC PROGRAMS.





Community Events

- **Manufacturing Day - Student Industry Tours**
- **CTE Teacher Showcase - Seguin Chamber**
- **Seguin Job Shadow Day**
- **CTE Teacher Industry Tours**
- **SHS Career Fair, #WorkReady Signing Day, and Summer Externships were cancelled due to Coronavirus**



Student Organizations

- **Arts/AV program placed 12th in UIL Film Contest**
- **Students competed in SkillsUSA competition**
- **HOSA hosted HOSA Area 1 Conference**
- **Robotics team hosted a match and qualified to compete at National competition**
- **58 FFA members exhibited at local and state shows**



SISD Strategic Priority #3

Create the conditions in Seguin ISD to recruit, retain, and engage employees.



Teacher Recruiting, Engagement & Retention

- **Professional Growth Opportunities**
- **Team Culture (#TeamCTE)**
- **Relationships**



Looking to the Future

■ Community Partnerships

- Leadership Seguin
- Seguin EDC
 - MFG Day
 - IT Academy
- Main Street/CVB

■ Industry Partnerships

- CMC
- Tyson
- Koehler Co.
- United Alloy
- many more in place
with more to come



Looking to the Future

- **CCMA**
 - Working with Xello to develop tracker
 - Renewed focus on Industry-Based Certifications
 - Programs of Study
- **Agriculture Learning Center**
 - Exploring possibilities
- **Middle School CTE**
 - AJB Const Lab
 - Potential STEM program
- **Adapting to circumstances created by Coronavirus**
 - WBL
 - Internships
 - Externships



Questions?

INFORMATION ITEM:

Bilingual Education Exception and ESL Waiver

RECOMMENDATION:

To inform the Board of Trustees that due to the shortage of Bilingual educators in the state of Texas, TEA is allowing districts to request Bilingual Education Exception and ESL waiver for the 2020-2021 academic year.

RATIONALE:

Increasing numbers of culturally diverse students in our district creates a corresponding need for well-prepared teachers who can communicate with students and identify with their cultures and/or native language. A school district who does not have the appropriately certified teachers to serve LEP students in accordance with TEC, §29.054, must apply to the Texas Education Agency (TEA) for a bilingual exception and ESL waiver. This application must be made each year there is a need for an exception and/or waiver. The bilingual exception and ESL waiver does not require board approval but does require that the superintendent submit the application to TEA.

Providing face to face and remote instruction while ensuring Bilingual/ESL certified teachers for all English Language Learners, has proven challenging in the wake of the COVID 19 pandemic. Seguin ISD currently has thirty (30) elementary teachers serving our bilingual students. Of the thirty (30), twenty-five (25) meet the Texas State Board of Education - Certification regulations. Currently the state requires potential candidates to pass three exams: Bilingual EC-6 exam, the Pedagogy & Professional Responsibilities exam (PPR), and the Bilingual Target Language Proficiency Test (BTLPT). In addition to our Bilingual Teachers, Seguin ISD has forty nine (49) teachers serving our English Learners in the ESL program. Of the forty-nine (49) teachers, thirty-eight (38) are ESL certified.

Seguin ISD will be required to apply for the Bilingual Exception and ESL waiver through the Texas Education Agency (TEA). The exception and waiver will include a summary of the number of Bilingual/ESL teachers in classrooms, the number of Bilingual/ESL students, a plan that addresses academic programming and support, and a recruitment and retention plan for hiring Bilingual/ESL certified teachers.

REFERENCE and COMPLIANCE:

Strategic Priority #1: Improve student learning through improved instructional practice.

PAPERWORK IMPACT:

None

BUDGET IMPACT INFORMATION:

None

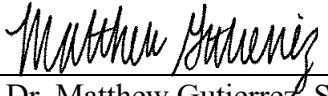
EXHIBITS:

None

**RESOURCE
PERSONNEL:**

Cynthia J. Moreno, Chief Human Resource Officer

Submitted by:

(Signature)  Date Submitted: 10/27/20
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, Texas 78155
(Telephone) (830) 401-8614

INFORMATION ITEM:

Report Board of Trustees Continuing Education Hours

RECOMMENDATION:

That the Board President announces the continuing education hours for the Seguin ISD Board of Trustees.

RATIONALE:

In accordance with HB 2563 and Texas Education Code, Section 11.159(b), each school board must reflect in the official minutes of the meeting held before an election of trustees whether each board member has met or is deficient in meeting training requirements for the trustee as of the first anniversary of the date of the trustee's election or appointment. If the minutes reflect that a trustee is deficient, the district shall post the minutes on the district's Internet website within 10 business days of the meeting and maintain the posting until the trustee meets the requirements.

On June 13, 2018, the State Board of Education adopted amendments to its rule on continuing education for school board members (19 TAC §61.1). The amendment requires the board President to announce continuing education hours at the last regular board meeting before an election of trustees.

During the 2019 Legislative Session, House Bill 403 was passed. House Bill 403 requires all trustees to complete continuing education on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children every two years. All newly elected or appointed board members must complete the training within their first 120 days. During the 2019 Legislative Session, House Bill 3834 was also passed which requires all trustees to complete continuing education on District Cybersecurity every year before June 14th of that year.

Tier One (Orientation): All newly elected or appointed board members must receive a local orientation of their district and must also receive an orientation to the Texas Education Code. *Experienced* board members must receive an update to the Texas Education Code after each legislative session.

Tier Two (Teambuilding): Each year, all members of the board and the superintendent must participate, as a group, in a teambuilding session intended to enhance the team's effectiveness.

Tier Three (Discretionary Continuing Education): *First-year* board members must receive at least 10 hours of additional continuing education. *Experienced* board members must receive at least five hours of additional continuing education each year.

Tier Four (Student Achievement): During the 2017 Legislative Session, Senate Bill 1566 was passed. Senate Bill 1566 introduced a new required training for trustees of at least three hours on evaluating student academic performance and the oversight role of

the board. State law requires all board members who were serving as of September 1, 2017 to complete this training before September 1, 2018. All newly elected or appointed board members must complete the training within their first 120 days. Then all board members will need to complete this training every two years.

REFERENCE
and COMPLIANCE:

BBD (LEGAL) Board Members, Training and Orientation

PAPERWORK IMPACT:

Routine paperwork and bookkeeping

BUDGET IMPACT/
INFORMATION:

None

EXHIBITS:

Chart of School Board Continuing Education Hours & Overview of Continuing Education Requirements

RESOURCE
PERSONNEL:

Cinde Thomas-Jimenez, Board President
Dr. Matthew Gutierrez, Superintendent

Submitted by: *Matthew Gutierrez* Date Submitted: 10/27/20
(Signature) _____
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, Texas 78155
(Telephone) 830 401-8614

Seguin ISD School Board Continuing Education Record

Date last updated: October 2020

Name	Tier One		Tier Two	Tier Three	Tier Four	Cybersecurity	Child Abuse Prevention	Open Meetings	Public Information Act	Status
	Local Orientation*	Education Code Orientation or Update	Team-Building and Assessment	Continuing Education in Assessed Needs	Student Achievement	Required of All Elected Public Officials	Required of All Elected Public Officials	Required of All Elected Public Officials	Required of All Elected Public Officials**	C = Completed Hours D = Deficient Hours E = Exceeded Hours
Carl Jenkins District 1	12/09/16	02/06/17 09/13/17 09/21/19	12/19/18 03/07/19 07/21/20	9.50	07/30/18 04/20/20	04/19/20	04/19/20	01/14/17	12/09/16	Exceeded
Alejandro Guerra District 2	12/07/18	12/06/18 09/21/19 02/20/20	12/19/18 03/07/19 07/21/20	17.50	01/24/19	04/06/20	05/14/20	01/03/19	01/19/19	Exceeded
Cinde Thomas-Jimenez District 3	12/09/16	02/06/17 09/13/17 10/14/19	12/19/18 03/07/19 07/21/20	19.25	06/15/18 04/04/20	04/12/20	04/19/20	01/17/17	01/29/17	Exceeded
Linda Duncan District 4	12/14/18	01/17/19 09/21/19	12/19/18 03/07/19 07/21/20	12.75	01/28/19	04/27/20	05/14/20	01/22/19	01/22/19	Exceeded
Denise Crettenden District 5	12/14/18	01/17/19 09/21/19	12/19/18 03/07/19 07/21/20	7.00	03/15/19	06/01/20	05/14/20	01/30/19	01/29/19	Exceeded
Ben Amador District 6	12/09/16	02/06/17 09/13/17 08/21/19	12/19/18 03/07/19 07/21/20	22.25	06/14/18 04/15/20	05/13/20	05/14/20	01/14/17	02/06/17	Exceeded
Glenda Moreno District 7	12/07/18	12/06/18 09/21/19	12/19/18 03/07/19 07/21/20	26.00	01/28/19	04/13/20	04/13/20	01/14/19	01/12/19	Exceeded

* Applicable for first year board members only

** Boards may delegate this training to the district's public information coordinator.

TRAINING REQUIREMENTS FOR SCHOOL BOARD MEMBERS

Length of Service	Local District Orientation	Intro to TEC	Open Government ³	Cybersecurity	Post-Legislative Update to TEC	Child Abuse Prevention	Evaluating and Improving Student Outcomes (formerly SB 1566)	Team Building	Additional Continuing Education (based on assessed needs)
New Trustees (First Year) ~25 hrs	Local Orientation ² (within 60 days) 3 hrs	(within 120 days) 3 hrs	OMA ³ (within 90 days) 1-2 hrs PIA 1-2 hrs	~1 hr each year	N/A because update is incorporated into Intro to TEC	1 hr every two years	(within 120 days) 3 hrs² every two years	3 hrs² each year with all trustees and superintendent	10 hrs first year
Experienced Trustees (After First Year) 9-16 hrs¹	Can attend, but not required				Sufficient length ~1-2 hrs after each legislative session				5 hrs each year
Providers	School District	ESC	TASB or other registered provider	See Department of Information Resources website	TASB or other registered provider	TASB or other registered provider	TASB or other registered provider	TASB or other registered provider	TASB or other registered provider

Training Requirements Notes:

¹Required hours after the first year will vary depending on how the Post-Legislative Update, Child Abuse, and Student Achievement and Accountability hours fall for an individual trustee.

²Trustees may receive any training online **except** Local Orientation for new board members, Team Building, and Evaluating and Improving Student Outcomes.

³**OMA** and **PIA training** is required (outside of SBOE rule) of all elected officials within 90 days of election or appointment. PIA training may be delegated by district policy.

OMA: Open Meetings Act

TEC: Texas Education Code

PIA: Public Information Act

SBOE: State Board of Education



Minutes of Regular Meeting

The Board of Trustees

Seguin ISD

A regular board meeting of the Board of Trustees of Seguin ISD was held Tuesday, September 22, 2020, beginning at 6:30 PM in the Board Room, 1221 E. Kingsbury, Seguin, Texas.

Present: Ben Amador, Denise Crettenden, Linda Duncan, Alejandro R. Guerra, Carl Jenkins, Glenda Moreno, Cinde Thomas-Jimenez and Dr. Matthew Gutierrez, Superintendent

Absent:

Also Present: Mark Cantu, Chief Academic Officer; Anthony Hillberg, Chief Financial Officer; Sean Hoffmann, Chief Communications Officer; Kirsten Legore, Deputy Chief Operations Officer; Bill Lewis, Chief Operating Officer and Associate Superintendent; Cindy Moreno, Chief Human Resources Officer; Teri Salinas, Employee Benefits Specialist; Victor Quiroga, District's Financial Advisor, Nancy Ramirez, Superintendent Secretary and media.

1. Call to Order

A. Mrs. Thomas-Jimenez called the meeting to order at 6:32 p.m. and a quorum was established. The meeting of the Seguin ISD has been duly called and notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Section 551.043 of the Texas Government Code.

B. The pledges were led by Mr. Jenkins, followed by a moment of silence.

C. Superintendent Announcements:

Dr. Gutierrez provided the board and community with highlights, events and great news since the last board meeting including back to school updates. Dr. Gutierrez recognized and thanked the City of Seguin for allocating nearly \$60,000 to Seguin ISD to help support COVID-19 expenditures. He also encouraged fans to wear a mask, practice social distancing and enjoy the first varsity home football game in our new Matador Stadium this Friday.

2. Recognition/Campus Presentations

A. Student/Staff/Board/Community Recognition

The Board of Trustees recognized the following staff for their outstanding accomplishments:

- **Superintendent's Award**

Dr. Gutierrez was honored to recognize Maggie Rodriguez, Multilingual Education Specialist, as the September recipient of the Superintendent's Leadership Award for going above and beyond daily duties to cultivate, inspire and empower her colleagues, students and Seguin ISD community.

3. Audience with the Board

No one signed up to address the Board.

4. Reports/Information Items:

A. No Place For Hate Campus Designations

The Board of Trustees was presented with the No Place For Hate banners signifying the designations earned by the district-wide campuses for the 2019-20 school year. In support of Matador Challenge, SISD's character education and bully prevention program, all campuses (Pre-K through 12th grade) applied for and were designated No Place For Hate schools by the Anti-Defamation League. The campuses, led by the counselors, committed to creating a student led

coalition, signing the Resolution of Respect, and hosting at least three anti-bias and diversity related activities throughout the year. This is the fifth year all campuses district-wide have earned the designation.

B. Matters for Consideration When Evaluating Alternatives to TRS-ActiveCare

The Board of Trustees received information from Mr. Hillberg and Ms. Salinas regarding matters that should be considered when evaluating the option to offer alternatives to TRS-ActiveCare health insurance.

C. Bond 2019 Project Update

The Board of Trustees received an update from Mr. Lewis regarding the 2019 Bond projects. The board will receive regular updates and progress reports on Bond 2019 related projects.

5. Closed Meeting –The Board went into closed session at 7:20 p.m.

A. Pursuant to Texas Government Code Section §§ 551.071, 551.074, 551.129 - Consultation with legal counsel including possible telephone consultation with legal counsel, as necessary, to address legal concerns, implications, and answer any legal questions regarding posted agenda items.

B. Pursuant to Texas Government Code Section § 551.074 - Discuss personnel matters, including appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a employee(s).

C. Pursuant to Texas Government Code Section § 551.072 - Discuss the purchase, exchange, lease, or value of real property.

6. Reconvene to Open Meeting - The Board reconvened at 8:06 p.m. No action was taken.

A. Possible action to approve professional personnel, including appointment, employment, evaluation, assignment, duties, discipline or dismissal of employee(s).

7. Consent Agenda Items – Consider and Possible Approval:

A. Approval of Board Minutes for:

Regular Meeting, August 25, 2020

B. Approval of Tax Collection Reports for August 2020

The Board of Trustees approved the Guadalupe County Tax Office Monthly Recap from Daryl John, Guadalupe County Tax Assessor-Collector for August 2020. The Texas Property Tax Code requires the collector of taxes for a taxing unit prepare a written report of tax collections made for the preceding month. The Guadalupe County Tax Assessor-Collector collects ad valorem taxes for the District.

C. Approval of Proposed Budget Amendments & Financial Statements for August 2020

The Board of Trustees approved the proposed budget amendments and financial statements for the General Fund, Child Nutrition Fund, and Debt Service Fund as of August 31, 2020.

D. Approval of District-Wide Vehicle Maintenance, Parts, and Services (RFP #: 21-01)

The Board of Trustees approved the contract with each of the recommended respondents, as reflected in the exhibit, for Vehicle Maintenance, Parts, and Services. A Request for Proposals (RFP#: 21-01) was issued on August 7, 2020 for Vehicle Maintenance, Parts, and Services. The bid was competitively solicited in compliance with Board Policy. Of the seven (7) responses received, all met the RFP requirements. With approval from the Board of Trustees, these respondents will be added to the list of approved vendors for this RFP. All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

E. Approval of District-Wide HVAC Systems Maintenance, Equipment, Parts, and Services (RFP #:21-02)

The Board of Trustees approved to contract with each of the recommended respondents, as reflected in the exhibit for HVAC Systems Maintenance, Equipment, Parts, and Services. A Request for Proposals (RFP#: 21-02) was issued on August, 7, 2020 for HVAC Systems Maintenance, Equipment, Parts, and Services. The bid was competitively solicited in compliance with Board Policy. Of the one (1) response received, all met the RFP requirements. With approval from the Board of Trustees, the respondent will be added to the list of approved vendors for this RFP. All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

F. Approval of District-Wide Plumbing Systems Maintenance, Equipment, Parts, and Services (RFP #:21-03)

The Board of Trustees approved to contract with each of the recommended respondents, as reflected in the exhibit, for Plumbing Systems Maintenance, Equipment, Parts, and Services. A Request for Proposals (RFP#: 21-03) was issued on August 7, 2020 for Plumbing Systems Maintenance, Equipment, Parts, and Services. The bid was competitively solicited in compliance with Board Policy. Of the one (1) response received, all met the RFP requirements. With approval from the Board of Trustees, the respondent will be added to the list of approved vendors for this RFP. All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

G. Approval of District-Wide Facilities Maintenance, Electrical Equipment, Parts, and Services (RFP #: 21-04)

The Board of Trustees approved to contract with each of the recommended respondents, as reflected in the exhibit, for Facilities Maintenance, Electrical Equipment, Parts, and Services. A Request for Proposals (RFP#: 21-04) was issued on August 7, 2020 for Facilities Maintenance, Electrical Equipment, Parts, and Services. The bid was competitively solicited in compliance with Board Policy. Of the two (2) responses received, all met the RFP requirements. With approval from the Board of Trustees, these respondents will be added to the list of approved vendors for this RFP. All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

H. Approval of District-Wide Special Education Services (RFP #: 21-05)

The Board of Trustees approved to contract with each of the recommended respondents, as reflected in the exhibit, for Special Education Services. A Request for Proposals (RFP#: 21-05) was issued on August 7, 2020 for Special Education Services. The bid was competitively solicited in compliance with Board Policy. Of the nine (9) responses received, all met the RFP requirements. With approval from the Board of Trustees, these respondents will be added to the list of approved vendors for this RFP. All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

I. Approval of Authorized Representatives for First Commercial Bank, N.A., Lone Star Investment Pool, TexPool, LOGIC, and Texas Class - MBIA

The Board of Trustees approved the addition of Christina Garcia, General Ledger Specialist, as an authorized representative for First Commercial Bank, N.A., Lone Star Investment Pool, TexPool, Local Government Investment Cooperative (“LOGIC), and Texas CLASS – MBIA.

J. First Reading for Consideration or Approval of Local District Update (LDU) EIC

The Board of Trustees approved the amended board policies EIC and FM (LOCAL) regarding the title change from Pre-AP to Advanced. Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that Board members have had advance written notice of the proposed change.

K. Approval to Purchase Rigor and Relevance Staff Development Sessions and Coaching Days for the 2020-2021 School Year

The Board of Trustees approved the purchase of Rigor and Relevance staff development and coaching days from Houghton Mifflin Harcourt. This will include a back to school convocation keynote, one day of onsite professional development with an elementary focus and 21 days of onsite coaching for teachers and administrators in Pre-K - 12th grade.

L. Consideration for Payment of \$277,000.00 to TANGRAM REHABILITATION NETWORK, INC. for Contract of Services Provided by ResCare Premier at Texas Hill Country School

The Board of Trustees approved the payment of \$277,000.00 to TANGRAM REHABILITATION NETWORK, INC. for Contract of Services provided by ResCare Premier at Texas Hill Country School for the 2020-2021 school year.

M. Consideration of Approval of Certified Appraisers for 2020-2021

The Board of Trustees approved the following administrators as certified appraisers for the Texas Teachers Evaluation Support System (T-TESS) or to conduct formal goal setting known as the Annual Teacher Review in the 2020-2021 school year.

Learning and Leadership Services
Richard Bough, Director of Career and Technical Education
Seguin High School
De'Ana Brock, ARD/Data/Compliance Program Supervisor/Special Education Coordinator

N. Information Regarding an Interlocal Agreement with Communities in Schools for Integrated Student Support Services

The Board of Trustees received information regarding the Interlocal Agreement for Integrated Student Support Services at a cost of \$118,750.00 for the initial payment. The total cost is a reduction of \$23,500 from 2019-20's cost. The district has contracted with Communities in Schools since 2017. The renewed agreement will continue the integrated student support services at the 2019-20 served campuses.

O. Information Regarding the Purchase of Milk Products for Seguin ISD from Borden Dairy Co. Through the Texas 20 Purchasing Cooperative

The Board of Trustees received information regarding the purchase of Milk Products through the Texas 20 Purchasing Cooperative bid #: 2818-E2 from Borden Dairy Co. at a cost of \$308,000.00.

P. Information Regarding the Purchase of Paper Products for Seguin ISD from Gulf Coast Paper Products Through the Texas 20 Purchasing Cooperative

The Board of Trustees received information regarding the purchase of Paper Products through the Texas 20 Purchasing Cooperative reference # 2921-E1 from Gulf Coast Paper Company at a cost of \$198,000.00.

Q. Information Regarding the Purchase of Staple Food Products for Seguin ISD from Labatt Food Service Through the Texas 20 Purchasing Cooperative

The Board of Trustees received information regarding the purchase of Staple Food Products through the Texas 20 Purchasing Cooperative reference #: 3016 from Labatt Food Service at a cost of \$1,457,000.00.

R. Information Regarding the Purchase of Bread Products for Seguin ISD from Flowers Baking Co. Through the Texas 20 Purchasing Cooperative

The Board of Trustees received information regarding the purchase of Bread Products through the Texas 20 Purchasing Cooperative reference #: 2817-E2 from Flowers Baking Co. at a cost of \$77,500.00.

S. Information Regarding the Purchase of iPads for the Special Education Department from Apple Through the DIR Purchasing Cooperative

The Board of Trustees received information regarding the purchase of iPads through the DIR Purchasing Cooperative reference #: DIR-TSO-3789 from Apple at a cost of \$82,045.00.

T. Information Regarding the Purchase of Frontline for Seguin ISD from Frontline Education Through the Allied States Purchasing Cooperative

The Board of Trustees received information regarding the purchase of Frontline through the Allied States Purchasing Cooperative reference #: 17-7247 from Frontline Education at a cost of \$81,136.87.

U. Information Regarding the Purchase of District Wireless Access Points for Seguin ISD from Computer Solutions Through the DIR Purchasing Cooperative

The Board of Trustees received information regarding the purchase of District Wireless Access Points through the DIR Purchasing Cooperative reference #: DIR-TSO-4121 from Computer Solutions at a cost of \$58,925.88.

V. Information Regarding the Purchase of Digital Curriculum for Seguin ISD from APEX Learning Inc. Through the GoodBuy Purchasing Cooperative

The Board of Trustees received information regarding the purchase of Digital Curriculum through the GoodBuy Purchasing Cooperative reference #: 19-20 6U000 from APEX Learning Inc. at a cost of \$80,975.60.

W. Information Regarding the Purchase of Educational Software for Seguin ISD from iStation Through the 2013 Purchasing Cooperative

The Board of Trustees received information regarding the purchase of Educational Software through the 2013 Purchasing Cooperative reference #: 17022 from iStation at a cost of \$84,055.00.

X. Information Regarding the Purchase of Chromebooks for Seguin ISD from CDWG Through the Pace Purchasing Cooperative

The Board of Trustees received information regarding the purchase of Chromebooks through the Pace Purchasing Cooperative reference #: P00185 from CDWG at a cost of \$425,701.25.

Y. Acknowledge Public Information Act Request August-September 2020

The Board of Trustees received information regarding the Public Information Act requests received since August 13, 2020. The purpose of this agenda item is to keep trustees apprised of the District's Public Information program.

Mrs. Crettenden moved, seconded by Mr. Amador to approve Consent Action Items:

A. Approval of Board Minutes for:

Regular Meeting, August 25, 2020

B. Approval of Tax Collection Reports for August 2020

C. Approval of Proposed Budget Amendments & Financial Statements for August 2020

D. Approval of District-Wide Vehicle Maintenance, Parts, and Services (RFP #: 21-01)

E. Approval of District-Wide HVAC Systems Maintenance, Equipment, Parts, and Services (RFP #:21-02)

F. Approval of District-Wide Plumbing Systems Maintenance, Equipment, Parts, and Services (RFP #:21-03)

G. Approval of District-Wide Facilities Maintenance, Electrical Equipment, Parts, and Services (RFP #: 21-04)

H. Approval of District-Wide Special Education Services (RFP #: 21-05)

I. Approval of Authorized Representatives for First Commercial Bank, N.A., Lone Star Investment Pool, TexPool, LOGIC, and Texas Class - MBIA

J. First Reading for Consideration or Approval of Local District Update (LDU) EIC

- K. Approval to Purchase Rigor and Relevance Staff Development Sessions and Coaching Days for the 2020-2021 School Year**
- L. Consideration for Payment of \$277,000.00 to TANGRAM REHABILITATION NETWORK, INC. for Contract of Services Provided by ResCare Premier at Texas Hill Country School**
- M. Consideration of Approval of Certified Appraisers for 2020-2021**
- N. Information Regarding an Interlocal Agreement with Communities in Schools for Integrated Student Support Services**
- O. Information Regarding the Purchase of Milk Products for Seguin ISD from Borden Dairy Co. Through the Texas 20 Purchasing Cooperative**
- P. Information Regarding the Purchase of Paper Products for Seguin ISD from Gulf Coast Paper Products Through the Texas 20 Purchasing Cooperative**
- Q. Information Regarding the Purchase of Staple Food Products for Seguin ISD from Labatt Food Service Through the Texas 20 Purchasing Cooperative**
- R. Information Regarding the Purchase of Bread Products for Seguin ISD from Flowers Baking Co. Through the Texas 20 Purchasing Cooperative**
- S. Information Regarding the Purchase of iPads for the Special Education Department from Apple Through the DIR Purchasing Cooperative**
- T. Information Regarding the Purchase of Frontline for Seguin ISD from Frontline Education Through the Allied States Purchasing Cooperative**
- U. Information Regarding the Purchase of District Wireless Access Points for Seguin ISD from Computer Solutions Through the DIR Purchasing Cooperative**
- V. Information Regarding the Purchase of Digital Curriculum for Seguin ISD from APEX Learning Inc. Through the GoodBuy Purchasing Cooperative**
- W. Information Regarding the Purchase of Educational Software for Seguin ISD from iStation Through the 2013 Purchasing Cooperative**
- X. Information Regarding the Purchase of Chromebooks for Seguin ISD from CDWG Through the Pace Purchasing Cooperative**
- Y. Acknowledge Public Information Act Request August-September 2020**

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno, and Thomas-Jimenez
Nays: None

8. Action Items:

A. CONSIDERATION AND APPROVAL OF AN ORDER BY THE BOARD OF TRUSTEES OF THE SEGUIN INDEPENDENT SCHOOL DISTRICT AUTHORIZING THE ISSUANCE OF “SEGUIN INDEPENDENT SCHOOL DISTRICT UNLIMITED TAX REFUNDING BONDS, TAXABLE SERIES 2020”; LEVYING A CONTINUING DIRECT ANNUAL AD VALOREM TAX FOR THE PAYMENT OF THE BONDS; DELEGATING THE AUTHORITY TO CERTAIN MEMBERS OF THE BOARD OF TRUSTEES AND DISTRICT STAFF TO EXECUTE CERTAIN DOCUMENTS RELATING TO THE SALE OF THE BONDS; AND OTHER MATTERS INCIDENT AND RELATED THERETO

Mr. Amador moved, seconded by Ms. Duncan that the Board of Trustees adopt an order authorizing the issuance of Seguin Independent School District unlimited tax refunding bonds, taxable series 2020 pursuant to a delegated sale. The District’s financial advisor, Specialized Public Finance, has identified an opportunity to pursue a refunding for the outstanding Series 2014 School building bonds. By law a district can only advance refund a series of bonds on a taxable basis. A refunding of a series of bonds more than ninety days prior to the call date constitutes an advanced refunding. The proposed Unlimited Tax Refunding Bonds Taxable Series 2020 will be considered an advanced refunding of the Series 2014 bonds. This refunding has the potential to create an interest cost savings of \$8,557,509 over the remaining life of the bonds.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno, and Thomas-Jimenez
Nays: None

B. 2020-2021 Compensation Handbook Recommendation

Mr. Guerra moved, seconded by Mr. Amador to approve the 2020-2021 compensation handbook as recommended for all active district employees. Starting teacher salary is \$51,000. New teachers hired to the district for the 20-21 school year will be placed on the teacher pay scale based on confirmed years of service.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno, and Thomas-Jimenez

Nays: None

C. Personnel Action Professional Employees

Mr. Amador moved, seconded by Mrs. Moreno to recognize and acknowledge the following new professional hires for the 2020-2021 school year and the resignations listed below:

New Hire Elections:

Name	Campus	Effective
Ariel Ellison	Barnes Middle School	9/14/2020
Daniel Guardiola	Koennecke Elementary	9/8/2020
Marlen Hurtado	Patlan Elementary	9/8/2020
Miranda Martinez	Koennecke Elementary	9/8/2020
Laura Mora	Koennecke Elementary	9/8/2020
Philip Razor, Jr.	Barnes Middle School	9/8/2020

Resignations:

Dement, Steve, Barnes Middle School, effective 8/28/2020

Mr. Dement, AVID Teacher, has resigned due to medical reasons.

Patranella, Laura, Koennecke Elementary, effective 8/26/2020

Ms. Patranella, 3rd Grade Teacher, has resigned to relocate to the Dallas area.

Patranella, Luke, Koennecke Elementary, effective 8/26/2020

Mr. Patranella, 5th grade Teacher, has resigned to accept a position in the private sector.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno, and Thomas-Jimenez

Nays: None

9. Board Comments and Request

There were no new requests from the Board.

All prior board requests have been addressed.

10. Adjourn

Mr. Amador moved, seconded by Mr. Jenkins to adjourn the meeting.

The meeting adjourned at 8:29 p.m.

Secretary/October 27, 2020

President/October 27, 2020

Minutes of Special Meeting

The Board of Trustees

Seguin ISD

A Special Meeting of the Board of Trustees of Seguin ISD was held Monday, October 5, 2020, beginning at 6:30 PM by video and telephone conference.

Meetings of the Board are normally held at the Administration Office Board Room. This meeting was conducted by video and telephone conference in accordance with the Governor's authorization concerning suspension of certain open meeting law requirements for COVID-19 (Coronavirus) Disaster.

Present: Ben Amador, Denise Crettenden, Linda Duncan, Alejandro R. Guerra, Carl Jenkins, Glenda Moreno, Cinde Thomas-Jimenez and Dr. Matthew Gutierrez

Absent:

Also Present: Mark Cantu, Chief Academic Officer; Anthony Hillberg, Chief Financial Officer; Sean Hoffmann, Chief Communications Officer; Kirsten Legore, Deputy Chief Operations Officer; Bill Lewis, Chief Operating Officer and Associate Superintendent; and Nancy Ramirez, Superintendent Secretary.

1. Call to Order

A. Mrs. Thomas-Jimenez called the meeting to order at 6:31 p.m. and a quorum was established.

B. The meeting of the Seguin ISD has been duly called and notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Section 551.043 of the Texas Government Code.

C. The pledges were led by Mrs. Thomas-Jimenez, followed by a moment of silence.

2. Audience with the Board

No one signed up to address the Board.

3. Open Session:

A. Possible Action to Approve the use of Istation ISIP as our 2020-2021 Kindergarten Reading Screener

Mr. Amador moved, seconded by Ms. Duncan to approve the use of Istation ISIP as the 2020-2021 Kindergarten Reading Screener for the District.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez

Nays: None

4. Closed Meeting – The Board chose not to go into closed session.

A. Pursuant to Texas Government Code Section § 551.072 – Discuss the sale, purchase, exchange, lease, or value of real property.

5. Open Session:

A. Possible Action Regarding the Sale, Purchase, or Lease of Real Property, Including Potential Delegation of Authority to Superintendent to Make an Offer or Bid at Auction on Behalf of the District

Mr. Amador moved, seconded by Mrs. Moreno to approve the resolution as presented. The Board of Trustees, acting as a body corporate, may acquire and hold real and personal property in the name of the District.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez
Nays: None

Mrs. Moreno provided some information regarding her experience as an official voting Delegate at the 2020 TASB Delegate Assembly on October 2-4th, 2020.

6. Adjourn

Mr. Amador moved, seconded by Mr. Jenkins to adjourn the meeting. The meeting adjourned at 6:39 p.m.

Ayes: Amador, Crettenden, Duncan, Guerra, Jenkins, Moreno and Thomas-Jimenez
Nays: None

Secretary/October 27, 2020

President/October 27, 2020

ACTION ITEM:

Approval of Tax Collection Reports for September 2020

RECOMMENDATION:

That the Board of Trustees approve the Guadalupe County Tax Office Monthly Recap from Daryl John, Guadalupe County Tax Assessor-Collector for September 2020.

RATIONALE:

The Texas Property Tax Code requires the collector of taxes for a taxing unit prepare a written report of tax collections made for the preceding month. The Guadalupe County Tax Assessor-Collector collects ad valorem taxes for the District.

REFERENCE and COMPLIANCE:

BDAF (LEGAL) - Selection and Duties of Chief Tax Official

PAPERWORK IMPACT:

None

BUDGET IMPACT / INFORMATION:

Tax payments are received by direct deposit to the District's accounts at Lone Star Investment Pool. Payments are remitted to the District two days after the County receives them.

Total Tax Collections for the month of September 2020:

Current	\$ -
Delinquent	162,303
Penalty and Interest	40,479
Total Monthly Collections	<u>\$ 202,782</u>
Total Tax Collections Year to Date	<u>\$ 938,883</u>
Delinquent Tax Levy	2,858,554
Percent Collected through September 2020	32.84%
Percent of Tax Levy Collected last year	28.45%

EXHIBITS:

None

RESOURCE PERSONNEL:

Anthony Hillberg, CPA, Chief Financial Officer

Submitted by:



Date Submitted: 10/27/20

(Signature)

(Name)

(Address)

(Telephone)

Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

ACTION ITEM: **Approval of Proposed Budget Amendments & Financial Statements for September 2020**

RECOMMENDATION: That the Board of Trustees approve the proposed budget amendments and financial statements for the General Fund, Child Nutrition Fund, and Debt Service Fund as of September 31, 2020.

RATIONALE: The District’s official budget includes the General Fund, Child Nutrition Fund, and Debt Service Fund. The adoption of the budgets associated with these funds and subsequent amendments should be approved by the Board of Trustees. The attached budget reports and financial statements are designed to provide interim information for the Board of Trustees regarding operations of the District. The attached financial statements are unaudited and do not reflect certain required accounting entries for the official year-end financial report.


REFERENCE and COMPLIANCE: CE (LEGAL) and CE (LOCAL) Annual Operating Budget
The Board shall amend the budget when a change is made increasing any one of the functional spending categories or increasing revenue object accounts and other financing sources (uses).

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Budget amendments reflected in this report require approval by the Board of Trustees.

EXHIBITS: Proposed Budget Amendments and Financial Statements for the General Operating Fund, Child Nutrition Fund, and Debt Service Fund are attached.

RESOURCE PERSONNEL: Anthony Hillberg, CPA, Chief Financial Officer
Sally Eckhart, Budget Coordinator

Submitted by:  Date Submitted: 10/27/20
(Signature) _____
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

Function Codes

11 – Instruction - Activities that deal directly with the interaction between teachers and students

12 – Instructional Resources/Media Services - Expenditures that are directly and exclusively used for resource centers, establishing and maintaining libraries

13 – Curriculum & Instructional Staff Development – Expenditures directly and exclusively used to aid instructional staff in planning, developing and evaluating the process of providing learning experiences for students. (Includes in-service training for instructional or instructional-related personnel (Functions 11, 12, and 13))

21 – Instructional Leadership - Expenditures that are for managing, directing, supervising, and providing leadership for staff who provide general and specific instructional services

23 – School Leadership - Expenditures to direct and manage a school campus

31 – Guidance & Counseling – Expenditures for assessing and testing students' abilities, aptitudes and interests; counseling students

32 - Social Work Services - Expenditures that for activities such as investigating and diagnosing student social needs arising out of the home, school or community: includes truant/attendance officers

33 – Health Services - Expenditures for providing physical health services to students

34 – Student Transportation - Expenditures for transporting students to and from school.

35 – Food Service – Expenditures for food service operations

36 – Extracurricular Activities - Expenditures for school-sponsored activities outside of the school day.

41 – General Administrations - Expenditures for purposes of managing or governing the school district as an overall entity

51 – Maintenance & Operations - Expenditures for activities to keep the facilities and grounds open, clean, comfortable and in effective working condition and state of repair, and insured

52 – Security & Monitoring Services – Expenditures for activities to keep student and staff surroundings safe, whether in transit to or from school, on a campus or participating in school-sponsored events at another location

53 – Data Processing Services - Expenditures for data processing services, whether in-house or contracted.

61 – Community Services - Expenditures for activities or purposes other than regular public education and includes expenditures are for services or activities relating to the whole community or some segment of the community

71 – Debt Service – Expenditures for debt service payments and related fees

81 – Facilities Acquisition and Improvements - Expenditures for acquiring, equipping, and/or making additions to real property and sites

99 – Other Governmental Charges – Expenditures for other intergovernmental charges not defined above

Seguin Independent School District
Proposed Budget Amendments and Financial Statements
General Operating Fund
September 2020

	Budget				Actual			Budget Remaining	
	Adopted Budget	September 1, 2020	Proposed Amendment(s)		September 30, 2020	September 1, 2020	Current Month		September 30, 2020
		Amended Budget	Programmatic Changes	Balance Neutral	Amended Budget	Year to Date	Activity		Year to Date
REVENUE									
Local									
Property Taxes-Current	35,470,987	35,470,987	-	-	35,470,987	-	-	-	
Property Taxes-Delinquent	261,853	261,853	-	-	261,853	450,360	110,189	560,548	
Property Taxes-Penalty & Interest	-	-	-	-	-	98,845	28,044	126,890	
Interest Income	730,000	730,000	-	-	730,000	17,766	4,810	22,576	
Other Local Income	456,000	456,000	-	-	456,000	30,622	14,580	45,201	
State	30,299,547	30,374,547	-	-	30,374,547	529,213	6,703,315	7,232,528	
Federal	967,000	967,000	-	-	967,000	10,201	21,570	31,772	
REVENUE	68,185,387	68,260,387	-	-	68,260,387	1,137,007	6,882,508	8,019,514	
EXPENSE									
11 - Instruction	37,185,280	38,109,924	-	(8,750)	38,101,174	1,643,257	2,417,710	4,060,967	
12 - Instructional Resources & Media Svcs	1,052,175	1,170,769	-	-	1,170,769	25,473	157,482	182,955	
13 - Curr & Instructional Staff Development	1,044,285	1,049,176	-	(600)	1,048,576	119,875	53,552	173,427	
21 - Instructional Leadership	1,926,823	1,926,823	-	-	1,926,823	212,864	119,812	332,676	
23 - School Leadership	4,872,005	4,872,005	-	(650)	4,871,355	527,087	387,661	914,749	
31 - Guidance & Counseling Services	2,533,507	2,562,532	-	10,000	2,572,532	286,968	185,183	472,151	
32 - Social Work Services	526,791	526,791	-	-	526,791	54,221	77,080	131,301	
33 - Health Services	620,656	620,656	-	-	620,656	16,453	56,070	72,523	
34 - Student Transportation	3,053,895	3,053,895	-	-	3,053,895	213,616	200,021	413,636	
35 - Food Service	-	-	-	-	-	-	-	-	
36 - Co-curricular Activities	2,071,617	2,122,467	-	-	2,122,467	261,483	118,395	379,878	
41 - General Administration	2,294,166	2,303,729	-	-	2,303,729	311,058	229,121	540,179	
51 - Plant Maintenance & Operations	6,714,399	6,810,425	-	-	6,810,425	1,015,126	752,952	1,768,078	
52 - Security & Monitoring Services	495,287	570,287	-	-	570,287	105,673	115,083	220,755	
53 - Data Services	1,713,481	1,713,481	-	-	1,713,481	423,767	130,146	553,913	
61 - Community Services	78,762	78,762	-	-	78,762	251	3,306	3,557	
71 - Debt Services	-	665,000	-	-	665,000	665,000	-	665,000	
81 - Facilities Acquisition & Construction	-	-	-	-	-	-	-	-	
99 - Intergovernmental Charges (Appraisal Servs)	595,325	595,325	-	-	595,325	134,239	-	134,239	
EXPENSE	66,778,454	68,752,047	-	-	68,752,047	6,016,411	5,003,574	11,019,985	
REVENUE OVER/(UNDER) EXPENSE	\$ 1,406,933	\$ (491,660)	\$ -	\$ -	\$ (491,660)	(4,879,404)	1,878,934	(3,000,470)	
Other Sources	-	-	-	-	-	-	-	-	
Other Uses	-	-	-	-	-	-	-	-	
OTHER SOURCES AND USES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
RESULT OF ACTIVITIES	\$ 1,406,933	\$ (491,660)	\$ -	\$ -	\$ (491,660)	(4,879,404)	1,878,934	(3,000,470)	

Note:
Fund Balance projection data for 2020-21 will be provided upon completion of the annual financial audit for the 2019-20 fiscal year.

Seguin Independent School District
Budget Amendment Detail For General Operating Fund
September, 2020

Budget Report - Attachment 1
27-Oct-2020

Revenues:

Total Revenue Increase (Decrease) \$ -

Expenditures:

Total Expenditures Increase (Decrease) \$ -

Other Sources:

Total Other Sources Increase (Decrease) \$ -

Seguin Independent School District
Proposed Budget Amendments and Financial Statements
Child Nutrition Fund
September 2020

	Budget					Actual			Budget Remaining
	Adopted Budget	September 1, 2020	Proposed Amendment(s)		September 30, 2020	September 1, 2020	Current Month	September 30, 2020	
		Amended Budget	Programmatic Changes	Balance Neutral	Amended Budget	Year to Date	Activity	Year to Date	
REVENUE									
Local									
Property Taxes-Current									
Property Taxes-Delinquent									
Property Taxes-Penalty & Interest									
Interest Income	20,000	20,000	-	-	20,000	403	84	487	19,513
Other Local Income	771,000	771,000	-	-	771,000	1,038	6,577	7,615	763,385
State	70,000	70,000	-	-	70,000	324,797	-	324,797	-
Federal	3,914,000	3,914,000	-	-	3,914,000	-	252,433	252,433	3,661,567
REVENUE	4,775,000	4,775,000	-	-	4,775,000	326,238	259,095	585,333	4,444,465
EXPENSE									
11 - Instruction									
12 - Instructional Resources & Media Svcs									
13 - Curr & Instructional Staff Development									
21 - Instructional Leadership									
23 - School Leadership									
31 - Guidance & Counseling Services									
32 - Social Work Services									
33 - Health Services									
34 - Student Transportation									
35 - Food Service	4,764,500	4,764,500	-	-	4,764,500	210,853	363,025	573,878	4,190,622
36 - Co-curricular Activities									
41 - General Administration									
51 - Plant Maintenance & Operations	10,000	10,000	-	-	10,000	886	1,864	2,749	7,251
52 - Security & Monitoring Services	500	500	-	-	500	132	44	177	323
53 - Data Services									
61 - Community Services									
71 - Debt Services									
81 - Facilities Acquisition & Construction									
99 - Intergovernmental Charges (Appraisal Servs)									
EXPENSE	4,775,000	4,775,000	-	-	4,775,000	211,871	364,933	576,804	4,198,196
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ -	\$ -	\$ -	\$ -	114,367	(105,838)	8,529	246,269
Other Sources	-	-	-	-	-				
Other Uses	-	-	-	-	-				
OTHER SOURCES AND USES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
RESULT OF ACTIVITIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 114,367	\$ (105,838)	\$ 8,529	

Note:
Fund Balance projection data for 2020-21 will be provided upon completion of the annual financial audit for the 2019-20 fiscal year.

Seguin Independent School District
Budget Amendment Detail For Child Nutrition Fund
September, 2020

Budget Report - Attachment 1
27-Oct-2020

Revenues:

Total Revenue Increase (Decrease)

\$ -

Expenditures:

Total Expenditures Increase (Decrease)

\$ -

Seguin Independent School District
Proposed Budget Amendments and Financial Statements
Debt Service Fund
September 2020

	Budget				Actual			Budget Remaining	
	Adopted Budget	September 1, 2020	Proposed Amendment(s)		September 30, 2020	September 1, 2020	Current Month		September 30, 2020
		Amended Budget	Programmatic Changes	Balance Neutral	Amended Budget	Year to Date	Activity		Year to Date
REVENUE									
Local									
Property Taxes-Current	13,377,002	13,377,002	-	-	13,377,002	-	-	-	13,377,002
Property Taxes-Delinquent	135,496	135,496	-	-	135,496	166,946	41,531	208,477	-
Property Taxes-Penalty & Interest	-	-	-	-	-	32,864	10,104	42,968	-
Interest Income	-	-	-	-	-	5,063	432	5,496	-
Other Local Income	-	-	-	-	-	-	-	-	-
State	-	-	-	-	-	-	-	-	-
Federal	-	-	-	-	-	-	-	-	-
	13,512,498	13,512,498	-	-	13,512,498	204,874	52,067	256,940	13,377,002
EXPENSE									
11 - Instruction									
12 - Instructional Resources & Media Svcs									
13 - Curr & Instructional Staff Development									
21 - Instructional Leadership									
23 - School Leadership									
31 - Guidance & Counseling Services									
32 - Social Work Services									
33 - Health Services									
34 - Student Transportation									
35 - Food Service									
36 - Co-curricular Activities									
41 - General Administration									
51 - Plant Maintenance & Operations									
52 - Security & Monitoring Services									
53 - Data Services									
61 - Community Services									
71 - Debt Services	13,512,498	13,512,498	-	-	13,512,498	8,450,275	-	8,450,275	5,062,223
81 - Facilities Acquisition & Construction									
99 - Intergovernmental Charges (Appraisal Servs)									
	13,512,498	13,512,498	-	-	13,512,498	8,450,275	-	8,450,275	5,062,223
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ -	\$ -	\$ -	\$ -	(8,245,401)	52,067	(8,193,335)	\$ 8,314,779
Other Sources	-	-	-	-	-	-	-	-	-
Other Uses	-	-	-	-	-	-	-	-	-
OTHER SOURCES AND USES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
RESULT OF ACTIVITIES	\$ -	\$ -	\$ -	\$ -	\$ -	(8,245,401)	\$ 52,067	\$ (8,193,335)	

Note:
Fund Balance projection data for 2020-21 will be provided upon completion of the annual financial audit for the 2019-20 fiscal year.

Seguin Independent School District
Budget Amendment Detail For Debt Service Fund
September, 2020

Budget Report - Attachment 1
27-Oct-2020

Revenues:

Total Revenue Increase (Decrease)

\$ -

Expenditures:

Total Expenditures Increase (Decrease)

\$ -

ACTION ITEM:

Approval of Donations Received September 2020

RECOMMENDATION:

That the Board of Trustees approve donations received by the District during the month of September 2020.

RATIONALE:

District Board policy CDC (Local) states "...any (unsolicited) gift that the potential donor has expressly made conditional upon the District's use for a specified purpose, or any gift of real property, shall require Board approval."

REFERENCE and COMPLIANCE:

CDC (LOCAL) - Other Revenues: Gifts and Solicitations

PAPERWORK IMPACT:

None

BUDGET IMPACT / INFORMATION:

None

EXHIBITS:

Proposed Donations

RESOURCE PERSONNEL:

Dr. Matthew Gutierrez, Superintendent
Anthony Hillberg, CPA, Chief Financial Officer
Sally Eckhart, Budget Coordinator

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)



Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

Date Submitted: 10/27/20

**Donations Received By Seguin ISD
During the 2020-21 School Year**

Donor	Purpose	Campus Receiving Donation	Date Rcvd	Amount	Board Approval
Seguin Sunrise Lions Pack the Bus	School supplies	Student Services	09/04/20	\$ 2,500.00	Pending
McQueeney VFW Post 9213	School supplies	McQueeney Elementary	09/15/20	\$ 300.00	Pending
Faith Lutheran Church	Family Support Fund	Student Services	09/21/20	\$ 100.00	Pending
Century 21 Realty/HTX Donuts	Family Support Fund	Student Services	09/29/20	\$ 521.87	Pending

NOTE: This listing includes only documented, unsolicited donations received by the District during September 2020. Additional donations may have been received by campuses and subsequently deposited by the campus or student group without providing detailed documentation to the Business Department.

ACTION ITEM: **Approval of Investment Report for the First Quarter Ended September 30, 2020**

RECOMMENDATION: That the Board of Trustees approve the Investment Report for the Quarter Ended September 30, 2020.

RATIONALE: State law and Board Policy require quarterly reports regarding the District's investments.

This report is designed to allow the Board of Trustees to review the investment activity for the quarter ended September 30, 2020. The District's earnings rates, investment position, and yield information are presented for the period.

The District currently invests exclusively in interlocal governmental investment pools ("pools"), which allow withdrawals on a same day basis. The book value of pools is considered to be the market value and is reflected accordingly in the attached Investment Report.

REFERENCE and COMPLIANCE: CDA (LEGAL) and CDA (LOCAL) Other Revenues - Investments

PAPERWORK None

BUDGET IMPACT / INFORMATION: None

EXHIBITS: Investment Report


RESOURCE PERSONNEL: Anthony Hillberg, CPA, Chief Financial Officer

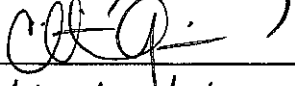
Submitted by: *Matthew Gutierrez* Date Submitted: 10/27/20
(Signature) Dr. Matthew Gutierrez, Superintendent
(Name) 1221 E. Kingsbury St., Seguin, TX 78155
(Address) (830) 401-8614
(Telephone)


**SEGUIN INDEPENDENT SCHOOL DISTRICT
INVESTMENT REPORT
YEAR ENDED SEPTEMBER 30, 2020**

<u>INVENTORY OF INVESTMENTS</u>	Weighted Average Maturity 1.0 Day	Balance <u>9/30/2020</u>
GENERAL OPERATING FUND 199		
TexPool - Local Maintenance		761,072
Lone Star		16,466,445
Logic		423,306
MBIA		8,889,893
TOTAL GENERAL OPERATING FUND		\$ 26,540,715
Weighted Average Maturity		
FOOD SERVICE FUND 240		
Lone Star		\$ 442,855
Weighted Average Maturity		
INTEREST & SINKING FUND 599		
TexPool		1,091,171
Lone Star		1,724,691
TOTAL INTEREST & SINKING FUND		\$ 2,815,862
Weighted Average Maturity		
2019 SCHOOL BUILDING FUND 620		
Lone Star		\$ 17,214,024
OAK PARK MALL ENTERPRISE FUND 711		
TexPool		\$ 373,517
WORKER'S COMPENSATION SELF-INSURANCE FUND 753		
TexPool		805,431
Lone Star		2,519,880
TOTAL WORKERS' COMPENSATION FUND		\$ 3,325,311
Weighted Average Maturity		
STUDENT ACTIVITY TRUST & AGENCY FUND 865		
TexPool		\$ 198,378
Weighted Average Maturity		
GRAND TOTALS		\$ 50,910,663

The investments of the District are in compliance with Investment Policy and the Public Funds Investments Act.

Anthony Hillberg, Chief Financial Officer 

Christina Garcia, General Ledger Specialist 

Dr. Matthew Gutierrez, Superintendent 

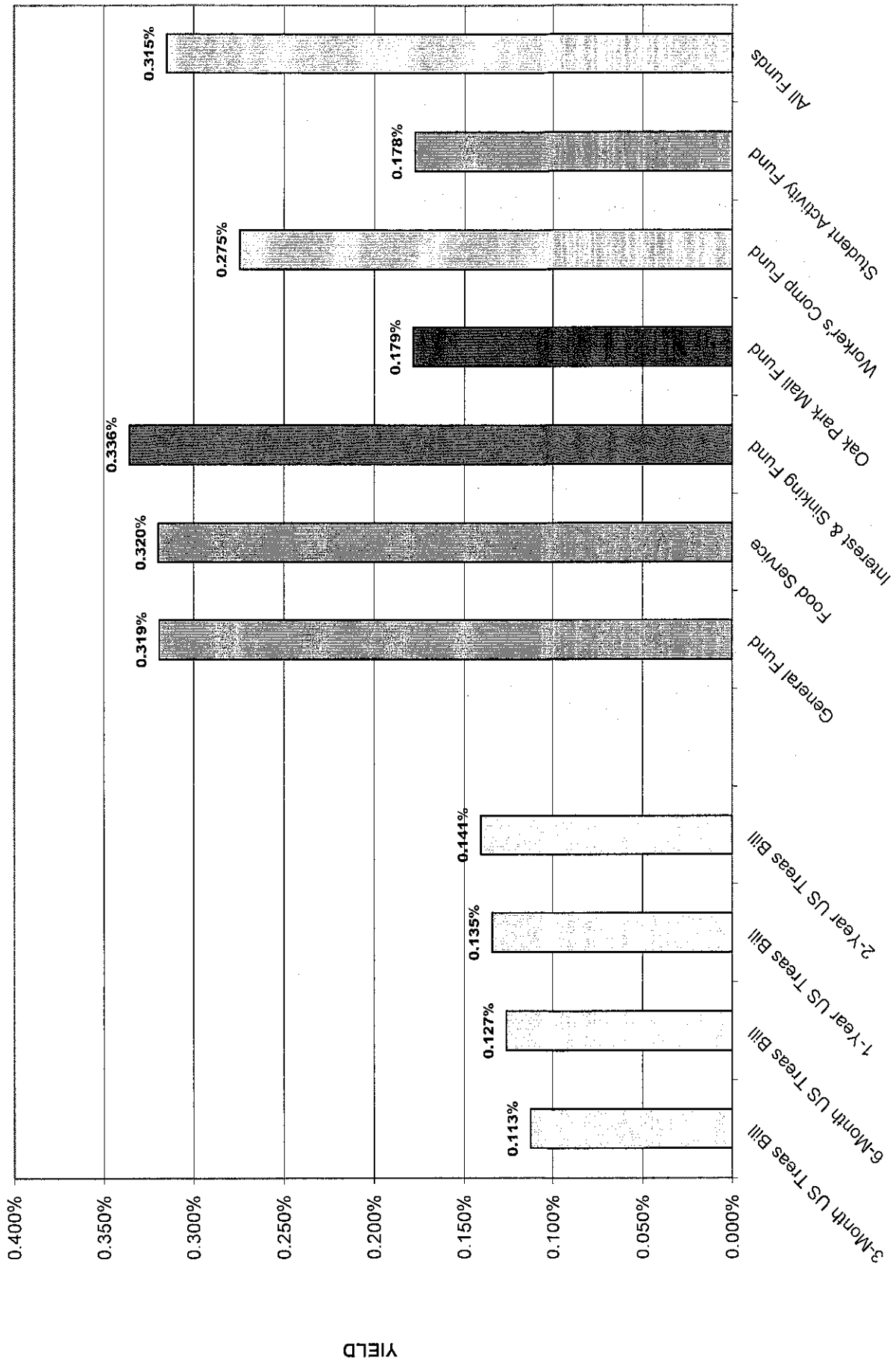
**SEGUIN INDEPENDENT SCHOOL DISTRICT
INVESTMENT REPORT
YEAR ENDED SEPTEMBER 30, 2020**

<u>INVESTMENT TRANSACTIONS</u>	<u>BALANCE</u> <u>06/30/20</u>	<u>NET</u> <u>CHANGE</u>	<u>BALANCE</u> <u>09/30/20</u>
GENERAL OPERATING FUND 199			
TexPool	746,581	14,491	761,072
Lone Star	19,496,897	(3,030,453)	16,466,445
Logic	422,952	354	423,306
MBIA	8,882,245	7,648	8,889,893
TOTAL GENERAL OPERATING FUND	\$ 29,548,675	\$ (3,007,961)	\$ 26,540,715
FOOD SERVICE FUND 240			
Lone Star	\$ 706,045	\$ (263,190)	\$ 442,855
INTEREST AND SINKING FUND 599			
TexPool	1,090,683	489	1,091,171
Lone Star	9,897,924	(8,173,233)	1,724,691
TOTAL INTEREST AND SINKING FUND	\$ 10,988,607	\$ (8,172,745)	\$ 2,815,862
2019 SCHOOL BUILDING FUND 620			
Lone Star	\$ 21,740,729	\$ (4,526,705)	\$ 17,214,024
OAK PARK MALL FUND 711			
TexPool	\$ 393,197	\$ (19,680)	\$ 373,517
WORKER'S COMPENSATION SELF-INSURANCE FUND 753			
TexPool	805,070	361	805,431
Lone Star	2,484,290	35,590	2,519,880
TOTAL WORKERS' COMPENSATION FUND	\$ 3,289,360	\$ 35,951	\$ 3,325,311
STUDENT ACTIVITY TRUST & AGENCY FUND 865			
TexPool	\$ 198,290	\$ 89	\$ 198,378
GRAND TOTALS	\$ 66,864,903	\$ (11,427,535)	\$ 50,910,663

**SEGUIN INDEPENDENT SCHOOL DISTRICT
INVESTMENT REPORT
YEAR ENDED SEPTEMBER 30, 2020**

<u>YIELD ON INVESTMENTS</u>	<u>AVERAGE BALANCE</u> 09/30/2020	<u>INTEREST INCOME</u>	<u>YIELD</u>
GENERAL OPERATING FUND 199			
TexPool - Local Maintenance	745,266	334	0.178%
Lone Star	18,006,737	14,241	0.315%
Logic	423,089	354	0.332%
MBIA	8,886,715	7,648	0.342%
TOTAL GENERAL OPERATING FUND	\$ 28,061,808	\$ 22,576	0.319%
FOOD SERVICE FUND 240			
Lone Star	\$ 604,093	\$ 487	0.320%
INTEREST AND SINKING FUND 599			
TexPool	1,090,869	489	0.178%
Lone Star	5,402,153	5,007	0.369%
TOTAL INTEREST & SINKING FUND	\$ 6,493,022	\$ 5,496	0.336%
2019 SCHOOL BUILDING FUND 620			
Lone Star	\$ 19,501,061	\$ 15,381	0.313%
OAK PARK MALL ENTERPRISE FUND 711			
TexPool	\$ 393,929	\$ 177	0.178%
WORKER'S COMPENSATION SELF-INSURANCE FUND 753			
TexPool	805,208	361	0.178%
Lone Star	2,485,030	1,916	0.307%
TOTAL WORKER'S COMPENSATION FUND	\$ 3,290,237	\$ 2,277	0.275%
STUDENT ACTIVITY TRUST & AGENCY FUND 865			
TexPool	\$ 198,323	\$ 89	0.178%
TOTAL INTEREST FOR ALL FUNDS	\$ 58,542,474	\$ 46,482	0.315%
BENCHMARK YIELDS			
3-Month US Treasury Bill			0.113%
6-Month US Treasury Bill			0.127%
One Year US Treasury Bill			0.135%
Two Year US Treasury Bill			0.141%

SEGUIN INDEPENDENT SCHOOL DISTRICT
 YEAR ENDED SEPTEMBER 30, 2020



ACTION ITEM: **Approval of District-Wide Vehicle Maintenance, Parts, And Services (RFP #: 21-01)**

RECOMMENDATION: That the Board of Trustees approve to contract with each of the recommended respondents, as reflected in the attached exhibit, for Vehicle Maintenance, Parts, and Services.

RATIONALE: A Request for Proposals (RFP#: 21-01) was issued on August 7, 2020 for Vehicle Maintenance, Parts, and Services. The bid was competitively solicited in compliance with Board Policy. Of the four responses received, all met the RFP requirements. With approval from the Board of Trustees, these respondents will be added to the list of approved vendors for this RFP. The list of previously approved vendors is available on the Bids page of the [District website](#). All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

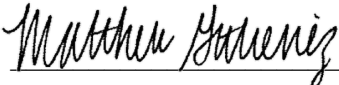
REFERENCE and COMPLIANCE: CH(LEGAL) and CH(LOCAL) Purchasing and Acquisition

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Funds to be provided by the General Operating Fund.

EXHIBITS: Vendor Recommendation Form

RESOURCE PERSONNEL: Anthony Hillberg, CPA, Chief Financial Officer
Nikki Bittings, Director of Human Resources
Jennifer Raske, Purchasing Coordinator

Submitted by:  Date Submitted: 10/27/20
(Signature) _____
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

SEGUIN INDEPENDENT SCHOOL DISTRICT
VENDOR RECOMMENDATION FORM

RFP #: 21-01, VEHICLE MAINTENANCE PARTS & SERVICES

BID CLOSING DATE: June 30, 2023

ISSUING DEPARTMENT(S): TRANSPORTATION AND MAINTENANCE

VENDOR	SERVICES PROVIDED	Recommended
Carter's Tire Center, Inc.	Tires and services	Y
Apex Glass & Mirror	Windows, glass, mirrors	Y
Southern Tire Mart	Tires and services	Y
Performance Truck	Truck parts, sales, service	Y

Note:

The issuing department has evaluated all respondents based on the following criteria:

- Required documents were completed by the respondent
- Purchase price (if applicable)
- Quality and reputation
- Goods and/or services meet District needs

ACTION ITEM: **Approval of District-Wide HVAC Systems Maintenance, Equipment, Parts, and Services (RFP #:21-02)**

RECOMMENDATION: That the Board of Trustees approve to contract with each of the recommended respondents, as reflected in the attached exhibit for HVAC Systems Maintenance, Equipment, Parts, and Services.

RATIONALE: A Request for Proposals (RFP#: 21-02) was issued on August, 7, 2020 for HVAC Systems Maintenance, Equipment, Parts, and Services. The bid was competitively solicited in compliance with Board Policy. Of the five response received, all met the RFP requirements. With approval from the Board of Trustees, the respondent will be added to the list of approved vendors for this RFP. The list of previously approved vendors is available on the Bids page of the [District website](#). All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.


REFERENCE and COMPLIANCE: CH(LEGAL) and CH(LOCAL) Purchasing and Acquisition

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Funds to be provided by the General Operating Fund.

EXHIBITS: Vendor Recommendation Form

RESOURCE PERSONNEL: Anthony Hillberg, CPA, Chief Financial Officer
James Pizana, Director of Maintenance and Operations
Jennifer Raske, Purchasing Coordinator

Submitted by: _____ Date Submitted: 10/27/20
(Signature) 
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

**SEGUIN INDEPENDENT SCHOOL DISTRICT
VENDOR RECOMMENDATION FORM**

RFP #: 21-02, HVAC

BID CLOSING DATE: June 30, 2023

ISSUING DEPARTMENT(S): MAINTENANCE

VENDOR	SERVICES PROVIDED	Recommended
Capitol Bearing Service of Austin	HVAC	Y
Mechanical Maintenance of Texas, LLC	HVAC	Y
Diamondback Mechanical Group	HVAC	Y
SCG Mechanical (Way Mechanical)	HVAC	Y
Amcon Controls	HVAC	Y

Note:

The issuing department has evaluated all respondents based on the following criteria:

- Required documents were completed by the respondent
- Purchase price (if applicable)
- Quality and reputation
- Goods and/or services meet District needs

ACTION ITEM: **Approval of District-Wide Plumbing Systems Maintenance, Equipment, Parts, And Services (RFP #: 21-03)**

RECOMMENDATION: That the Board of Trustees approve to contract with each of the recommended respondents, as reflected in the attached exhibit, for Plumbing Systems Maintenance, Equipment, Parts, and Services.

RATIONALE: A Request for Proposals (RFP#: 21-03) was issued on August 7, 2020 for Plumbing Systems Maintenance, Equipment, Parts, and Services. The bid was competitively solicited in compliance with Board Policy. Of the four response received, all met the RFP requirements. With approval from the Board of Trustees, the respondent will be added to the list of approved vendors for this RFP. The list of previously approved vendors is available on the Bids page of the [District website](#). All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

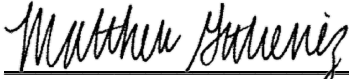
REFERENCE and COMPLIANCE: CH(LEGAL) and CH(LOCAL) Purchasing and Acquisition

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Funds to be provided by the General Operating Fund.

EXHIBITS: Vendor Recommendation Form

RESOURCE PERSONNEL: Anthony Hillberg, CPA, Chief Financial Officer
James Pizana, Director of Maintenance and Operations
Jennifer Raske, Purchasing Coordinator

Submitted by:  Date Submitted: 10/27/20
(Signature) _____
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

**SEGUIN INDEPENDENT SCHOOL DISTRICT
VENDOR RECOMMENDATION FORM**

RFP #: 21-03, PLUMBING

BID CLOSING DATE: JUNE 30, 2023

ISSUING DEPARTMENT(S): MAINTENANCE

VENDOR	SERVICES PROVIDED	Recommended
Mark's Plumbing	Plumbing parts and supplies	Y
Double Check Enterprises, Inc.	Plumbing parts and supplies	Y
Backflow Apparatus & Valve Co.	Plumbing parts and supplies	Y
SCG Mechanical (Way Mechanical)	Plumbing parts and supplies	Y

Note:

The issuing department has evaluated all respondents based on the following criteria:

- Required documents were completed by the respondent
- Purchase price (if applicable)
- Quality and reputation
- Goods and/or services meet District needs

ACTION ITEM: **Approval of District-Wide Facilities Maintenance, Electrical Equipment, Parts, And Services (RFP #: 21-04)**

RECOMMENDATION: That the Board of Trustees approve to contract with each of the recommended respondents, as reflected in the attached exhibit, for Facilities Maintenance, Electrical Equipment, Parts, and Services.

RATIONALE: A Request for Proposals (RFP#: 21-04) was issued on August 7, 2020 for Facilities Maintenance, Electrical Equipment, Parts, and Services. The bid was competitively solicited in compliance with Board Policy. Of the seven responses received, all met the RFP requirements. With approval from the Board of Trustees, these respondents will be added to the list of approved vendors for this RFP. The list of previously approved vendors is available on the Bids page of the [District website](#). All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

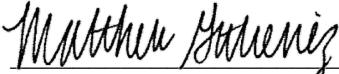
REFERENCE and COMPLIANCE: CH(LEGAL) and CH(LOCAL) Purchasing and Acquisition

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Funds to be provided by the General Operating Fund.

EXHIBITS: Vendor Recommendation Form

RESOURCE PERSONNEL: Anthony Hillberg, CPA, Chief Financial Officer
James Pizana, Director of Maintenance and Operations
Jennifer Raske, Purchasing Coordinator

Submitted by: _____ Date Submitted: 10/27/20
(Signature) 
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

SEGUIN INDEPENDENT SCHOOL DISTRICT
VENDOR RECOMMENDATION FORM

RFP #: 21-04, FACILITIES MAINTENANCE, ELECTRICAL EQUIPMENT, PARTS, AND SERVICES

BID CLOSING DATE: JUNE 30, 2023

ISSUING DEPARTMENT(S): MAINTENANCE

VENDOR	SERVICES PROVIDED	Recommended
Architectural Division 8, Inc	Security & access aystems	Y
Kustom Corral	Fencing	Y
Security One	Security & access systems	Y
Gallo Paving	Paving/cement work/maintenance services	Y
Diamonback Landscaping & Lawn Care	Landscaping	Y
IML Security Supply	Security parts and services	Y
Robert Brooke	Builder's supplies	Y

Note:

The issuing department has evaluated all respondents based on the following criteria:

- Required documents were completed by the respondent
- Purchase price (if applicable)
- Quality and reputation
- Goods and/or services meet District needs

ACTION ITEM:

Approval of District-Wide Special Education Services (RFP #: 21-05)

RECOMMENDATION:

That the Board of Trustees approve to contract with each of the recommended respondents, as reflected in the attached exhibit, for Special Education Services.

RATIONALE:

A Request for Proposals (RFP#: 21-05) was issued on August 7, 2020 for Special Education Services. The bid was competitively solicited in compliance with Board Policy. Of the four responses received, all met the RFP requirements. With approval from the Board of Trustees, these respondents will be added to the list of approved vendors for this RFP. The list of previously approved vendors is available on the Bids page of the [District website](#). All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2023.

REFERENCE and COMPLIANCE:

CH(LEGAL) and CH(LOCAL) Purchasing and Acquisition

PAPERWORK IMPACT:

None

BUDGET IMPACT / INFORMATION:

Funds to be provided by the General Operating Fund.

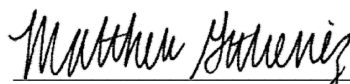
EXHIBITS:

Vendor Recommendation Form

RESOURCE PERSONNEL:

Anthony Hillberg, CPA, Chief Financial Officer
Halcey Dean, Director of Matador Special Services
Jennifer Raske, Purchasing Coordinator

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)



Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

Date Submitted: 10/27/20

**SEGUIN INDEPENDENT SCHOOL DISTRICT
VENDOR RECOMMENDATION FORM**

RFP #: 21-05, SPED SERVICES

BID CLOSING DATE: JUNE 30, 2023

ISSUING DEPARTMENT(S): SPED

VENDOR	SERVICES PROVIDED	Recommended
Advanced Medical Personnel Services	Speech, occupational, physical therapy	Y
Crisis Prevention Institute	Crisis intervention training	Y
Assessment Centered Education	Evaluations, consulting, counseling	Y
Enable My Child	Online platform - software usage	Y

Note:

The issuing department has evaluated all respondents based on the following criteria:

- Required documents were completed by the respondent
- Experience
- Goods and/or services meet District needs

ACTION ITEM: **Consideration of Approval of Certified Appraisers for 2020-2021**

RECOMMENDATION: That the Board of Trustees approve the following administrators as certified appraisers for the Texas Teachers Evaluation Support System (T-TESS) or to conduct formal goal setting known as the Annual Teacher Review in the 2020-2021 school year:

Instructional Technology
Jason Adam, Director of Fine Arts

REFERENCE & COMPLIANCE: DNA (LEGAL) (LOCAL) Performance Appraisal; Evaluation of Teachers

PAPERWORK IMPACT: Approval of this item will have little effect on paperwork.

BUDGET IMPACT/ INFORMATION: This item will have little impact on the budget.

EXHIBIT: None

RESOURCE PERSONNEL: Cynthia J. Moreno, Chief Human Resource Officer

Submitted by: Matthew Gutierrez Date Submitted: 10/27/20
(Signature) _____
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, Texas 78155
(Telephone) (830) 401-8614

INFORMATION ITEM: **Acknowledge Public Information Act Requests Sept.-Oct. 2020**

RECOMMENDATION: That the Board of Trustees acknowledge Public Information Act requests received since Sept. 10, 2020.

RATIONALE: The purpose of this agenda item it to keep trustees apprised of the District's Public Information program.

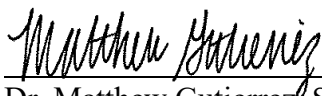
REFERENCE and COMPLIANCE: GB (LEGAL) Public Information Program

PAPERWORK IMPACT: None

BUDGET IMPACT/ INFORMATION: None

EXHIBITS: Sept. 10-Oct. 14, 2020 Public Information Act request roster

RESOURCE PERSONNEL: Dr. Matthew Gutierrez, Superintendent
Sean Hoffmann, Chief Communications Officer

Submitted by:  Date Submitted: 10/27/20
(Signature) _____
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

Seguin ISD PIA requests received from Sept. 10-Oct. 14, 2020

Date	Requester	Requested documents	Status	Action
09/10/20 011	Elaine Schacht	Weinert teacher/student roster	Completed 09/11/20	Document provided
09/11/20 012	April Quini, Inter-State Studios	McQueeney class rosters	Completed 09/16/20	Document provided
09/16/20 013	John McCormick, McCormick Law Firm	Personnel file and communication related to employee Elizabeth Daniels	Completed 10/05/20	Itemized invoice emailed to requester on 09/28/20. Payment received on 10/05/20. Documents mailed to requester on 10/05/20.
09/18/20 014	Alise Lucero, Principal National Life Insurance	Staff email addresses	Completed 09/23/20	Document provided
09/28/20 015	Kenneth Anthony, U.S. Marine Corps	SHS 2020 junior, senior directory information	In progress	
10/01/20 016	Jim Ragsdale, Jostens	Student and parent emails and phone numbers for the junior and senior class at Seguin High School.	Completed 10/02/20	Document provided
10/05/20 017	Steve Turner	"...each school and central administrative staff demographics (i.e. only administrative positions)."	In progress	
10/08/20 018	James Garza	Information related to online ticket vendor	Completed 10/09/20	Documents provided
10/12/20 019	Sarah Faeth, Lifetouch Studios	SHS 9-1s grade roster with "First Name, Last Name, ID #, English Teacher, English Period (this is for package sorting), Grade, Parent email address	Completed 10/14/20	Document provided
10/13/20 020	Christina Montalvo	Teacher directory information	In progress	
10/13/20 021	Rakhi Israni, Excel Test Prep, Inc.	SISD 9-11 grade student names, email and home addresses.	In progress	
10/13/20 022	Graham Clement, Lone Star Financial	Staff directory information	Completed 10/14/20	Documents provided

ACTION ITEM:

Adopt the Resolution for the Renovations of AJ Briesemeister Middle School and Jefferson Elementary (the "Projects") to Select a Construction Delivery Methodology, Identify Weighted Criteria to be Used in Selecting a Contractor, Adopt Prevailing Wage Rates, and Delegate Authority to the Superintendent or His Designee to Take Necessary Actions to Procure Construction Services

RECOMMENDATION:

That the Board of Trustees adopt the Resolution for various construction matters regarding the Renovations of AJ Briesemeister Middle School and Jefferson Elementary Projects as presented.

RATIONALE:

On April 30, 2019, the Board of Trustees received information explaining the allowable construction methodologies and procurement guidelines associated with construction services as per Texas Government Code Chapter 2269. One of the allowable methodologies, competitive sealed proposals (CSP), is a procurement method by which a district requests proposals, ranks the offerors, negotiates as prescribed, and then contracts with a general contractor for the construction, rehabilitation, alteration, or repair of a facility. The CSP delivery method provides the best value to the District and is best suited for the Project.

Additional items to be considered by the School Board as presented in the attached Resolution include: the weighted criteria to be used in selecting a contractor (see Resolution Exhibit A); applicable prevailing wage rates established by the United States Department of Labor; and delegate authority to the Superintendent or his designee to take necessary actions to procure construction services.

REFERENCE and COMPLIANCE:

CV (LEGAL) and CV (LOCAL) Facilities Construction
CVB (LEGAL) and CVB (LOCAL) Facilities Construction - Competitive Sealed Proposals

BUDGET IMPACT / INFORMATION:

Funding provided by 2019 School Building Bonds.


EXHIBITS:

Exhibit A-Competitive Sealed Proposal Weighted Criteria to be Used in Selecting a Contractor
Resolution for the Renovations of AJ Briesemeister Middle School and Jefferson Elementary Projects

RESOURCE PERSONNEL:

Anthony Hillberg, CPA, Chief Financial Officer

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)



Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

Date Submitted: 10/27/20

Renovations of AJ Briesemeister Middle School and Jefferson Elementary Projects
 Competitive Sealed Proposal
 Weighted Criteria to be Used in Selecting a Contractor

Selection Criteria	Weighted Score
1. Price	20 point max
2. Vendor reputation / experience	8 point max
3. Vendor reputation / experience with Seguin ISD	2 point max
3. Last 5 (completed) projects	10 point max
4. Organization / project team structure	5 point max
5. Safety record	5 point max
6. Overall impression of firms grasp of project requirements	5 point max
7. Overall impression of proposed key subcontractors	5 point max
Total Maximum Score	<u><u>60 points</u></u>

**BOARD RESOLUTION OF
SEGUIN INDEPENDENT SCHOOL DISTRICT**

WHEREAS, the Board of Trustees desires to approve various construction matters regarding the Renovations of AJ Briesemeister Middle School and Jefferson Elementary Projects (the “Projects”), select a construction delivery methodology, identify weighted criteria to be used in selecting a contractor, adopt prevailing wage rates, and delegate authority to the Superintendent or his designee to take necessary actions to procure construction services; and

WHEREAS, the provisions of Texas Education Code Chapter 44, Subchapter B and Chapter 2269 of the Texas Government Code require the Board of Trustees to determine which of the available construction procurement options “provides the best value to the district,” and the Board has determined that the Competitive Sealed Proposals delivery method provides the best value to the District and is best suited for the Projects;

WHEREAS, the provisions of Texas Government Code Chapter 2258, Subchapter B require the Board of Trustees to determine the prevailing rates applicable for the Project, and the Board has decided, in accordance with that statute, to use the applicable prevailing wage rates established by the United States Department of Labor; and

NOW, THEREFORE, the Board of Trustees of Seguin Independent School District, at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, do hereby confirm and ratify the following actions taken and adopt the following Resolution:

BE IT HEREBY RESOLVED THAT:

- The Competitive Sealed Proposals procurement methodology is selected for the Project.
- The Board directs the Superintendent or his designee to prepare a Request for Proposals and select a contractor based on the weighted selection criteria identified in **Exhibit A**.
- The Board adopts the rates established by the United States Department of Labor in accordance with the Davis-Bacon Act (40 U.S.C. Section 276a et seq.), and its subsequent amendments.
- The Board delegates its authority to the Superintendent or his designee to take further actions in the best interests of the District to complete the Projects, including but not limited to: publishing an advertisement for the Request for Proposals; evaluating and ranking responses; awarding, negotiating and executing a contract with the selected contractor; engaging an architect or

engineer to provide project administration services during the construction phase; and all other actions necessary for the Projects.

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF TRUSTEES OF SEGUIN INDEPENDENT SCHOOL DISTRICT EXECUTING BELOW ON THIS, THE 27th DAY OF OCTOBER, 2020.

Trustees voting in favor of the Resolution:

_____	_____
_____	_____
_____	_____
_____	_____

The undersigned, being the Secretary of the Board, hereby certifies that the foregoing represents a true copy of a Resolution of the Seguin ISD Board of Trustees, duly held on October 27, 2020, which Resolution is in full force and effect, and has not been revoked or amended.

BENITO AMADOR, SECRETARY

Dated: _____

ACTION ITEM:

Discuss and Consider Resolution Granting Tax Credit to Caterpillar Inc. (#160), Pursuant to Texas Tax Code 313.104

RECOMMENDATION:

That the Board of Trustees adopt the Resolution Determining Eligibility of Caterpillar Inc. (company) for Tax Credit.

RATIONALE:

An additional benefit to the company of the value limitation agreement with the Seguin Independent School District is the statutorily authorized property tax credit. The tax credit is the difference between the amount of maintenance and operations levy during the first two complete tax years of the qualifying time period that exceeds the limitation amount. Because the company applied this year, the company is eligible for the credit for the first time for taxes paid for the 2020 tax year. The credit will then continue for at least the next two years and is fully reimbursed by TEA. If the company maintains compliance with the Agreement and all requirements of statute, the credit must be given by the school district.

The tax credit process begins when the company submits a completed Application for Tax Credit on Qualified Property. This Application is filed only one time by the company.

The Board of Trustees must by official action determine whether the company is eligible for a tax credit. The Resolution sets forth the criteria and calculations for issuing the tax refund to the company.

After a school board gives the tax credit for a particular project, the school district subsequently files an application annually with TEA before May 31 for reimbursement from the state for the payment of the tax credit the school district has approved and granted.

Before the credit may be applied, the Superintendent, on behalf of the District, must:

1. Determine whether the company is in good standing with regard to its franchise tax requirements
2. Determine whether the company has relocated outside of the district
3. Determine whether the company has filed all necessary reports with the district and Comptroller
4. Determine the taxable value of the qualified property
5. Certify the amount of credit that will be paid to the company. This amount is the lesser of 1/7 of the total credit earned or 50% of the total taxes paid by the company.

Once these are completed, the District will direct the tax collector to apply the tax credit to the tax bill.

Should TEA not reimburse the District, the agreement with Caterpillar Inc. requires the company to refund the tax credit back to the District.

Because this is an application for reimbursement, the credit must first be given by the district. Based upon prior experience with TEA, it could take up to 4 months for TEA to reimburse the District.

The 2020 credit will be \$538,724.09.

REFERENCE and COMPLIANCE:

Texas Tax Code sec. 313

BUDGET IMPACT / INFORMATION:

None

EXHIBITS:

Exhibit 1-Resolution Determining Eligibility for Tax Credit
Exhibit 2- Superintendent Certification of Eligibility
Exhibit 3-Statement of Official Action on Tax Credit
Exhibit 4-Application for Tax Credit on Qualified Property

RESOURCE PERSONNEL:

Anthony Hillberg, CPA, Chief Financial Officer

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)



Date Submitted: 10/27/20

Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

RESOLUTION
DETERMINING ELIGIBILITY OF
CATERPILLAR INC.
FOR TAX CREDIT PURSUANT TO TEXAS TAX CODE §313.104

STATE OF TEXAS §

COUNTY OF GUADALUPE §

WHEREAS, on December 17, 2009, the Board of Trustees approved an Agreement for a Limitation on Appraised Value of Property for School District Maintenance and Operations Taxes, and authorized the Board President and Secretary to execute and deliver such Agreement to Caterpillar INC. on or after the receipt of a letter of recommendation from the Texas Comptroller in accordance with Chapter 313 of the Texas Tax Code; and,

WHEREAS, after examining the tax rolls of the Guadalupe County Appraisal District; the most recent Annual Eligibility Report (Comptroller's Form #50-772); and the most recent Biennial Progress Report (Comptroller's Form #50-773) filed by Caterpillar INC., the Board has determined that during the Qualifying Time Period, running from January 1, 2010 through December 31, 2011, Caterpillar INC. made the Qualifying Investment, defined by Texas Tax Code §313.021 and the Agreement, in excess of the required Eighty Million Dollars. Such Qualifying Investment was made for the purposes of constructing and/or placing in service the renewable energy project contemplated by the Agreement, in accordance with the provisions of Texas Tax Code §313.024(b)(5); and,

WHEREAS, after examining the December 17, 2009 Agreement; the most recent Annual Eligibility Report (Comptroller's Form #50-772); and the most recent Biennial Progress Report (Comptroller's Form #50-773) filed by Caterpillar INC., the Board has determined that Caterpillar INC. is, in all other respects, in compliance with the terms of the aforesaid Agreement; and,

WHEREAS, after examining Comptroller's State Franchise Tax records, the Board has determined that, at the time of the adoption of this Resolution, Caterpillar INC., is an active franchise tax paying entity; and,

WHEREAS, the total amount of maintenance and operations ad valorem taxes that were imposed on the portion of the appraised value of the Qualified Property that exceeded the amount of the limitation to which the governing body of the school district agreed under Texas Tax Code Section 313.027(a)(2) in the applicable Qualifying Time Period that Caterpillar INC. has paid to the District has been **five hundred and thirty-eight thousand seven hundred and twenty-four dollars and nine cents (538,724.09)**; and,

WHEREAS, as of the date of the approval of this Resolution, Caterpillar INC. has not relocated its business outside of the District; and,

WHEREAS, Caterpillar INC. has duly filed an application on Comptroller Form 50-300, together with all required documents, for a tax credit in accordance with the provisions of Texas Tax Code §313.103; and,

WHEREAS, the application for tax credit filed by Caterpillar INC. was: (1) made on the form prescribed for that purpose by the Texas Comptroller; (2) was verified by Caterpillar INC.; and, (3) was accompanied by tax receipts from the collector of taxes for the District showing full payment of all District ad valorem taxes on the Qualified Property for the applicable Qualifying Time Period.

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Seguin Independent School District as follows:

1. The application made by Caterpillar INC. for a tax credit pursuant to Texas Tax Code §313.103 in the total amount of **five hundred and thirty-eight thousand seven hundred and twenty-four dollars and nine cents (538,724.09)** is approved by the adoption of this Resolution.
2. Beginning with the Tax Year 2013, and continuing thereafter for each of the subsequent eight (7) tax years (ending in Tax Year 2019), as may be required from time to time by the Texas Education Agency and/or the Texas Comptroller, the Superintendent is authorized and directed to issue a directive or certificate to the District's collector of taxes for a tax credit against the *ad valorem* school taxes imposed on the Qualified Property by the District the lesser amount of either:
 - 1.) **Seventy-six thousand nine hundred and sixty dollars and fifty-eight cents (76,960.58)** (An amount equal to one-seventh of the total amount of tax credit to which Caterpillar INC. is entitled under Section 313.102); or,
 - 2.) Fifty Percent (50%) of the total amount of *ad valorem* school taxes, including debt services taxes, imposed on the Qualified Property by the school district in that tax year.
3. In addition to the foregoing, in the Tax Years 2020 through 2022, (The first three tax years after Caterpillar INC. eligibility for an Appraised Value Limitation on Qualified Property, pursuant to Chapter 313 of the Texas Tax Code, expires), as may be required from time to time by the Texas Education Agency and/or the Texas Comptroller, the Superintendent is authorized and directed to: issue a property tax refund from the property taxes paid for the Qualified Property by the District; issue a directive or certificate to the District's collector of taxes for a tax credit against the *ad valorem* school taxes imposed on the Qualified Property by the District the lesser amount of either:

- 1.) any remainder of the **five hundred and thirty-eight thousand seven hundred and twenty-four dollars and nine cents (538,724.09)** tax credit balance, which was not paid under paragraph 2, above: or,
- 2.) the total amount of *ad valorem* school taxes imposed on the Qualified Property by the school district in that tax year.
4. Prior to issuing each tax credit payment, certificate or directive under Sections (2) or (3), above, the District’s Superintendent is directed to determine whether Caterpillar INC. has relocated outside the District, and has otherwise met their obligations under the Agreement, under State law, and under applicable regulations promulgated either by the Texas Comptroller’s Office, or by the Texas Commissioner of Education. In the event that Caterpillar INC. has not met its obligations or has relocated outside the District, no tax credit will be paid for such tax year or the tax years thereafter, and the Superintendent shall notify Caterpillar INC. in writing of the basis for such determination.
5. If the Texas Comptroller or the District’s tax collector, after providing notice and the opportunity for a response, determine that Caterpillar INC. were either not eligible for the credit or received more credit than it was entitled, then the District shall impose an additional tax on the Qualified Property that is equal to the amount of tax credit that was erroneously taken, plus interest at an annual rate of 6.0% calculated from the date on which the credit was issued. A tax lien attaches to the Qualified Property in favor of the school district to secure payment by the person of the additional tax and interest that are imposed, and any penalties incurred. A taxpayer which is delinquent in the payment of an additional tax may not submit a subsequent application or receive a tax credit under this subsection in a subsequent year.

APPROVED, ADOPTED, AND ORDERED on the 27th day of October, 2020.

SEGUIN INDEPENDENT SCHOOL DISTRICT

By: _____

President,
Board of Trustees

ATTEST:

By: _____

Secretary,
Board of Trustees

SUPERINTENDENT'S ANNUAL CHAPTER 313 TAX CREDIT CERTIFICATION - TAX YEAR 2020

This certification is being made in my official capacity as Superintendent pursuant to obligations imposed upon me by District Policy CCG (Local). After reviewing documentation, including relevant tax records and other local records and based upon the verifications completed by the District's consultants, I hereby certify the following information and the eligibility of the taxpayer/Applicant listed below in item #2 for a Tax Credit under the provisions of Texas Tax Code § 313.101, *et seq.*:

1. School District Name and Comptroller No.	Seguin; CPA # 160				
2. Applicant Name (<i>Original and/or Assignee</i>)	Caterpillar Inc.				
3. Applicant's Texas Tax ID	13706027441				
4. Appraisal District Account Numbers associated with property covered by this Agreement (<i>Verified through Appraisal District</i>)	53143, 146859, 146852, 142601				
5. Is Applicant an Active Franchise Tax Payer? (<i>Documentation Attached</i>)	Yes				
6. Has Applicant re-located the Project outside District prior to the end the date of tax levy?	No				
7. Has Applicant filed prior year's Annual Eligibility Report (Comptroller's Form #50-772); and Biennial Progress Report (Comptroller's Form #50-773)	Yes				
8. Conflict of Interest Check Completed	Yes				
9. Total Credit Earned for Project during Qualifying Time Period	\$ 538,724.09				
10. 2020 District Tax Rate	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">M&O</td> <td style="width: 30%; text-align: center;">.9764</td> <td style="width: 30%;">I&S</td> <td style="width: 10%; text-align: center;">.385</td> </tr> </table>	M&O	.9764	I&S	.385
M&O	.9764	I&S	.385		
11. Taxes due on 313 Qualified Property <u>before</u> Tax Credit	\$ 2,171,289.22				
12. Maximum Tax Credit for Tax Year 2020	\$ 538,724.09				
13. Tax Credit due for 2020: (<i>Lesser of Line 12 or 1/2 of Line 11</i>)	\$ 538,724.09				
14. Taxes on Qualified Property due for 2020, after Tax Credit: (<i>Line 11 minus Line 13</i>)	\$ 1,632,565.13				



10-14-20
 DR. MATTHEW GUTIERREZ, SUPERINTENDENT DATE

SEGUIN

Independent School District

1221 E. Kingsbury Street
Seguin, TX 78155
Phone 830.401.8614
mgutierrez@sequin.k12.tx.us

Dr. Matthew Gutierrez ★ Superintendent

Daryl John
Tax Assessor-Collector
Guadalupe County
P.O. Box 70
307 W. Court St.
Seguin, TX 78155

RE: Instructions for tax collection activities relating to tax payments by Caterpillar Inc.

Dear Mr. John,

Please be advised that Caterpillar Inc. has again qualified for a tax credit pursuant to Texas Tax Code §313.103, et seq. Seguin ISD has verified that Caterpillar Inc. is eligible for the 2020 tax credit and included an official Certificate of the tax credit amount. Based on the calculation set forth in Texas Tax Code §313.104, Caterpillar Inc.'s tax credit amount for the 2020 tax year is **\$538,724.09**. This is one-seventh of the total tax credit owed to the company. **THIS IS THE FINAL YEAR OF TAX CREDIT FOR THIS PROJECT.**

Pursuant to Texas Tax Code §313.104, you are directed to credit against the 2020 taxes the amount of the aforementioned credit. The credit should be offset against the total payments due for the following appraisal account number(s): **53143, 142601, 146852 and 146859**.

The balance of school district taxes owed by the company after the tax credit is applied is **\$1,632,565.13**.

Please do not hesitate to contact the District or the District's consultants Dan Casey (dcasey@moakcasey.com) or Mali Hanley (mhanley@808west.com). Thank you in advance for your assistance.

Sincerely,



Dr. Matthew Gutierrez
Superintendent, Seguin ISD

Enclosures: Superintendent Certificate
Cc: Chief Appraiser, Guadalupe CAD



March 6, 2020

Via Certified Mail # 7020 0090 0001 5339 0689
Return Receipt Requested

Dr. Matthew Gutierrez
Superintendent, Seguin ISD
1221 E Kingsbury
Seguin, TX 78155

Dear Dr. Gutierrez:

Please find enclosed the Application for Tax Credits required under the Agreement for Limitation on Appraisal Value of Property between Caterpillar Inc. and Seguin ISD, dated December 17, 2009.

Per the agreement the applicant shall be entitled to tax credits from the district under and in accordance with the provisions of Subchapter D of the Act and Comptroller Rules. The Applicant has complied with the requirements under such provisions and is herein submitting the completed Application under Section 313.103 of the Texas Tax Code and Comptroller Rules.

Application Docs:

1. Application for Tax Credit on Qualified Property Form 50-300
2. Form 50-300 Schedule A (Investment)
3. Form 50-300 Schedule B (Estimated Market & Taxable Value)
4. Form 50-300 Schedule C (Employment Information)

Thank you for your attention and consideration of the attached Application for Tax Credits. Should you have any questions or need additional backup, please contact me at your convenience.

In honored service,

J. Mart Armstrong

Cc: Mali Hanley; Paralegal; O'Hanlon, Demerath & Castillo
Toby Gualandri; Accounting Supervisor; Caterpillar Inc.



Application for Tax Credit on Qualified Property (Tax Code, Chapter 313, Subchapter D)

Form 50-300
(Revised July 2013)

2010

First Complete Year of Qualifying Time Period

830-386-2673

Phone (area code and number)

Application Filing Date

Seguin ISD

School District Name

1720 W Kingsbury St, New Braunfels TX 78130

Address

This application is for credit for school district maintenance and operations taxes paid on the portion of value in excess of the value limit under Tax Code Chapter 313 Subchapter B or C, during the two complete tax years of the qualifying time period. File this completed application with the school district no earlier than the date the property taxes are paid for the last year of the qualifying time period. The school board must determine eligibility of this applicant.

STEP 1: APPLICANT NAME AND ADDRESS

Only entities that received an appraised value limitation under Tax Code Chapter 313 Subchapter B or C are eligible for this tax credit.

Caterpillar Inc.

Applicant's Name

100 NE Adams Street

Mailing Address

13706027441

Texas Taxpayer I.D. Number (11 digits)

Peoria, IL

City, State

61629

ZIP Code + 4

53143;146859;146852;142601(Ranews)

Appraisal District Account Number

Name of Person Preparing this Application

Title

Phone (area code and number)

STEP 2: PROVIDE ATTACHMENTS AND SUPPLEMENTS

Attach the following items to this application:

1. A copy of report from the local county appraisal district (CAD) reflecting both the market value before any exemptions, and taxable value of the qualified property for each complete tax year of the qualifying time period.
2. A copy of receipts for M&O and I&S taxes paid on qualified property during the first two years of the qualifying time period.
3. Schedule A—updated for all years from amounts in application schedule.
4. Schedule B—updated for all years from amounts in application schedule.
5. Schedule C—Tax Credit.

Note: Excel spreadsheet versions of Schedules are available for downloading and printing at URL listed below.

STEP 3: SHOW TAX CREDIT AMOUNT

	Year 1	Year 2
1. Taxable Value of Property for the purpose of School M&O tax	\$37,931,886	\$131,800,393
2. Limitation Value of Property under Agreement	\$80,000,000	\$80,000,000
3. School District Maintenance and Operations Tax Rate	1.04	1.04
4. Total Maintenance and Operations Taxes Paid	\$394,491.61	\$1,370,724.09
5. M&O Tax Obligation under Limited Value ((Line 2 Amount/100) x Line 3)	\$832,000	\$832,000
6. Tax Credit for which you are applying (Line 4 - Line 5)	0	\$538,724.09
7. Total Tax Credit (Sum of Line 6 Year 1 and Year 2 amounts)		\$538,724.09

STEP 4: SIGN AND DATE APPLICATION

By signing this application, you certify that this information is true and correct and that you are in full compliance with the terms of the attached agreement to the best of your knowledge and belief.

print here

JONATHAN HORN

Name of Authorized Company Officer

BUSINESS RESOURCE MANAGER

Title

sign here

Signature of Authorized Company Officer

Date

3/6/2020

On behalf of

CATERPILLAR INC.

Name of Corporation/Company

If you make a false statement on this application, you could be found guilty of a class A misdemeanor or a state jail felony under Texas Penal Code Section 37.10.

For more information, visit our website: www.texasahead.org/tax_programs/chapter313/

50-309 • 07-13/17

Schedule A (Rev. May 2010): Investment

Applicant Name Caterpillar Inc.
 ISD Name Seguin ISD

Form 50-300

PROPERTY INVESTMENT AMOUNTS

(Estimated Investment in each year. Do not put cumulative totals.)

	Year	School Year (YYYY-YYYY)	Tax Year (File in actual tax year below) YYYY	Column A: Tangible Personal Property The amount of new investment (original cost) placed in service during this year	Column B: Building or permanent nonremovable component of building (annual amount only)	Column C: Sum of A and B Qualifying Investment (during the qualifying time period)	Column D: Other investment that is not qualified investment but investment affecting economic impact and total value	Column E: Total Investment (A+B+D)
The year preceding the first complete tax year of the qualifying time period (assuming no deferrals)	Investment made before filing complete application with district (neither qualified property nor eligible to become qualified investment)							
	Investment made after filing complete application with district, but before final board approval of application (eligible to become qualified property)	2009-2010	2009					
	Investment made after final board approval of application and before Jan. 1 of first complete tax year of qualifying time period (qualified investment and eligible to become qualified property)				\$ 40,000,000.00	\$ 40,000,000.00		\$ 40,000,000.00
Complete tax years of qualifying time period	1	2010-2011	2010		\$ 92,418,102.00	\$ 92,418,102.00		\$ 92,418,102.00
	2	2011-2012	2011		\$ 108,192,456.00	\$ 108,192,456.00		\$ 108,192,456.00
Tax Credit Period (with 50% cap on credit)	Value Limitation Period	3	2012-2013	2012		\$ 19,135,265.00		\$ 19,135,265.00
		4	2013-2014	2013		\$ 18,905,117.00		\$ 18,905,117.00
		5	2014-2015	2014		\$ 24,376,562.00		\$ 24,376,562.00
		6	2015-2016	2015		\$ 18,366,926.00		\$ 18,366,926.00
		7	2016-2017	2016		\$ 7,172,537.00		\$ 7,172,537.00
		8	2017-2018	2017		\$ 3,486,948.00		\$ 3,486,948.00
		9	2018-2019	2018		\$ 2,000,000.00		\$ 2,000,000.00
		10	2019-2020	2019		\$ 2,000,000.00		\$ 2,000,000.00
Credit Settle-Up Period	Continue to Maintain Viable Presence	11	2020-2021	2020		\$ 2,000,000.00		\$ 2,000,000.00
		12	2021-2022	2021		\$ 2,000,000.00		\$ 2,000,000.00
		13	2022-2023	2022		\$ 2,000,000.00		\$ 2,000,000.00
Post-Settle-Up Period		14	2023-2024	2023		\$ 2,000,000.00	\$ 2,000,000.00	
Post-Settle-Up Period		15	2024-2025	2024		\$ 2,000,000.00	\$ 2,000,000.00	

Qualifying Time Period usually begins with the final board approval of the application and extends generally for the following two complete tax years.

Column A: This represents the total dollar amount of planned investment in tangible personal property the applicant considers qualified investment - as defined in Tax Code §313.021(1)(A)-(D).

For the purposes of investment, please list amount invested each year, not cumulative totals.

{For the years outside the qualifying time period, this number should simply represent the planned investment in tangible personal property}.

Include estimates of investment for "replacement" property-property that is part of original agreement but scheduled for probable replacement during limitation period.

Column B: The total dollar amount of planned investment each year in buildings or nonremovable component of buildings that the applicant considers qualified investment under Tax Code §313.021(1)(E).

For the years outside the qualifying time period, this number should simply represent the planned investment in new buildings or nonremovable components of buildings.

Column D: Dollar value of other investment that may not be qualified investment but that may affect economic impact and total value-for planning, construction and operation of the facility.

The most significant example for many projects would be land. Other examples may be items such as professional services, etc.

Note: Land can be listed as part of investment during the "pre-year 1" time period. It cannot be part of qualifying investment.

Notes: For advanced clean energy projects, nuclear projects, projects with deferred qualifying time periods, and projects with lengthy application review periods, insert additional rows as needed.

This schedule must be submitted with the original application and any application for tax credit. When using this schedule for any purpose other than the original application, replace original estimates with actual appraisal district data for past years and update estimates for current and future years. If original estimates have not changed, enter those amounts for future years.


 SIGNATURE OF AUTHORIZED COMPANY REPRESENTATIVE

3/6/2020
 DATE

Schedule B (Rev. May 2010): Estimated Market And Taxable Value

Applicant Name Caterpillar Inc.
ISD Name Seguin ISD

Form 50-300

		Year	School Year (YYYY-YYYY)	Tax Year (Fill in actual tax year) YYYY	Qualified Property		Reductions from Market Value	Estimated Taxable Value		
					Estimated Market Value of Land	Estimated Total Market Value of new buildings or other new improvements	Estimated Total Market Value of tangible personal property in the new building or "in or on the new	Exempted Value	Final taxable value for I&S - after all reductions	Final taxable value for M&O - after all reductions
		pre- year 1	2009-2010	2009						
	Complete tax years of qualifying time period	1	2010-2011	2010		\$ 39,388,584	\$ 1,426,698	\$ 37,931,886	\$ 37,931,886	
		2	2011-2012	2011		\$ 135,963,432	\$ 4,153,039	\$ 131,800,393	\$ 131,800,393	
	Tax Credit Period (with 50% cap on credit)	Value Limitation Period	3	2012-2013	2012		\$ 151,816,623	\$ 4,290,228	\$ 147,526,395	\$ 80,000,000
			4	2013-2014	2013		\$ 214,824,717	\$ 4,671,571	\$ 210,153,146	\$ 80,000,000
			5	2014-2015	2014		\$ 212,813,342	\$ 4,605,327	\$ 208,208,015	\$ 80,000,000
			6	2015-2016	2015		\$ 214,877,964	\$ 4,794,909	\$ 210,083,055	\$ 80,000,000
			7	2016-2017	2016		\$ 199,259,478	\$ 4,453,136	\$ 194,806,342	\$ 80,000,000
			8	2017-2018	2017		\$ 188,297,996	\$ 4,333,287	\$ 183,964,709	\$ 80,000,000
			9	2018-2019	2018		\$ 173,786,994	\$ -	\$ 173,786,994	\$ 80,000,000
			10	2019-2020	2019		\$ 167,437,477	\$ -	\$ 167,437,477	\$ 80,000,000
	Credit Settle-Up Period	Continue to Maintain Viable Presence	11	2020-2021	2020		\$ 160,739,977.92	\$ -	\$ 160,739,978	\$ 160,739,978
			12	2021-2022	2021		\$ 154,310,378.80	\$ -	\$ 154,310,379	\$ 154,310,379
			13	2022-2023	2022		\$ 148,137,963.65	\$ -	\$ 148,137,964	\$ 148,137,964
	Post- Settle-Up Period		14	2023-2024	2023		\$ 142,212,445.11	\$ -	\$ 142,212,445	\$ 142,212,445
	Post- Settle-Up Period		15	2024-2025	2024		\$ 136,523,947.30	\$ -	\$ 136,523,947	\$ 136,523,947

Notes: Market value in future years is good faith estimate of future taxable value for the purposes of property taxation. This schedule must be submitted with the original application and any application for tax credit. When using this schedule for any purpose other than the original application, replace original estimates with actual appraisal district data for past years and update estimates for current and future years. If original estimates have not changed, enter those amounts for future years.


SIGNATURE OF AUTHORIZED COMPANY REPRESENTATIVE

3/6/2020
DATE

Schedule C- Tax Credit: Employment Information

Applicant Name Caterpillar Inc.
ISD Name Seguin ISD

Form 50-300

	Year	School Year (YYYY-YYYY)	Tax Year (Fill in actual tax year) YYYY	New Jobs	Qualifying Jobs	
				Column A: Number of new jobs created (cumulative)	Column B: Number of qualifying jobs applicant created meeting all criteria of Sec. 313.021(3) (cumulative)	Column C: Lowest wage of any qualifying job
	pre- year 1	2009-2010	2009	0	0	0
Complete tax years of qualifying time	1	2010-2011	2010	896	896	198
	2	2011-2012	2011	1054	1054	420

Notes: For job definitions see TAC §9.1051(14) and Tax Code §313.021(3).



SIGNATURE OF AUTHORIZED COMPANY REPRESENTATIVE

3/6/2020

DATE

2010

**SEGUIN INDEPENDENT SCHOOL DISTRICT
SEGUIN, TEXAS**

**AN ORDER TO SET THE TAX LEVY OF THE SEGUIN INDEPENDENT SCHOOL
DISTRICT FOR 2010(FISCAL YEAR 2010-11)**

BE IT ORDERED by the Board of Trustees of the Seguin Independent School District that the following taxes are hereby levied for the year 2010 on all property, real, personal, and mixed, located within the boundaries of the Seguin Independent School District and subject to taxation by it for the year 2010 under the laws of this State, and of the United States, a total ad valorem tax of One Dollar and Two Thousand Four Hundred Ninety-eight ten thousandths (\$1.2498) on each One Hundred Dollars (\$100.00) property valuation in this District, for the purposes and in the specific amounts which follow:

I.

An ad valorem tax of One Dollar and Four Cents (\$1.04) on each One Hundred Dollars (\$100.00) property valuation for the local maintenance fund of the Seguin Independent School District.

II.

An ad valorem tax of Twenty and Ninety-eight one hundredths Cents (\$.2098) on each One Hundred Dollars (\$100) property valuation for the interest and sinking fund of the Seguin Independent School

III.

The ad valorem tax levy of One Dollar and Two Thousand Four Hundred Ninety-eight Ten Thousandths Cents (\$1.2498) on each One Hundred Dollars (\$100.00) property valuation shall become due and payable on or about October 1, 2010 and become and be considered delinquent if not paid by January 31, 2010.

IV.

THE TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR.


The foregoing Order was offered by Ishmael Flores, seconded by Ernesto Keal and, after discussion, adopted by the Board of Trustees of the Seguin Independent School District by a vote of 7 to 0 at a meeting duly called and held on August 31, 2010, at which a quorum was present.

Board Members voting in favor:

<u>Ishmael Flores</u>	<u>Louis Q. Reyes, III</u>
<u>Ernesto Leal</u>	<u>Nancy Ayotte</u>
<u>Jeff Koehler</u>	<u>Carol Teeple</u>
<u>Irma Lewis</u>	

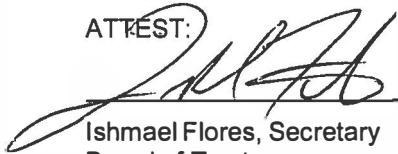
Board Members voting against

<u>None</u>	



 Louis Q. Reyes, III, President
 Board of Trustees
 Seguin Independent School District

ATTEST:



 Ishmael Flores, Secretary
 Board of Trustees
 Seguin Independent School District

(Seal)



Guadalupe CAD

Property Search Results > 138734 CATERPILLAR INC Tax Year: for Year 2010

Property

Account

Property ID:	138734	Legal Description:	UNABATED ACCT- SGS ONLY FOR 2010 & 2011 ABS: 11 SUR: JD CLEMENTS J D; ACRES 147.12074
Geographic ID:	2G0011-0000-25700-0-A1	Zoning:	
Type:	Real	Agent Code:	ID:128352
Property Use Code:			
Property Use Description:			

Location

Address:	US HWY 90 SEGUIN, TX 78155	Mapscop:	
Neighborhood:	IH 10 CENTRAL	Map ID:	N-10
Neighborhood CD:	IH 10 C		

Owner

Name:	CATERPILLAR INC	Owner ID:	131365
Mailing Address:	DBA TEXAS POWER SYSTEMS 100 NE ADAMS STREET PEORIA, IL 61629-4295	% Ownership:	100.0000000000%
		Exemptions:	

Values

(+) Improvement Homesite Value:	+	\$0	
(+) Improvement Non-Homesite Value:	+	\$0	
(+) Land Homesite Value:	+	\$0	
(+) Land Non-Homesite Value:	+	\$1,197,325	Ag / Timber Use Value
(+) Agricultural Market Valuation:	+	\$0	\$0
(+) Timber Market Valuation:	+	\$0	\$0

(=) Market Value:	=	\$1,197,325	
(-) Ag or Timber Use Value Reduction:	-	\$0	

(=) Appraised Value:	=	\$1,197,325	
(-) HS Cap:	-	\$0	

(=) Assessed Value:	=	\$1,197,325	

Taxing Jurisdicon

Owner: CATERPILLAR INC
 % Ownership: 100.0000000000%
 Total Value: \$1,197,325

Enty	Descripon	Tax Rate	Appraised Value	Taxable Value	Esma ted Tax
CAD	APPRAISAL DISTRICT	0.000000	\$1,197,325	\$1,197,325	\$0.00
SGS	SEGUIN ISD	1.249800	\$1,197,325	\$1,197,325	\$14,964.17
Total Tax Rate:		1.249800			
Taxes w/Current Exempons:					\$14,964.17
Taxes w/o Exempons:					\$14,964.17

Improvement / Building

No improvements exist for this property.

Land

#	Type	Descripon	Acres	Sqft	Eff Front	Eff Depth	Market Value	Prod. Value
1	G27	G27	64.6807	2817491.29	0.00	0.00	\$536,506	\$0
2	G27	G27	9.0000	392040.00	0.00	0.00	\$70,409	\$0
3	ACRE	ACRE	0.5000	0.00	0.00	0.00	\$3,913	\$0
4	ACRE	ACRE	10.0000	435600.00	0.00	0.00	\$78,236	\$0
5	G27	G27	21.1300	920422.80	0.00	0.00	\$210,322	\$0
6	UTIL	UTILITY	0.0000	0.00	0.00	0.00	\$10,250	\$0
7	ACRE	ACRE	0.5000	0.00	0.00	0.00	\$3,317	\$0
8	G27	G27	40.8200	1778119.20	0.00	0.00	\$270,871	\$0
9	UTIL	UTILITY	0.0000	0.00	1.00	0.00	\$10,250	\$0
10	ACRE	ACRE	0.4900	0.00	0.00	0.00	\$3,251	\$0

Roll Value History

Year	Improvements	Land Market	Ag Valuaon	Appraised	HS Cap	Assessed
2010	\$0	\$1,197,325	0	1,197,325	\$0	\$1,197,325

Deed History - (Last 3 Deed Transacons)

#	Deed Date	Type	Descripon	Grantor	Grantee	Volume	Page	Deed Number
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Tax Due

Property Tax Informaon as of 01/30/2020

Amount Due if Paid on: 

Year	Taxing Jurisdicon	Taxable Value	Base Tax	Base Taxes Paid	Base Tax Due	Discount / Penalty & Interest	A orney Fees	Amount Due
------	-------------------	---------------	----------	-----------------	--------------	-------------------------------	--------------	------------

NOTE: Penalty & Interest accrues every month on the unpaid tax and is added to the balance. A orney fees may also increase your tax liability if not paid by July 1. If you plan to submit payment on a future date, make sure you enter the date and RECALCULATE to obtain the correct total

Office of Daryl John Tax Assessor-Collector
 Guadalupe Tax Office
 307 W. Court
 Seguin, TX 78155
 (830) 379-2315
 (830) 372-9940

2010 Tax Statement

Date	QuickRef ID
1/31/2020	R23622
CAD ID	Owner ID
53143	O0113484
Property Description	
Legal CAT POWER SYSTEMS PT OF LOT #1-A 140.6007 SGS CH313 & ABATED (FORMERLY ABS:11 SUR:CLEMENTS J D) Property Location 1720 W KINGSBURY ST SEGUIN 78155	

Property ID: 2G0011-0000-25700-0-00



R23622
 CATERPILLAR INC
 DBA TEXAS POWER SYSTEMS
 100 NE ADAMS STREET
 PEORIA, IL 61629

City Taxes Reduced By Additional Sales Tax 637.89
 County Taxes Reduced By Additional Sales Tax 508.72

Property Values	
Land	1,197,325
Improvement	0
AG Market	0
AG Use	0
Timber Market	0
Timber Use	0
Cap Adjustment	0
Assessed	1,197,325
Exemptions	
AB	

Tax Breakdown								
Tax Year	Taxing Unit	Tax Rate	Exemptions	Taxable	Tax	Tax Paid	Tax Due	
2010	City Of Seguin	0.489300	399,958	797,367	13,309.27	13,309.27	0.00	
2010	Guadalupe County	0.344900	399,958	797,367	9,936.52	9,936.52	0.00	
2010	Lateral Roads	0.055000	399,958	797,367	1,579.17	1,579.17	0.00	
2010	Seguin Isd	1.249800	N/A	N/A	31,094.73	31,094.73	0.00	
TOTAL					55,919.69	55,919.69	See TOTAL DUE	

Pay by	%	P&I	Total Due
Jan 2020		0.00	0.00
Feb 2020		0.00	0.00
Mar 2020		0.00	0.00
Apr 2020		0.00	0.00
May 2020		0.00	0.00
Jun 2020		0.00	0.00
Jul 2020		0.00	0.00
Aug 2020		0.00	0.00
Sep 2020		0.00	0.00
Oct 2020		0.00	0.00

IF YOU ARE 65 YEARS OF AGE OR OLDER OR ARE DISABLED, AND YOU OCCUPY THE PROPERTY DESCRIBED IN THIS DOCUMENT AS YOUR RESIDENCE HOMESTEAD, YOU SHOULD CONTACT THE APPRAISAL DISTRICT REGARDING ANY ENTITLEMENT YOU MAY HAVE TO A POSTPONEMENT IN THE PAYMENT OF THESE TAXES

**TOTAL DUE IF PAID BY
January 31, 2020** 0.00

-----detach and return bottom portion with payment-----

Property ID
R23622
Owner ID
O0113484
Property Location
1720 W KINGSBURY ST SEGUIN 78155

Make check payable to:
 Office of Daryl John Tax Assessor-Collector
 Guadalupe Tax Office
 307 W. Court
 Seguin, TX 78155
 (830) 379-2315
 (830) 372-9940

**TOTAL DUE IF PAID BY
January 31, 2020** 0.00



%000000495985C0000085948

R23622
 CATERPILLAR INC
 DBA TEXAS POWER SYSTEMS
 100 NE ADAMS STREET
 PEORIA, IL 61629

115
 20100000R23622000000000000

Guadalupe CAD

Property Search Results > 138857 CATERPILLAR INC Tax Year:
 for Year 2010

Property

Account

Property ID:	138857	Legal Description:	ABS: 11 SUR: CLEMENTS J D ACRES 31.43926
Geographic ID:	2G0011-0000-25700-0-PC	Zoning:	INDUSTRIAL
Type:	Real	Agent Code:	ID:128352
Property Use Code:			
Property Use Description:			

Location

Address:	1720 W KINGSBURY ST SEGUIN, TX 78155	Mapscop:	
Neighborhood:		Map ID:	N-10
Neighborhood CD:			

Owner

Name:	CATERPILLAR INC	Owner ID:	131365
Mailing Address:	DBA TEXAS POWER SYSTEMS 100 NE ADAMS STREET PEORIA, IL 61629-4295	% Ownership:	100.0000000000%
		Exemptions:	PC

Values

(+) Improvement Homesite Value:	+	\$0	
(+) Improvement Non-Homesite Value:	+	\$0	
(+) Land Homesite Value:	+	\$0	
(+) Land Non-Homesite Value:	+	\$127,209	Ag / Timber Use Value
(+) Agricultural Market Valuaon:	+	\$0	\$0
(+) Timber Market Valuaon:	+	\$0	\$0

(=) Market Value:	=	\$127,209	
(-) Ag or Timber Use Value Reducon:	-	\$0	

(=) Appraised Value:	=	\$127,209	
(-) HS Cap:	-	\$0	

(=) Assessed Value:	=	\$127,209	

Taxing Jurisdiction

Owner: CATERPILLAR INC
 % Ownership: 100.000000000000%
 Total Value: \$127,209

Enty	Descripon	Tax Rate	Appraised Value	Taxable Value	Esma ted Tax
CAD	APPRAISAL DISTRICT	0.000000	\$127,209	\$0	\$0.00
CSG	CITY OF SEGUIN	0.489300	\$127,209	\$0	\$0.00
GCO	GUADALUPE COUNTY	0.344900	\$127,209	\$0	\$0.00
LTR	LATERAL ROAD	0.055000	\$127,209	\$0	\$0.00
SGS	SEGUIN ISD	1.249800	\$127,209	\$0	\$0.00
Total Tax Rate:		2.139000			
Taxes w/Current Exempons:					\$0.00
Taxes w/o Exempons:					\$2,721.00

Improvement / Building

No improvements exist for this property.

Land

#	Type	Descripon	Acres	Sqft	Eff Front	Eff Depth	Market Value	Prod. Value
1	G27	G27	31.4392	1369491.55	0.00	0.00	\$127,209	\$0

Roll Value History

Year	Improvements	Land Market	Ag Valuaon	Appraised	HS Cap	Assessed
2020	N/A	N/A	N/A	N/A	N/A	N/A
2019	\$0	\$735,528	0	735,528	\$0	\$735,528
2018	\$0	\$735,528	0	735,528	\$0	\$735,528
2017	\$0	\$735,528	0	735,528	\$0	\$735,528
2016	\$0	\$735,528	0	735,528	\$0	\$735,528
2015	\$0	\$962,881	0	962,881	\$0	\$962,881
2014	\$0	\$798,629	0	798,629	\$0	\$798,629
2013	\$0	\$798,629	0	798,629	\$0	\$798,629
2012	\$0	\$667,077	0	667,077	\$0	\$667,077
2011	\$0	\$144,941	0	144,941	\$0	\$144,941
2010	\$0	\$127,209	0	127,209	\$0	\$127,209

Deed History - (Last 3 Deed Transacons)

#	Deed Date	Type	Descripon	Grantor	Grantee	Volume	Page	Deed Number
1	12/17/2008	SWD	SPECIAL WARRANTY DEED	SEGUIN LAND INVESTMENTS LP	CATERPILLAR INC	2696	0058	08-23356
2	12/13/2006	SWD	SPECIAL WARRANTY DEED	NELSON JOINT	SEGUIN LAND	2414	91	06-26751

117

Office of Daryl John Tax Assessor-Collector
 Guadalupe Tax Office
 307 W. Court
 Seguin, TX 78155
 (830) 379-2315
 (830) 372-9940

2010 Tax Statement

Date	QuickRef ID
1/31/2020	R639496
CAD ID	Owner ID
138857	O0113484
Property Description	
Legal	
CATERPILLAR POWER SYSTEMS PT OF LOT #1-A 37.6392 ACS POLLUTION CONTROL- FORMERLY: ABS: 11 SUR:	
Property Location	
1720 W KINGSBURY ST SEGUIN 78155	

Property ID: 2G0011-0000-25700-0-PC



R639496
 CATERPILLAR INC
 DBA TEXAS POWER SYSTEMS
 100 NE ADAMS STREET
 PEORIA, IL 61629

County Taxes Reduced By Additional Sales Tax 0.00

Property Values	
Land	127,209
Improvement	0
AG Market	0
AG Use	0
Timber Market	0
Timber Use	0
Cap Adjustment	0
Assessed	127,209
Exemptions	
PC	

Tax Breakdown								
Tax Year	Taxing Unit	Tax Rate	Exemptions	Taxable	Tax	Tax Paid	Tax Due	
2010	City Of Seguin	0.489300	127,209	0	0.00	0.00	0.00	
2010	Guadalupe County	0.344900	127,209	0	0.00	0.00	0.00	
2010	Lateral Roads	0.055000	127,209	0	0.00	0.00	0.00	
2010	Seguin Isd	1.249800	127,209	0	0.00	0.00	0.00	
TOTAL					0.00	0.00	0.00	See TOTAL DUE

**TOTAL DUE IF PAID BY
January 31, 2020** 0.00

IF YOU ARE 65 YEARS OF AGE OR OLDER OR ARE
 DISABLED, AND YOU OCCUPY THE PROPERTY DESCRIBED
 IN THIS DOCUMENT AS YOUR RESIDENCE HOMESTEAD,
 YOU SHOULD CONTACT THE APPRAISAL DISTRICT
 REGARDING ANY ENTITLEMENT YOU MAY HAVE TO A
 POSTPONEMENT IN THE PAYMENT OF THESE TAXES

Pay by	%	P&I	Total Due
Jan 2020		0.00	0.00
Feb 2020		0.00	0.00
Mar 2020		0.00	0.00
Apr 2020		0.00	0.00
May 2020		0.00	0.00
Jun 2020		0.00	0.00
Jul 2020		0.00	0.00
Aug 2020		0.00	0.00
Sep 2020		0.00	0.00
Oct 2020		0.00	0.00

-----detach and return bottom portion with payment-----

Property ID
R639496
Owner ID
O0113484
Property Location
1720 W KINGSBURY ST SEGUIN 78155

Make check payable to:
 Office of Daryl John Tax Assessor-Collector
 Guadalupe Tax Office
 307 W. Court
 Seguin, TX 78155
 (830) 379-2315
 (830) 372-9940

**TOTAL DUE IF PAID BY
January 31, 2020** 0.00



%000000492856C0000012923

R639496
 CATERPILLAR INC
 DBA TEXAS POWER SYSTEMS
 100 NE ADAMS STREET
 PEORIA, IL 61629

118
 2010000R639496000000000000

IF THE PROPERTY DESCRIBED IN THIS DOCUMENT IS YOUR RESIDENCE HOMESTEAD, YOU SHOULD CONTACT THE OFFICE OF DARYL JOHN TAX ASSESSOR-COLLECTOR REGARDING A RIGHT YOU MAY HAVE TO ENTER INTO AN INSTALLMENT AGREEMENT DIRECTLY WITH THE OFFICE OF DARYL JOHN TAX ASSESSOR-COLLECTOR FOR THE PAYMENT OF THESE TAXES.

Exhibit 4-Application for Tax Credit on Qualified Property

Guadalupe CAD

Property Search Results > 139325 CATERPILLAR INC Tax Year: for Year 2010

Property

Account

Property ID:	139325	Legal Description:	PRODUCTION MACHINERY & EQUIPMENT
Geographic ID:	7G0002-0300-00080-3-A1	Zoning:	
Type:	Personal	Agent Code:	ID:128352
Property Use Code:			
Property Use Description:			

Location

Address:	1720 W KINGSBURY ST SEGUIN, TX 78155	Mapscop:	
Neighborhood:		Map ID:	
Neighborhood CD:			

Owner

Name:	CATERPILLAR INC	Owner ID:	131365
Mailing Address:	DBA TEXAS POWER SYSTEMS 100 NE ADAMS STREET PEORIA, IL 61629-4295	% Ownership:	100.0000000000%
		Exemptions:	

Values

(+) Improvement Homesite Value:	+	\$0	
(+) Improvement Non-Homesite Value:	+	\$0	
(+) Land Homesite Value:	+	\$0	
(+) Land Non-Homesite Value:	+	\$0	Ag / Timber Use Value
(+) Agricultural Market Valuation:	+	\$0	\$0
(+) Timber Market Valuation:	+	\$0	\$0

(=) Market Value:	=	\$2,265,350	
(-) Ag or Timber Use Value Reduction:	-	\$0	

(=) Appraised Value:	=	\$2,265,350	
(-) HS Cap:	-	\$0	

(=) Assessed Value:	=	\$2,265,350	

Taxing Jurisdiction

Owner: CATERPILLAR INC
 % Ownership: 100.000000000000%
 Total Value: \$2,265,350

Enty	Descripon	Tax Rate	Appraised Value	Taxable Value	Esma ted Tax
CAD	APPRAISAL DISTRICT	0.000000	\$2,265,350	\$2,265,350	\$0.00
CSG	CITY OF SEGUIN	0.489300	\$2,265,350	\$2,265,350	\$11,084.36
GCO	GUADALUPE COUNTY	0.344900	\$2,265,350	\$2,265,350	\$7,813.19
LTR	LATERAL ROAD	0.055000	\$2,265,350	\$2,265,350	\$1,245.94
SGS	SEGUIN ISD	1.249800	\$2,265,350	\$2,265,350	\$28,312.34
Total Tax Rate:		2.139000			
Taxes w/Current Exempons:					\$48,455.83
Taxes w/o Exempons:					\$48,455.84

Improvement / Building

No improvements exist for this property.

Land

No land segments exist for this property.

Roll Value History

Year	Improvements	Land Market	Ag Valuaon	Appraised	HS Cap	Assessed
2020	N/A	N/A	N/A	N/A	N/A	N/A
2019	\$0	\$0	0	80,660,372	\$0	\$80,660,372
2018	\$0	\$0	0	89,421,789	\$0	\$89,421,789
2017	\$0	\$0	0	99,315,724	\$0	\$99,315,724
2016	\$0	\$0	0	106,189,251	\$0	\$106,189,251
2015	\$0	\$0	0	118,557,566	\$0	\$118,557,566
2014	\$0	\$0	0	116,953,938	\$0	\$116,953,938
2013	\$0	\$0	0	124,475,966	\$0	\$124,475,966
2012	\$0	\$0	0	68,243,882	\$0	\$68,243,882
2011	\$0	\$0	0	69,819,611	\$0	\$69,819,611
2010	\$0	\$0	0	2,265,350	\$0	\$2,265,350

Deed History - (Last 3 Deed Transacons)

#	Deed Date	Type	Descripon	Grantor	Grantee	Volume	Page	Deed Number
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Tax Due

Property Tax Informaon as of 01/30/2020

Amount Due if Paid on: 

Year	Taxing Jurisdiction	Taxable Value	Base Tax	Base Taxes Paid	Base Tax Due	Discount / Penalty & Interest	A orney Fees	Amount Due
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Office of Daryl John Tax Assessor-Collector
 Guadalupe Tax Office
 307 W. Court
 Seguin, TX 78155
 (830) 379-2315
 (830) 372-9940

2010 Tax Statement

Date	QuickRef ID
1/31/2020	P325127
CAD ID	Owner ID
139325	O0202891
Property Description	
Legal	
PRODUCTION MACHINERY & EQUIP ABATED LOCATED @ 1720 W KINGSBURY ST	
Property Location	
1720 W KINGSBURY ST SEGUIN 78155	

P325127
 CATERPILLAR INC
 DBA TEXAS POWER SYSTEMS
 PROPERTY TAX DEPT
 100 NE ADAMS ST
 PEORIA, IL 61629

Property ID: 7G0002-0300-00080-3-A1



City Taxes Reduced By Additional Sales Tax 1,812.28
 County Taxes Reduced By Additional Sales Tax 1,445.29

Property Values	
Land	0
Improvement	0
AG Market	0
AG Use	0
Timber Market	0
Timber Use	0
Cap Adjustment	0
Assessed	0
Exemptions	
AB	

Tax Breakdown								
Tax Year	Taxing Unit	Tax Rate	Exemptions	Taxable	Tax	Tax Paid	Tax Due	
2010	City Of Seguin	0.489300	0	2,265,350	11,084.36	11,084.36	0.00	
2010	Guadalupe County	0.344900	0	2,265,350	7,813.19	7,813.19	0.00	
2010	Lateral Roads	0.055000	0	2,265,350	1,245.94	1,245.94	0.00	
2010	Seguin Isd	1.249800	0	2,265,350	28,312.34	28,312.34	0.00	
TOTAL					48,455.83	48,455.83	See TOTAL DUE	

**TOTAL DUE IF PAID BY
January 31, 2020** 0.00

IF YOU ARE 65 YEARS OF AGE OR OLDER OR ARE
 DISABLED, AND YOU OCCUPY THE PROPERTY DESCRIBED
 IN THIS DOCUMENT AS YOUR RESIDENCE HOMESTEAD,
 YOU SHOULD CONTACT THE APPRAISAL DISTRICT
 REGARDING ANY ENTITLEMENT YOU MAY HAVE TO A
 POSTPONEMENT IN THE PAYMENT OF THESE TAXES

Pay by	%	P&I	Total Due
Jan 2020		0.00	0.00
Feb 2020		0.00	0.00
Mar 2020		0.00	0.00
Apr 2020		0.00	0.00
May 2020		0.00	0.00
Jun 2020		0.00	0.00
Jul 2020		0.00	0.00
Aug 2020		0.00	0.00
Sep 2020		0.00	0.00
Oct 2020		0.00	0.00

-----detach and return bottom portion with payment-----

Property ID
P325127
Owner ID
O0202891
Property Location
1720 W KINGSBURY ST SEGUIN 78155

Make check payable to:
 Office of Daryl John Tax Assessor-Collector
 Guadalupe Tax Office
 307 W. Court
 Seguin, TX 78155
 (830) 379-2315
 (830) 372-9940

**TOTAL DUE IF PAID BY
January 31, 2020** 0.00



%000000622666C0000012924

P325127
 CATERPILLAR INC
 DBA TEXAS POWER SYSTEMS
 PROPERTY TAX DEPT
 100 NE ADAMS ST
 PEORIA, IL 61629

121
 2010000P325127000000000000

IF THE PROPERTY DESCRIBED IN THIS DOCUMENT IS YOUR RESIDENCE HOMESTEAD, YOU SHOULD CONTACT THE OFFICE OF DARYL JOHN TAX ASSESSOR-COLLECTOR REGARDING A RIGHT
 YOU MAY HAVE TO ENTER INTO AN INSTALLMENT AGREEMENT DIRECTLY WITH THE OFFICE OF DARYL JOHN TAX ASSESSOR-COLLECTOR FOR THE PAYMENT OF THESE TAXES.

Exhibit 4-Application for Tax Credit on Qualified Property

Guadalupe CAD

Property Search Results > 139332 CATERPILLAR INC Tax Year: for Year 2010

Property

Account

Property ID:	139332	Legal Description:	IMPROVEMENTS NON-ABATED ACCOUNT
Geographic ID:	7G0002-0300-00020-4-A2	Zoning:	
Type:	Real	Agent Code:	ID:128352
Property Use Code:			
Property Use Description:			

Location

Address:	US HWY 90 SEGUIN, TX 78155	Mapscod:	
Neighborhood:		Map ID:	
Neighborhood CD:			

Owner

Name:	CATERPILLAR INC	Owner ID:	131365
Mailing Address:	DBA TEXAS POWER SYSTEMS 100 NE ADAMS STREET PEORIA, IL 61629-4295	% Ownership:	100.0000000000%
		Exemptions:	

Values

(+) Improvement Homesite Value:	+	\$0	
(+) Improvement Non-Homesite Value:	+	\$34,741,960	
(+) Land Homesite Value:	+	\$0	
(+) Land Non-Homesite Value:	+	\$0	Ag / Timber Use Value
(+) Agricultural Market Valuation:	+	\$0	\$0
(+) Timber Market Valuation:	+	\$0	\$0

(=) Market Value:	=	\$34,741,960	
(-) Ag or Timber Use Value Reduction:	-	\$0	

(=) Appraised Value:	=	\$34,741,960	
(-) HS Cap:	-	\$0	

(=) Assessed Value:	=	\$34,741,960	

Taxing Jurisdiction

Owner: CATERPILLAR INC
 % Ownership: 100.000000000000%
 Total Value: \$34,741,960

Enty	Descripon	Tax Rate	Appraised Value	Taxable Value	Esma ted Tax
CAD	APPRAISAL DISTRICT	0.000000	\$34,741,960	\$34,741,960	\$0.00
SGS	SEGUIN ISD	1.249800	\$34,741,960	\$34,741,960	\$434,205.01
Total Tax Rate:		1.249800			
Taxes w/Current Exempons:					\$434,205.01
Taxes w/o Exempons:					\$434,205.02

Improvement / Building

Improvement #1:	COMMERCIAL	State Code:	F2	Living Area:	sqft	Value: \$34,741,960
Type	Descripon	Class CD	Exterior Wall	Year Built	SQFT	
IMPR	conv code IMPR	IMPR		0	0.0	

Land

No land segments exist for this property.

Roll Value History

Year	Improvements	Land Market	Ag Valuaon	Appraised	HS Cap	Assessed
2010	\$34,741,960	\$0	0	34,741,960	\$0	\$34,741,960

Deed History - (Last 3 Deed Transacons)

#	Deed Date	Type	Descripon	Grantor	Grantee	Volume	Page	Deed Number
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Tax Due

Property Tax Informaon as of 01/30/2020

Amount Due if Paid on: 

Year	Taxing Jurisdicon	Taxable Value	Base Tax	Base Taxes Paid	Base Tax Due	Discount / Penalty & Interest	A orney Fees	Amount Due
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NOTE: Penalty & Interest accrues every month on the unpaid tax and is added to the balance. A orney fees may also increase your tax liability if not paid by July 1. If you plan to submit payment on a future date, make sure you enter the date and RECALCULATE to obtain the correct total amount due.

Quesons Please Call (830) 303-3313

Office of Daryl John Tax Assessor-Collector
 Guadalupe Tax Office
 307 W. Court
 Seguin, TX 78155
 (830) 379-2315
 (830) 372-9940

2010 Tax Statement

Date	QuickRef ID
1/31/2020	R639896
CAD ID	Owner ID
139331	O0202891
Property Description	
Legal IMPROVEMENTS ABATED ACCT @ 1720 W KINGSBURY ST SEGUIN TX 78155	
Property Location 1720 W KINGSBURY ST SEGUIN 78155	

Property ID: 7G0002-0300-00010-4-A1



R639896
 CATERPILLAR INC
 DBA TEXAS POWER SYSTEMS
 PROPERTY TAX DEPT
 100 NE ADAMS ST
 PEORIA, IL 61629

County Taxes Reduced By Additional Sales Tax 0.00

Property Values	
Land	0
Improvement	0
AG Market	0
AG Use	0
Timber Market	0
Timber Use	0
Cap Adjustment	0
Assessed	0
Exemptions	
AB	

Tax Breakdown							
Tax Year	Taxing Unit	Tax Rate	Exemptions	Taxable	Tax	Tax Paid	Tax Due
2010	City Of Seguin	0.489300	34,741,960	0	0.00	0.00	0.00
2010	Guadalupe County	0.344900	34,741,960	0	0.00	0.00	0.00
2010	Lateral Roads	0.055000	34,741,960	0	0.00	0.00	0.00
TOTAL					0.00	0.00	See TOTAL DUE

**TOTAL DUE IF PAID BY
January 31, 2020** 0.00

IF YOU ARE 65 YEARS OF AGE OR OLDER OR ARE
 DISABLED, AND YOU OCCUPY THE PROPERTY DESCRIBED
 IN THIS DOCUMENT AS YOUR RESIDENCE HOMESTEAD,
 YOU SHOULD CONTACT THE APPRAISAL DISTRICT
 REGARDING ANY ENTITLEMENT YOU MAY HAVE TO A
 POSTPONEMENT IN THE PAYMENT OF THESE TAXES

Pay by	%	P&I	Total Due
Jan 2020		0.00	0.00
Feb 2020		0.00	0.00
Mar 2020		0.00	0.00
Apr 2020		0.00	0.00
May 2020		0.00	0.00
Jun 2020		0.00	0.00
Jul 2020		0.00	0.00
Aug 2020		0.00	0.00
Sep 2020		0.00	0.00
Oct 2020		0.00	0.00

-----detach and return bottom portion with payment-----

Property ID
R639896
Owner ID
O0202891
Property Location
1720 W KINGSBURY ST SEGUIN 78155

Make check payable to:
 Office of Daryl John Tax Assessor-Collector
 Guadalupe Tax Office
 307 W. Court
 Seguin, TX 78155
 (830) 379-2315
 (830) 372-9940

**TOTAL DUE IF PAID BY
January 31, 2020** 0.00



%000000622668C0000012925

R639896
 CATERPILLAR INC
 DBA TEXAS POWER SYSTEMS
 PROPERTY TAX DEPT
 100 NE ADAMS ST
 PEORIA, IL 61629

2011

August 9, 2011

AGENDA ITEMS: **Adoption of Order Setting the Tax Rate for 2011**

RECOMMENDATION:

That the Board of Trustees of the Seguin Independent School District adopt the order setting the tax rate of \$1.2598 for each \$100 property valuation (\$1.04 for Maintenance and Operations and \$.2198 for Interest and Sinking) for 2011 and adopt the attached Order to Set the Tax Levy and the attached Resolution Providing for Ad Valorem Tax Exemptions for 2011.

RATIONALE:

The Board adopted the 2011-12 budgets on June 28, 2011 and it is proposed that the total tax rate for the District be \$1.2598 per \$100 valuation, which is the one cent higher than the 2011 tax rate. Property taxes are levied to provide revenue for maintenance and operations and for retirement of bonded debt as authorized by public referendum.

The proposed 2011 Seguin Independent School District tax rate to be levied is divided in two parts, \$1.04 for the General Operating Fund (the Maintenance and Operations Rate) and \$.2198 for the Interest and Sinking Fund. The District will receive an increase in tax revenue from 2011-12 of approximately \$1.1 million for the General Operating Fund and \$470,500 for the Debt Service Fund by adopting the proposed rate of \$1.2598. These amounts were included in the adopted 2011-12 budgets. Based on the calculation of the rollback rate, the Board of Trustees could have proposed to adopt a tax rate of \$1.2685.

In addition, legislation passed in 2005 requires certain language if the rate being adopted exceeds the effective tax rate calculation. The effective tax rate, which is \$1.2685, is not used in calculating the tax rate the District may adopt.

DISTRICT GOAL ADDRESSED: None.

BUDGET IMPACT/ INFORMATION: None.

PAPERWORK IMPACT: None.

EXHIBITS:

The Tax Levy Ordinance, Resolution Providing for Ad Valorem Tax Exemptions for 2011 and the 2011 Effective and Rollback Tax Rate Worksheets.

RESOURCE PERSONNEL:

Sandra K. Hill, CPA

Submitted by: Dr. Irene Garza Date Submitted: 08/01/2011
(Signature) _____
(Name) Dr. Irene Garza, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) Work:(830) 401-8605
Concurrence (if any): Sandra K Hill, Chief Financial Officer

Office of Daryl John Tax Assessor-Collector
 Guadalupe Tax Office
 307 W. Court
 Seguin, TX 78155
 (830) 379-2315
 (830) 372-9940

2011 Tax Statement

Date	QuickRef ID
1/31/2020	R23622
CAD ID	Owner ID
53143	O0113484
Property Description	
Legal	
CAT POWER SYSTEMS PT OF LOT #1-A 140.6007 SGS CH313 & ABATED (FORMERLY ABS:11 SUR:CLEMENTS J D)	
Property Location	
1720 W KINGSBURY ST SEGUIN 78155	

Property ID: 2G0011-0000-25700-0-00



R23622
 CATERPILLAR INC
 DBA TEXAS POWER SYSTEMS
 100 NE ADAMS STREET
 PEORIA, IL 61629

City Taxes Reduced By Additional Sales Tax 715.31
 County Taxes Reduced By Additional Sales Tax 618.12

Property Values	
Land	1,371,848
Improvement	0
AG Market	0
AG Use	0
Timber Market	0
Timber Use	0
Cap Adjustment	0
Assessed	1,371,848
Exemptions	
AB	

Tax Breakdown							
Tax Year	Taxing Unit	Tax Rate	Exemptions	Taxable	Tax	Tax Paid	Tax Due
2011	City Of Seguin	0.507300	399,958	971,890	4,930.40	4,930.40	0.00
2011	Guadalupe County	0.345600	399,958	971,890	3,358.85	3,358.85	0.00
2011	Lateral Roads	0.058000	399,958	971,890	563.70	563.70	0.00
2011	Seguin Isd	1.259800	0	1,371,848	17,282.54	17,282.54	0.00
TOTAL					26,135.49	26,135.49	See TOTAL DUE

**TOTAL DUE IF PAID BY
January 31, 2020** 0.00

Pay by	%	P&I	Total Due
Jan 2020		0.00	0.00
Feb 2020		0.00	0.00
Mar 2020		0.00	0.00
Apr 2020		0.00	0.00
May 2020		0.00	0.00
Jun 2020		0.00	0.00
Jul 2020		0.00	0.00
Aug 2020		0.00	0.00
Sep 2020		0.00	0.00
Oct 2020		0.00	0.00

IF YOU ARE 65 YEARS OF AGE OR OLDER OR ARE DISABLED, AND YOU OCCUPY THE PROPERTY DESCRIBED IN THIS DOCUMENT AS YOUR RESIDENCE HOMESTEAD, YOU SHOULD CONTACT THE APPRAISAL DISTRICT REGARDING ANY ENTITLEMENT YOU MAY HAVE TO A POSTPONEMENT IN THE PAYMENT OF THESE TAXES

-----detach and return bottom portion with payment-----

Property ID
R23622
Owner ID
O0113484
Property Location
1720 W KINGSBURY ST SEGUIN 78155

Make check payable to:
 Office of Daryl John Tax Assessor-Collector
 Guadalupe Tax Office
 307 W. Court
 Seguin, TX 78155
 (830) 379-2315
 (830) 372-9940

**TOTAL DUE IF PAID BY
January 31, 2020** 0.00



%000000495985C0000013339

R23622
 CATERPILLAR INC
 DBA TEXAS POWER SYSTEMS
 100 NE ADAMS STREET
 PEORIA, IL 61629

127
 20110000R23622000000000000

IF THE PROPERTY DESCRIBED IN THIS DOCUMENT IS YOUR RESIDENCE HOMESTEAD, YOU SHOULD CONTACT THE OFFICE OF DARYL JOHN TAX ASSESSOR-COLLECTOR REGARDING A RIGHT YOU MAY HAVE TO ENTER INTO AN INSTALLMENT AGREEMENT DIRECTLY WITH THE OFFICE OF DARYL JOHN TAX ASSESSOR-COLLECTOR FOR THE PAYMENT OF THESE TAXES.

Exhibit 4-Application for Tax Credit on Qualified Property

Office of Daryl John Tax Assessor-Collector
 Guadalupe Tax Office
 307 W. Court
 Seguin, TX 78155
 (830) 379-2315
 (830) 372-9940

2011 Tax Statement

Date	QuickRef ID
1/31/2020	P325127
CAD ID	Owner ID
139325	O0202891
Property Description	
Legal	
PRODUCTION MACHINERY & EQUIP ABATED LOCATED @ 1720 W KINGSBURY ST	
Property Location	
1720 W KINGSBURY ST SEGUIN 78155	

P325127
 CATERPILLAR INC
 DBA TEXAS POWER SYSTEMS
 PROPERTY TAX DEPT
 100 NE ADAMS ST
 PEORIA, IL 61629

Property ID: 7G0002-0300-00080-3-A1



County Taxes Reduced By Additional Sales Tax 0.00

Property Values	
Land	0
Improvement	0
AG Market	0
AG Use	0
Timber Market	0
Timber Use	0
Cap Adjustment	0
Assessed	0
Exemptions	
AB	

Tax Breakdown							
Tax Year	Taxing Unit	Tax Rate	Exemptions	Taxable	Tax	Tax Paid	Tax Due
2011	City Of Seguin	0.507300	69,819,611	0	0.00	0.00	0.00
2011	Guadalupe County	0.345600	69,819,611	0	0.00	0.00	0.00
2011	Lateral Roads	0.058000	69,819,611	0	0.00	0.00	0.00
2011	Seguin Isd	1.259800	0	69,819,611	879,587.45	879,587.45	0.00
TOTAL					879,587.45	879,587.45	See TOTAL DUE

**TOTAL DUE IF PAID BY
January 31, 2020** 0.00

IF YOU ARE 65 YEARS OF AGE OR OLDER OR ARE
 DISABLED, AND YOU OCCUPY THE PROPERTY DESCRIBED
 IN THIS DOCUMENT AS YOUR RESIDENCE HOMESTEAD,
 YOU SHOULD CONTACT THE APPRAISAL DISTRICT
 REGARDING ANY ENTITLEMENT YOU MAY HAVE TO A
 POSTPONEMENT IN THE PAYMENT OF THESE TAXES

Pay by	%	P&I	Total Due
Jan 2020		0.00	0.00
Feb 2020		0.00	0.00
Mar 2020		0.00	0.00
Apr 2020		0.00	0.00
May 2020		0.00	0.00
Jun 2020		0.00	0.00
Jul 2020		0.00	0.00
Aug 2020		0.00	0.00
Sep 2020		0.00	0.00
Oct 2020		0.00	0.00

-----detach and return bottom portion with payment-----

Property ID
P325127
Owner ID
O0202891
Property Location
1720 W KINGSBURY ST SEGUIN 78155

Make check payable to:
 Office of Daryl John Tax Assessor-Collector
 Guadalupe Tax Office
 307 W. Court
 Seguin, TX 78155
 (830) 379-2315
 (830) 372-9940

**TOTAL DUE IF PAID BY
January 31, 2020** 0.00



%000000622666C0000013337

P325127
 CATERPILLAR INC
 DBA TEXAS POWER SYSTEMS
 PROPERTY TAX DEPT
 100 NE ADAMS ST
 PEORIA, IL 61629

Guadalupe CAD

Property Search Results > 139331 CATERPILLAR INC Tax Year:
 for Year 2011

Property

Account

Property ID:	139331	Legal Description:	IMPROVEMENTS LOCATED @ 1720 W KINGSBURY ST SEGUIN TX 78155 GCO/LTR/CSG ABT THRU 2019 SGS TAXABLE
Geographic ID:	7G0002-0300-00010-4-A1	Zoning:	
Type:	Real	Agent Code:	ID:128352
Property Use Code:			
Property Use Description:			

Location

Address:	1720 W KINGSBURY ST SEGUIN, TX 78155	Mapscop:	
Neighborhood:		Map ID:	
Neighborhood CD:			

Owner

Name:	CATERPILLAR INC	Owner ID:	140210
Mailing Address:	DBA TEXAS POWER SYSTEMS C/O THE ARMSTRONG CO P O BOX 1010 MCKINNEY, TX 75070-8147	% Ownership:	100.0000000000%
		Exemptions:	AB

Values

(+) Improvement Homesite Value:	+	\$0	
(+) Improvement Non-Homesite Value:	+	\$57,817,870	
(+) Land Homesite Value:	+	\$0	
(+) Land Non-Homesite Value:	+	\$0	Ag / Timber Use Value
(+) Agricultural Market Valuation:	+	\$0	\$0
(+) Timber Market Valuation:	+	\$0	\$0

(=) Market Value:	=	\$57,817,870	
(-) Ag or Timber Use Value Reduction:	-	\$0	

(=) Appraised Value:	=	\$57,817,870	
(-) HS Cap:	-	\$0	

(=) Assessed Value: = \$57,817,870

Taxing Jurisdiction

Owner: CATERPILLAR INC
 % Ownership: 100.000000000000%
 Total Value: \$57,817,870

Enty	Descripon	Tax Rate	Appraised Value	Taxable Value	Esma ted Tax
CAD	APPRAISAL DISTRICT	0.000000	\$57,817,870	\$57,817,870	\$0.00
CSG	CITY OF SEGUIN	0.507300	\$57,817,870	\$0	\$0.00
GCO	GUADALUPE COUNTY	0.345600	\$57,817,870	\$0	\$0.00
LTR	LATERAL ROAD	0.058000	\$57,817,870	\$0	\$0.00
SGS	SEGUIN ISD	1.259800	\$57,817,870	\$57,817,870	\$728,389.53
Total Tax Rate:		2.170700			
Taxes w/Current Exempons:					\$728,389.53
Taxes w/o Exempons:					\$1,255,052.50

Improvement / Building

Improvement #1: COMMERCIAL State Code: F2 Living Area: sqft Value: \$57,817,870

Type	Descripon	Class CD	Exterior Wall	Year Built	SQFT
IMPR	conv code IMPR	IMPR		0	0.0

Land

No land segments exist for this property.

Roll Value History


Year	Improvements	Land Market	Ag Valuaon	Appraised	HS Cap	Assessed
2020	N/A	N/A	N/A	N/A	N/A	N/A
2019	\$72,912,390	\$0	0	72,912,390	\$0	\$72,912,390
2018	\$73,115,491	\$0	0	73,115,491	\$0	\$73,115,491
2017	\$73,549,105	\$0	0	73,549,105	\$0	\$73,549,105
2016	\$74,754,113	\$0	0	74,754,113	\$0	\$74,754,113
2015	\$75,863,478	\$0	0	75,863,478	\$0	\$75,863,478
2014	\$76,095,672	\$0	0	76,095,672	\$0	\$76,095,672
2013	\$76,996,986	\$0	0	76,996,986	\$0	\$76,996,986
2012	\$57,119,142	\$0	0	57,119,142	\$0	\$57,119,142
2011	\$57,817,870	\$0	0	57,817,870	\$0	\$57,817,870
2010	\$34,741,960	\$0	0	34,741,960	\$0	\$34,741,960

Deed History - (Last 3 Deed Transacons)

#	Deed Date	Type	Descripon	Grantor	Grantee	Volume	Page	Deed Number
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Tax Due

Property Tax Informaon as of 01/31/2020

Amount Due if Paid on: 

Year	Taxing Jurisdicon	Taxable Value	Base Tax	Base Taxes Paid	Base Tax Due	Discount / Penalty & Interest	Aorney Fees	Amount Due
------	-------------------	---------------	----------	-----------------	--------------	-------------------------------	-------------	------------

NOTE: Penalty & Interest accrues every month on the unpaid tax and is added to the balance. Aorney fees may also increase your tax liability if not paid by July 1. If you plan to submit payment on a future date, make sure you enter the date and RECALCULATE to obtain the correct total amount due.

Quesons Please Call (830) 303-3313

Website version: 1.2.2.31

Database last updated on: 1/23/2020 11:29 AM

© N. Harris Computer Corpora on

Office of Daryl John Tax Assessor-Collector
 Guadalupe Tax Office
 307 W. Court
 Seguin, TX 78155
 (830) 379-2315
 (830) 372-9940

2011 Tax Statement

Date	QuickRef ID
1/31/2020	R639896
CAD ID	Owner ID
139331	O0202891
Property Description	
Legal IMPROVEMENTS ABATED ACCT @ 1720 W KINGSBURY ST SEGUIN TX 78155	
Property Location 1720 W KINGSBURY ST SEGUIN 78155	

Property ID: 7G0002-0300-00010-4-A1



R639896
 CATERPILLAR INC
 DBA TEXAS POWER SYSTEMS
 PROPERTY TAX DEPT
 100 NE ADAMS ST
 PEORIA, IL 61629

County Taxes Reduced By Additional Sales Tax 0.00

Property Values	
Land	0
Improvement	0
AG Market	0
AG Use	0
Timber Market	0
Timber Use	0
Cap Adjustment	0
Assessed	0
Exemptions	
AB	

Tax Breakdown							
Tax Year	Taxing Unit	Tax Rate	Exemptions	Taxable	Tax	Tax Paid	Tax Due
2011	City Of Seguin	0.507300	57,817,870	0	0.00	0.00	0.00
2011	Guadalupe County	0.345600	57,817,870	0	0.00	0.00	0.00
2011	Lateral Roads	0.058000	57,817,870	0	0.00	0.00	0.00
2011	Seguin Isd	1.259800	0	57,817,870	728,389.53	728,389.53	0.00
TOTAL					728,389.53	728,389.53	See TOTAL DUE

**TOTAL DUE IF PAID BY
January 31, 2020** 0.00

IF YOU ARE 65 YEARS OF AGE OR OLDER OR ARE
 DISABLED, AND YOU OCCUPY THE PROPERTY DESCRIBED
 IN THIS DOCUMENT AS YOUR RESIDENCE HOMESTEAD,
 YOU SHOULD CONTACT THE APPRAISAL DISTRICT
 REGARDING ANY ENTITLEMENT YOU MAY HAVE TO A
 POSTPONEMENT IN THE PAYMENT OF THESE TAXES

Pay by	%	P&I	Total Due
Jan 2020		0.00	0.00
Feb 2020		0.00	0.00
Mar 2020		0.00	0.00
Apr 2020		0.00	0.00
May 2020		0.00	0.00
Jun 2020		0.00	0.00
Jul 2020		0.00	0.00
Aug 2020		0.00	0.00
Sep 2020		0.00	0.00
Oct 2020		0.00	0.00

-----detach and return bottom portion with payment-----

Property ID
R639896
Owner ID
O0202891
Property Location
1720 W KINGSBURY ST SEGUIN 78155

Make check payable to:
 Office of Daryl John Tax Assessor-Collector
 Guadalupe Tax Office
 307 W. Court
 Seguin, TX 78155
 (830) 379-2315
 (830) 372-9940

**TOTAL DUE IF PAID BY
January 31, 2020** 0.00



%000000622668C0000013340

R639896
 CATERPILLAR INC
 DBA TEXAS POWER SYSTEMS
 PROPERTY TAX DEPT
 100 NE ADAMS ST
 PEORIA, IL 61629

Office of Daryl John Tax Assessor-Collector
 Guadalupe Tax Office
 307 W. Court
 Seguin, TX 78155
 (830) 379-2315
 (830) 372-9940

2011 Tax Statement

Date	QuickRef ID
1/31/2020	P326748
CAD ID	Owner ID
142666	O0202891
Property Description	
Legal	
COMPUTERS, FURNITURE & FIXTURES, MOBILE EQUIPMENT ABATED LOCATED @ 1720 W KINGSBURY ST SEGUIN TX	
Property Location	
1720 W KINGSBURY ST SEGUIN 78155	

Property ID: 7G0002-0300-00060-3-A1



P326748
 CATERPILLAR INC
 DBA TEXAS POWER SYSTEMS
 PROPERTY TAX DEPT
 100 NE ADAMS ST
 PEORIA, IL 61629

County Taxes Reduced By Additional Sales Tax 0.00

Property Values	
Land	0
Improvement	0
AG Market	0
AG Use	0
Timber Market	0
Timber Use	0
Cap Adjustment	0
Assessed	0
Exemptions	
AB	

Tax Breakdown							
Tax Year	Taxing Unit	Tax Rate	Exemptions	Taxable	Tax	Tax Paid	Tax Due
2011	City Of Seguin	0.507300	3,191,022	0	0.00	0.00	0.00
2011	Guadalupe County	0.345600	3,191,022	0	0.00	0.00	0.00
2011	Lateral Roads	0.058000	3,191,022	0	0.00	0.00	0.00
2011	Seguin Isd	1.259800	0	3,191,022	40,200.50	40,200.50	0.00
TOTAL					40,200.50	40,200.50	See TOTAL DUE

**TOTAL DUE IF PAID BY
January 31, 2020** 0.00

IF YOU ARE 65 YEARS OF AGE OR OLDER OR ARE
 DISABLED, AND YOU OCCUPY THE PROPERTY DESCRIBED
 IN THIS DOCUMENT AS YOUR RESIDENCE HOMESTEAD,
 YOU SHOULD CONTACT THE APPRAISAL DISTRICT
 REGARDING ANY ENTITLEMENT YOU MAY HAVE TO A
 POSTPONEMENT IN THE PAYMENT OF THESE TAXES

Pay by	%	P&I	Total Due
Jan 2020		0.00	0.00
Feb 2020		0.00	0.00
Mar 2020		0.00	0.00
Apr 2020		0.00	0.00
May 2020		0.00	0.00
Jun 2020		0.00	0.00
Jul 2020		0.00	0.00
Aug 2020		0.00	0.00
Sep 2020		0.00	0.00
Oct 2020		0.00	0.00

-----detach and return bottom portion with payment-----

Property ID
P326748
Owner ID
O0202891
Property Location
1720 W KINGSBURY ST SEGUIN 78155

Make check payable to:
 Office of Daryl John Tax Assessor-Collector
 Guadalupe Tax Office
 307 W. Court
 Seguin, TX 78155
 (830) 379-2315
 (830) 372-9940

**TOTAL DUE IF PAID BY
January 31, 2020** 0.00



%000000622821C0000013344

P326748
 CATERPILLAR INC
 DBA TEXAS POWER SYSTEMS
 PROPERTY TAX DEPT
 100 NE ADAMS ST
 PEORIA, IL 61629

VERIFICATION OF ELIGIBILITY FOR TAX CREDIT

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| 1. School District Name and Comptroller No. | Seguin; CPA # 160 |
| 2. Applicant Name (<i>Original and/or Assignee</i>) | Caterpillar Inc. |
| 3. Applicant An Active Franchise Tax Payor | 13706027441
(SEE ATTACHMENT 1) |
| 4. Appraisal District Account Numbers associated with property covered by this Agreement (<i>Verified through Appraisal District</i>) | 53143; 142601; 146852; 146859
(SEE ATTACHMENT 2) |
| 5. Has Applicant re-located the Project outside District prior to the end the date of tax levy? | No |
| 6. Applicant Engaged in a Qualifying Activity | Manufacturing |
| 7. Number of New Jobs Required for Project | 879 jobs approved by Board 12/17/2009
(SEE ATTACHMENT 3) |
| 8. Minimum Wage Required | \$38,581
(SEE ATTACHMENT 4) |
| 9. When must job be created | 879 by 2010
(SEE ATTACHMENT 4) |
| 10. Most recent Annual/Biennial Report - 2019 | (SEE ATTACHMENT 5) |

Exhibit 1



Franchise Tax Account Status

As of : 06/10/2020 09:08:03

This page is valid for most business transactions but is not sufficient for filings with the Secretary of State

CATERPILLAR INC.

Texas Taxpayer Number 13706027441

Mailing Address 100 NE ADAMS ST PEORIA, IL 61629-0002

Right to Transact Business in Texas ACTIVE

State of Formation DE

Effective SOS Registration Date 05/07/1986

Texas SOS File Number 0006917606

Registered Agent Name C T CORPORATION SYSTEM

Registered Office Street Address 1999 BRYAN ST., STE. 900 DALLAS, TX 75201

Exhibit 2

Account

Property ID: 53143 Legal Description: CAT POWER SYSTEMS PT OF LOT #1-A
 140.6007 (FORMERLY ABS:11
 SUR:CLEMENTS J D)
 Geographic ID: 2G0011-0000-25700-0-00 Zoning: INDUSTRIAL
 Type: Real Agent Code: 128352
 Property Use Code:
 Property Use Description:

Location

Address: 1720 W KINGSBURY ST Mapsco:
 SEGUIN, TX 78155
 Neighborhood: Common Land Area - 37 Map ID: N-10
 Neighborhood CD: CLA37

Owner

Name: CATERPILLAR INC Owner ID: 131365
 Mailing Address: DBA TEXAS POWER SYSTEMS % Ownership: 100.0000000000%
 100 NE ADAMS STREET
 PEORIA, IL 61629-4295
 Exemptions:

(+) Improvement Homesite Value:	+	\$0	
(+) Improvement Non-Homesite Value:	+	\$0	
(+) Land Homesite Value:	+	\$0	
(+) Land Non-Homesite Value:	+	\$2,809,176	Ag / Timber Use Value
(+) Agricultural Market Valuation:	+	\$0	\$0
(+) Timber Market Valuation:	+	\$0	\$0

(=) Market Value:	=	\$2,809,176	
(-) Ag or Timber Use Value Reduction:	-	\$0	

(=) Appraised Value:	=	\$2,809,176	
(-) HS Cap:	-	\$0	

(=) Assessed Value:	=	\$2,809,176	

Owner: CATERPILLAR INC
 % Ownership: 100.000000000000%
 Total Value: \$2,809,176

En ty	Descrip on	Tax Rate	Appraised Value	Taxable Value	Es mated Tax
CAD	APPRAISAL DISTRICT	0.000000	\$2,809,176	\$2,809,176	\$0.00
CSG	CITY OF SEGUIN	0.541200	\$2,809,176	\$2,809,176	\$15,203.26
GCO	GUADALUPE COUNTY	0.331900	\$2,809,176	\$2,809,176	\$9,323.66
LTR	LATERAL ROAD	0.050000	\$2,809,176	\$2,809,176	\$1,404.59
SGS	SEGUIN ISD	1.375000	\$2,809,176	\$2,809,176	\$38,626.17
Total Tax Rate:		2.298100			

Taxes w/Current Exempons: \$64,557.68
 Taxes w/o Exempons: \$64,557.67

Improvements / Building

No improvements exist for this property.

Land

#	Type	Descrip on	Acres	Sq.	Eff Front	Eff Depth	Market Value	Prod. Value
1	ACRE	ACRE	64.3607	2803552.09	0.00	0.00	\$1,285,915	\$0
2	ACRE	ACRE	9.0000	392040.00	0.00	0.00	\$179,818	\$0
3	ACRE	ACRE	0.5000	0.00	0.00	0.00	\$9,990	\$0
4	ACRE	ACRE	3.8000	165528.00	0.00	0.00	\$75,923	\$0
5	ACRE	ACRE	21.1300	920422.80	0.00	0.00	\$422,174	\$0
6	ACRE	ACRE	0.5000	0.00	0.00	0.00	\$9,990	\$0
7	ACRE	ACRE	40.8200	1778119.20	0.00	0.00	\$815,576	\$0
8	ACRE	ACRE	0.4900	0.00	0.00	0.00	\$9,790	\$0

Land Value History

Year	Improvements	Land Market	Ag Valua				
2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020	\$0	\$2,809,176	0	2,809,176	\$0	\$2,809,176	
2019	\$0	\$2,809,176	0	2,809,176	\$0	\$2,809,176	
2018	\$0	\$2,809,176	0	2,809,176	\$0	\$2,809,176	
2017	\$0	\$2,809,176	0	2,809,176	\$0	\$2,809,176	
2016	\$0	\$2,809,176	0	2,809,176	\$0	\$2,809,176	
2015	\$0	\$3,515,000	0	3,515,000	\$0	\$3,515,000	
2014	\$0	\$3,003,265	0	3,003,265	\$0	\$3,003,265	
2013	\$0	\$3,003,265	0	3,003,265	\$0	\$3,003,265	
2012	\$0	\$3,134,817	0	3,134,817	\$0	\$3,134,817	

Land Value History (Per Acre)

Account

Property ID: 142601 Legal Description: COMPUTERS FURNITURE & FIXTURES
 MOBILE EQUIPMENT-ABATED 1720 W
 KINGSBURY ST SEGUIN TX 78155.
 Abatement for CSG, GCO, and LTRD only @
 100%. Abatement expires 12/31/2020.

Geographic ID: 7G0002-0305-00030-3-11 Zoning:
 Type: Personal Agent Code: 128352
 Property Use Code:
 Property Use Description:

Location

Address: 1720 W KINGSBURY ST Mapsco:
 SEGUIN, TX 78155
 Neighborhood: Map ID:
 Neighborhood CD:

Owner

Name: RANER'S OF TEXAS INC Owner ID: 163914
 Mailing Address: 1308 HIGHWAY 41 N % Ownership: 100.000000000000%
 MILNER, GA 30257-3734
 Exemptions: AB

(+) Improvement Homesite Value:	+	\$0	
(+) Improvement Non-Homesite Value:	+	\$0	
(+) Land Homesite Value:	+	\$0	
(+) Land Non-Homesite Value:	+	\$0	Ag / Timber Use Value
(+) Agricultural Market Valuation:	+	\$0	\$0
(+) Timber Market Valuation:	+	\$0	\$0

(=) Market Value:	=	\$11,647	
(-) Ag or Timber Use Value Reduction:	-	\$0	

(=) Appraised Value:	=	\$11,647	
(-) HS Cap:	-	\$0	

(=) Assessed Value: = \$11,647

Owner: RANEW'S OF TEXAS INC
 % Ownership: 100.0000000000%
 Total Value: \$11,647

En ty	Descrip on	Tax Rate	Appraised Value	Taxable Value	Es mated Tax
CAD	APPRAISAL DISTRICT	0.000000	\$11,647	\$11,647	\$0.00
CSG	CITY OF SEGUIN	0.541200	\$11,647	\$0	\$0.00
GCO	GUADALUPE COUNTY	0.331900	\$11,647	\$0	\$0.00
LTR	LATERAL ROAD	0.050000	\$11,647	\$0	\$0.00
SGS	SEGUIN ISD	1.375000	\$11,647	\$11,647	\$160.15
Total Tax Rate:		2.298100			

Taxes w/Current Exempons: \$160.15
 Taxes w/o Exempons: \$267.66

No improvements exist for this property.

No land segments exist for this property.

Year	Improvements	Land Market	Ag Valua on	Appraised	HS Cap	Assessed
2021	N/A	N/A	N/A	N/A	N/A	N/A
2020	\$0	\$0	0	11,647	\$0	\$11,647
2019	\$0	\$0	0	12,426	\$0	\$12,426
2018	\$0	\$0	0	12,794	\$0	\$12,794
2017	\$0	\$0	0	13,776	\$0	\$13,776
2016	\$0	\$0	0	17,206	\$0	\$17,206
2015	\$0	\$0	0	24,482	\$0	\$24,482
2014	\$0	\$0	0	30,784	\$0	\$30,784
2013	\$0	\$0	0	38,366	\$0	\$38,366
2012	\$0	\$0	0	41,148	\$0	\$41,148

Deed Date Type Descrip on Grantor Grantee Volume Page Deed Number

Property Tax Informa on as of 08/11/2020

Amount Due if Paid on:

Year	Taxing Jurisdic on	Taxable Value	Base Tax	Base Taxes	Base Tax	Discount / Penalty &	A orney Fees	Amount Due
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Account

Property ID: 146852 Legal Description: IMPROVEMENTS ISD ONLY @ 1720 W KINGSBURY ST SEGUIN TX 78155 SGS ONLY
 Geographic ID: 7G0002-0300-00020-4-12 Zoning:
 Type: Real Agent Code: 128352
 Property Use Code:
 Property Use Description:

Location

Address: 1720 W KINGSBURY ST Mapsco:
 SEGUIN, TX 78155
 Neighborhood: Map ID:
 Neighborhood CD:

Owner

Name: CATERPILLAR INC Owner ID: 198498
 Mailing Address: DBA TEXAS POWER SYSTEMS % Ownership: 100.0000000000%
 PROPERTY TAX DEPT
 100 NE ADAMS ST
 PEORIA, IL 61629-0001
 Exemptions:

(+) Improvement Homesite Value:	+	\$0	
(+) Improvement Non-Homesite Value:	+	\$72,408,138	
(+) Land Homesite Value:	+	\$0	
(+) Land Non-Homesite Value:	+	\$0	Ag / Timber Use Value
(+) Agricultural Market Valuation:	+	\$0	\$0
(+) Timber Market Valuation:	+	\$0	\$0

(=) Market Value:	=	\$72,408,138	
(-) Ag or Timber Use Value Reduction:	-	\$0	

(=) Appraised Value:	=	\$72,408,138	
(-) HS Cap:	-	\$0	

(=) Assessed Value: = \$72,408,138

Owner: CATERPILLAR INC
 % Ownership: 100.0000000000%
 Total Value: \$72,408,138

En ty	Descrip on	Tax Rate	Appraised Value	Taxable Value	Es mated Tax
CAD	APPRAISAL DISTRICT	0.000000	\$72,408,138	\$72,408,138	\$0.00
SGS	SEGUIN ISD	1.375000	\$72,408,138	\$72,408,138	\$995,611.90
Total Tax Rate:		1.375000			
Taxes w/Current Exempons:					\$995,611.90
Taxes w/o Exempons:					\$995,611.90

Improvement #1:	COMMERCIAL	State Code:	F2	Living Area:	sq.	Value: \$72,408,138
Type	Descrip	Class CD	Exterior Wall	Year Built	SQFT	
IMPR	conv code IMPR	IMPR		0	0.0	

No land segments exist for this property.

Year	Improvements	Land Market	Ag Valua on	Appraised	HS Cap	Assessed
2021	N/A	N/A	N/A	N/A	N/A	N/A
2020	\$72,408,138	\$0	0	72,408,138	\$0	\$72,408,138
2019	\$72,912,390	\$0	0	72,912,390	\$0	\$72,912,390
2018	\$73,115,491	\$0	0	73,115,491	\$0	\$73,115,491
2017	\$73,549,105	\$0	0	73,549,105	\$0	\$73,549,105
2016	\$74,754,113	\$0	0	74,754,113	\$0	\$74,754,113
2015	\$75,863,478	\$0	0	75,863,478	\$0	\$75,863,478
2014	\$76,095,672	\$0	0	76,095,672	\$0	\$76,095,672
2013	\$76,996,986	\$0	0	76,996,986	\$0	\$76,996,986
2012	\$57,635,113	\$0	0	57,635,113	\$0	\$57,635,113

#	Deed Date	Type	Descrip on	Grantor	Grantee	Volume	Page	Deed Number
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Property Tax Informa

Amount Due if Paid on:

Account

Property ID: 146859 Legal Description: PERSONAL PROPERTY SEGUIN ISD ONLY LOCATED @ 1720 W KINGSBURY ST SEGUIN TX 78155

Geographic ID: 7G0002-0300-00070-3-12 Zoning:

Type: Personal Agent Code: 128352

Property Use Code:

Property Use Description:

Location

Address: 1720 W KINGSBURY ST Mapsco:
SEGUIN, TX 78155

Neighborhood: Map ID:

Neighborhood CD:

Owner

Name: CATERPILLAR INC Owner ID: 198498

Mailing Address: DBA TEXAS POWER SYSTEMS % Ownership: 100.0000000000%
PROPERTY TAX DEPT
100 NE ADAMS ST
PEORIA, IL 61629-0001

Exemptions:

(+) Improvement Homesite Value:	+	\$0	
(+) Improvement Non-Homesite Value:	+	\$0	
(+) Land Homesite Value:	+	\$0	
(+) Land Non-Homesite Value:	+	\$0	Ag / Timber Use Value
(+) Agricultural Market Valuation:	+	\$0	\$0
(+) Timber Market Valuation:	+	\$0	\$0

(=) Market Value:	=	\$84,260,478	
(-) Ag or Timber Use Value Reduction:	-	\$0	

(=) Appraised Value:	=	\$84,260,478	
(-) HS Cap:	-	\$0	

(=) Assessed Value: = \$84,260,478

Owner: CATERPILLAR INC
 % Ownership: 100.0000000000%
 Total Value: \$84,260,478

En ty	Descrip on	Tax Rate	Appraised Value	Taxable Value	Es mated Tax
CAD	APPRAISAL DISTRICT	0.000000	\$84,260,478	\$84,260,478	\$0.00
SGS	SEGUIN ISD	1.375000	\$84,260,478	\$84,260,478	\$1,158,581.57
Total Tax Rate:		1.375000			
Taxes w/Current Exempons:					\$1,158,581.57
Taxes w/o Exempons:					\$1,158,581.57

No improvements exist for this property.

No land segments exist for this property.

Year	Improvements	Land Market	Ag Valua on	Appraised	HS Cap	Assessed
2021	N/A	N/A	N/A	N/A	N/A	N/A
2020	\$0	\$0	0	84,260,478	\$0	\$84,260,478
2019	\$0	\$0	0	91,703,485	\$0	\$91,703,485
2018	\$0	\$0	0	97,849,533	\$0	\$97,849,533
2017	\$0	\$0	0	107,592,652	\$0	\$107,592,652
2016	\$0	\$0	0	115,551,349	\$0	\$115,551,349
2015	\$0	\$0	0	128,980,213	\$0	\$128,980,213
2014	\$0	\$0	0	127,297,363	\$0	\$127,297,363
2013	\$0	\$0	0	128,243,298	\$0	\$128,243,298
2012	\$0	\$0	0	83,190,764	\$0	\$83,190,764

#	Deed Date	Type	Descrip on	Grantor	Grantee	Volume	Page	Deed Number
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Property Tax Informa on as of 08/11/2020

Amount Due if Paid on:

Year	Taxing Jurisdic on	Taxable Value	Base Tax	Base Taxes Paid	Base Tax Due	Discount / Penalty & Interest	A orney Fees	Amount Due
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NOTE: Penalty & Interest accrues every month on the unpaid tax and is added to the balance. A orney fees may also increase your tax liability if not paid by July 1. If you plan to submit payment on a future date, make sure you enter the date and RECALCULATE to obtain the correct total amount

Exhibit 3

**AGREEMENT FOR LIMITATION ON APPRAISED VALUE
OF PROPERTY FOR SCHOOL DISTRICT
MAINTENANCE AND OPERATIONS TAXES**

by and between

SEGUIN INDEPENDENT SCHOOL DISTRICT

and

CATERPILLAR INC.

(Texas Taxpayer ID # 13706027441)

Dated

December 17, 2009

**AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR
SCHOOL DISTRICT MAINTENANCE AND OPERATIONS TAXES**

STATE OF TEXAS §

COUNTY OF GUADALUPE §

THIS AGREEMENT FOR LIMITATION ON APPRAISED VALUE OF PROPERTY FOR SCHOOL DISTRICT MAINTENANCE AND OPERATIONS TAXES, hereinafter referred to as this "Agreement," is executed and delivered by and between **SEGUIN INDEPENDENT SCHOOL DISTRICT**, hereinafter referred to as the "District," a lawfully created independent school district within the State of Texas operating under and subject to the Texas Education Code, and **CATERPILLAR INC.**, Texas Taxpayer Identification Number 13706027441 hereinafter referred to as the "Applicant." The Applicant and the District are hereinafter sometimes referred to individually as a "Party" and collectively as the "Parties." Certain capitalized and other terms used in this Agreement shall have the meanings ascribed to them in Section 1.3.

RECITALS

WHEREAS, on August 28, 2009, the Superintendent of Schools of the Seguin Independent School District, acting as agent of the Board of Trustees of the District (the "Board of Trustees"), received from the Applicant an Application for Appraised Value Limitation on Qualified Property, pursuant to Chapter 313 of the Texas Tax Code; and,

WHEREAS, on October 27, 2009, the Superintendent of Schools of the Seguin Independent School District, acting as agent of the Board of Trustees of the District (the "Board of Trustees"), received from the Applicant the Supplemented Application for Appraised Value Limitation on Qualified Property, pursuant to Chapter 313 of the Texas Tax Code; and,

WHEREAS, the Board of Trustees has acknowledged receipt of the Application and the Supplemented Application along with the requisite application fee as established pursuant to Texas Tax Code § 313.025(a)(1) and Local District Policy CCG (Local); and,

WHEREAS, the Application was delivered to the Texas Comptroller's Office for review pursuant to Texas Tax Code § 313.025(d); and,

WHEREAS, the Application was reviewed by the Texas Comptroller's Office pursuant to Texas Tax Code § 313.025(d), and on December 4, 2009 the Comptroller's Office, via letter, recommended that the Application be approved; and,

WHEREAS, the Texas Comptroller of Public Accounts conducted an economic impact evaluation pursuant to Chapter 313 of the Texas Tax Code and has recommended approval of the Application; and,

WHEREAS, the Board of Trustees has reviewed the economic impact evaluation pursuant to Texas Tax Code § 313.026 and has carefully considered such evaluation; and,

WHEREAS, the Application was reviewed by the Guadalupe County Appraisal District established in Guadalupe County, Texas (the “Guadalupe County Appraisal District”), pursuant to Texas Tax Code § 6.01; and,

WHEREAS, on December 17, 2009, the Board of Trustees conducted a public hearing on the Application at which it solicited input into its deliberations on the Application from all interested parties within the District; and,

WHEREAS, on December 17, 2009, the Board of Trustees made factual findings pursuant to Texas Tax Code § 313.025(f), including, but not limited to findings that: (i) the information in the Application is true and correct; (ii) this Agreement is in the best interest of the District and the State of Texas; (iii) the Applicant is eligible for the Limitation on Appraised Value of the Applicant’s Qualified Property; and, (iv) each criterion listed in Texas Tax Code § 313.025(e) has been met; and,

WHEREAS, on December 17, 2009, the Board of Trustees determined that the Tax Limitation Amount requested by Applicant, and as defined in Sections 1.2 and 1.3, below, is consistent with the minimum values set out by Tax Code, §§ 313.022(b) and 313.052, as such Tax Limitation Amount was computed for the effective date of this Agreement; and,

WHEREAS, on December 17, 2009, the Board of Trustees approved the form of this Agreement for a Limitation on Appraised Value of Property for School District Maintenance and Operations Taxes, and authorized the Board President and Secretary to execute and deliver such Agreement to the Applicant;

NOW, THEREFORE, for and in consideration of the premises and the mutual covenants and agreements herein contained, the Parties agree as follows:

ARTICLE I

AUTHORITY, TERM, DEFINITIONS, AND GENERAL PROVISIONS

Section 1.1. AUTHORITY

This Agreement is executed by the District as its written agreement with the Applicant pursuant to the provisions and authority granted to the District in Texas Tax Code § 313.027.

Section 1.2. TERM OF THE AGREEMENT

This Agreement shall commence and first become effective for the ad valorem property valuations of the Qualified Property and Qualified Investments made pursuant to this Agreement

beginning with the tax appraisals to be made as of January 1, 2010, which date is referred to herein as the "Commencement Date." The Parties acknowledge that the limitation on the local ad valorem property values shall not commence until the valuations are made as of January 1, 2012, the second anniversary of the Commencement Date. These first two Tax Years that begin on the Commencement Date (*i.e.*, the 2010 and 2011 Tax Years) shall be the "Qualifying Time Period," as defined in Texas Tax Code § 313.021(4). Unless sooner terminated as provided herein, the limitation on the local ad valorem property values shall terminate on December 31, 2019. Except as otherwise provided herein, this Agreement will terminate, in full, on December 31, 2022. The termination of this Agreement shall not (i) release any obligations, liabilities, rights and remedies arising out of any breach of, or failure to comply with, this Agreement occurring prior to such termination, or (ii) affect the right of a Party to enforce the payment of any amount to which such Party was entitled before such termination or to which such Party became entitled as a result of an event that occurred before such termination, so long as the right to such payment survives said termination.

Except as otherwise provided herein, the Tax Years for which this Agreement is effective are as set forth below and set forth opposite each such Tax Year are the corresponding year in the term of this Agreement, the date of the Appraised Value determination for such Tax Year, and a summary description of certain provisions of this Agreement corresponding to such Tax Year (it being understood and agreed that such summary descriptions are for reference purposes only, and shall not affect in any way the meaning or interpretation of this Agreement):

Year of Agreement	Date of Appraisal	School Year	Tax Year	Summary Description of Provisions
1	January 1, 2010	2010-11	2010	No limitation on value. Tax credit in future years.
2	January 1, 2011	2011-12	2011	No limitation on value. Tax credit in future years.
3	January 1, 2012	2012-13	2012	\$ 80 million property value limitation.
4	January 1, 2013	2013-14	2013	\$ 80 million property value limitation. Possible tax credit due to Applicant.
5	January 1, 2014	2014-15	2014	\$ 80 million property value limitation. Possible tax credit due to Applicant.
6	January 1, 2015	2015-16	2015	\$ 80 million property value limitation. Possible tax credit due to Applicant.

Year of Agreement	Date of Appraisal	School Year	Tax Year	Summary Description of Provisions
7	January 1, 2016	2016-17	2016	\$ 80 million property value limitation. Possible tax credit due to Applicant.
8	January 1, 2017	2017-18	2017	\$ 80 million property value limitation. Possible tax credit due to Applicant.
9	January 1, 2018	2018-19	2018	\$ 80 million property value limitation. Possible tax credit due to Applicant.
10	January 1, 2019	2019-20	2019	\$ 80 million property value limitation. Possible tax credit due to Applicant.
11	January 1, 2020	2020-21	2020	No tax limitation. Possible tax credit due to Applicant. Applicant obligated to Maintain Viable Presence if no early termination.
12	January 1, 2021	2021-22	2021	No tax limitation. Possible tax credit due to Applicant. Applicant obligated to Maintain Viable Presence if no early termination.
13	January 1, 2022	2022-23	2022	No tax limitation. Possible tax credit due to Applicant. Applicant obligated to Maintain Viable Presence if no early termination.

Section 1.3. DEFINITIONS

Wherever used herein, the following terms shall have the following meanings, unless the context in which used clearly indicates another meaning, to-wit:

"Act" means the Texas Economic Development Act set forth in Chapter 313 of the Texas Tax Code, as amended.

"Affiliate" means any entity that directly or indirectly through one or more intermediaries, controls or is controlled by or is under common control with the Applicant. For purposes of this definition, control of an entity means (i) the ownership, directly or indirectly, of fifty percent (50%) or more of the voting rights in a company or other legal entity or (ii) the right to direct the management or operation of such entity whether by ownership (directly or indirectly) of securities, by contract or otherwise.

"Affiliated Group" means a group of one or more entities in which a controlling interest is owned by a common owner or owners, either corporate or non-corporate, or by one or more of the member entities.

"Agreement" means this Agreement, as the same may be modified, amended, restated, amended and restated, or supplemented from time to time in accordance with Section 6.3.

"Annual Limit" means the maximum annual benefit which can be paid directly to the District as a Supplemental Payment under the provisions of Tex. Tax Code § 313.027(i) as determined in accordance with Section 4.4. For purposes of this Agreement the amount of the Annual Limit shall be Six Hundred Ninety-One Thousand Four Hundred Dollars (\$691,400.00) based upon the District's 2008-09 Average Daily Attendance of 6,913.977, rounded to the nearest student.

"Applicant" means Caterpillar Inc., (Texas Taxpayer ID # 13706027441), the company listed in the Preamble of this Agreement who, on August 28, 2009, filed the Original Application and on October 27, 2009 filed a Supplemental Application with the District for an Appraised Value Limitation on Qualified Property, pursuant to Chapter 313 of the Texas Tax Code. The term "Applicant" shall also include the Applicant's assigns and successors-in-interest.

"Applicant's Qualified Investment" shall have the meaning assigned such term in Section 2.3.

"Appraised Value" shall have the meaning assigned to such term in Section 1.04(8) of the Texas Tax Code.

"Applicable School Finance Law" means Chapters 41 and 42 of the Texas Education Code, the Texas Economic Development Act (Chapter 313 of the Texas Tax Code), Chapter 403, Subchapter M, of the Texas Government Code applicable to the District, and the Constitution and general laws of the State applicable to the independent school districts of the State, including specifically, the applicable rules and regulations of the agencies of the State having jurisdiction over any matters relating to the public school systems and school districts of the State, and judicial decisions construing or interpreting any of the above. The term also includes any amendments or successor statutes that may be adopted in the future that could impact or alter the calculation of the Applicant's ad valorem tax obligation to the District, either with or without the limitation of property values made pursuant to this Agreement.

"Application" means collectively the Application for Appraised Value Limitation on Qualified Property (Chapter 313, Subchapter B or C, of the Texas Tax Code) initially filed with

the District by the Applicant on August 28, 2009, and the October 27, 2009 Supplemental Application filed with the District.

"Appraisal District" means the Guadalupe County Appraisal District.

"Comptroller" means the Texas Comptroller of Public Accounts.

"Comptroller's Rules" means the applicable rules and regulations of the Comptroller set forth at Chapter 34 Texas Administrative Code, together with any court or administrative decisions interpreting same.

"County" means Guadalupe County, Texas.

"District" or "School District" means the Seguin Independent School District, being a duly authorized and operating independent school district in the State, having the power to levy, assess, and collect ad valorem taxes within its boundaries and to which Subchapter C of the Act applies. The term also includes any successor independent school district or other successor governmental authority having the power to levy and collect ad valorem taxes for school purposes on the Applicant's Qualified Property or the Applicant's Qualified Investment.

"Force Majeure" means a failure caused by (a) provisions of law, or the operation or effect of rules, regulations or orders promulgated by any governmental authority having jurisdiction over the Applicant, the Applicant's Qualified Property or the Applicant's Qualified Investment or any upstream, intermediate or downstream equipment or support facilities as are necessary to the operation of the Applicant's Qualified Property or the Applicant's Qualified Investment; (b) any demand or requisition, arrest, order, request, directive, restraint or requirement of any government or governmental agency whether federal, state, military, local or otherwise; (c) the action, judgment or decree of any court; (d) floods, storms, hurricanes, evacuation due to threats of hurricanes, lightning, earthquakes, washouts, high water, fires, acts of God or public enemies, wars (declared or undeclared), blockades, epidemics, riots or civil disturbances, insurrections, strikes, labor disputes (it being understood that nothing contained in this Agreement shall require the Applicant to settle any such strike or labor dispute), explosions, breakdown or failure of plant, machinery, equipment, lines of pipe or electric power lines (or unplanned or forced outages or shutdowns of the foregoing for inspections, repairs or maintenance), inability to obtain, renew or extend franchises, licenses or permits, loss, interruption, curtailment or failure to obtain electricity, gas, steam, water, wastewater disposal, waste disposal or other utilities or utility services, inability to obtain or failure of suppliers to deliver equipment, parts or material, or inability of the Applicant to ship or failure of carriers to transport electricity from the Applicant's facilities; or (e) any other cause (except financial), whether similar or dissimilar, over which the Applicant has no reasonable control and which forbids or prevents performance.

"Land" shall have the meaning assigned to such term in Section 2.2.

"Maintain Viable Presence" means (i) the operation over the term of this Agreement of the facility or facilities for which the tax limitation is granted, as the same may from time to time

be expanded, upgraded, improved, modified, changed, remodeled, repaired, restored, reconstructed, reconfigured, and/or reengineered; and (ii) the retention over the term of this Agreement of not fewer than the number of Qualifying Jobs (as defined by Section 313.021(3) of the Texas Tax Code) to be located and performed within Applicant's entire manufacturing project that includes, but is not limited to, Applicant's Qualified Property, with the minimum salaries required by Texas Tax Code § 313.021(3)(E).

"Maintenance and Operations Revenue" or "M&O Revenue" means (i) those revenues which the District receives from the levy of its annual ad valorem maintenance and operations tax pursuant to Texas Education Code § 45.002 and Article VII § 3 of the Texas Constitution, plus (ii) all State revenues to which the District is or may be entitled under Chapter 42 of the Texas Education Code or any other statutory provision as well as any amendment or successor statute to these provisions, plus (iii) any indemnity payments received by the District under other agreements similar to this Agreement to the extent that such payments are designed to replace District M&O Revenue lost as a result of such similar agreements, less (iv) any amounts necessary to reimburse the State of Texas or another school district for the education of additional students pursuant to Chapter 41 of the Texas Education Code.

"Market Value" shall have the meaning assigned to such term in Section 1.04(7) of the Texas Tax Code.

"Qualified Investment" has the meaning set forth in Chapter 313 of the Texas Tax Code, as interpreted by the Comptroller's Rules, as these provisions existed on the date of this Agreement, applying any specific requirements for rural school districts imposed by Subchapter C of Chapter 313 of the Texas Tax Code and by the Comptroller's Rules.

"Qualified Property" has the meaning set forth in Chapter 313 of the Texas Tax Code, as interpreted by the Comptroller's Rules and the Texas Attorney General, as these provisions existed on the date of this Agreement, applying any specific requirements for rural school districts imposed by Subchapter C of Chapter 313 of the Texas Tax Code and by the Comptroller's Rules.

"Qualifying Time Period" means the period that begins on the date of this Agreement and ends on December 31st of the second Tax Year that begins after such date of approval, as is defined in Texas Tax Code § 313.021(4)(A).

"Revenue Protection Amount" means the amount calculated pursuant to Section 3.2 of this Agreement.

"Supplemental Payment" shall have the meaning assigned such term in Section 4.1.

"State" means the State of Texas.

"Tax Credit" means the tax credit, either to be paid by the District to Applicant, or to be applied against any taxes that the District imposes on Applicant's Qualified Property, as

computed under the provisions of Subchapter D of the Act, and rules adopted by the Comptroller and/or the Texas Education Agency, provided that Applicant complies with the requirements under such provisions, including the timely filing of a completed application under Texas Tax Code § 313.103 and the duly adopted administrative rules.

"Tax Limitation Amount" means the maximum amount which may be placed as the Appraised Value on Applicant's Qualified Property/Qualified Investment for years three (3) through ten (10) of this Agreement pursuant to Texas Tax Code § 313.054. That is, for each of the eight (8) Tax Years 2012, 2013, 2014, 2015, 2016, 2017, 2018, and 2019 the Appraised Value of the Applicant's Qualified Investment for the District's maintenance and operations ad valorem tax purposes shall not exceed, and the Tax Limitation Amount shall be, the lesser of:

- (a) the Market Value of the Applicant's Qualified Investment; or
- (b) Eighty Million Dollars (\$80,000,000.00).

This Tax Limitation Amount is based on the limitation amount for the category that applies to the District on the effective date of this Agreement, as set out by Tax Code, §313.022(b) or §313.052.

"Tax Year" shall have the meaning assigned to such term in Section 1.04(13) of the Texas Tax Code (i.e., the calendar year).

"Taxable Value" shall have the meaning assigned to such term in Section 1.04(10) of the Texas Tax Code.

"Texas Education Agency Rules" means the applicable rules and regulations adopted by the Texas Commissioner of Education in relation to the administration of Chapter 313, Texas Tax Code, which are set forth at Chapter 19, Texas Administrative Code, together with any court or administrative decisions interpreting same.

ARTICLE II

PROPERTY DESCRIPTION

Section 2.1. LOCATION WITHIN A QUALIFIED REINVESTMENT OR ENTERPRISE ZONE

The Applicant's Qualified Property upon which the Applicant's Qualified Investment will be located is within an area designated as a reinvestment zone under Chapter 311 or 312 of the Texas Tax Code, or as an enterprise zone under Chapter 2303 of the Texas Government Code. The legal description of the reinvestment or enterprise zone in which the Applicant's Qualified Property is located is attached to this Agreement as **EXHIBIT I** and is incorporated herein by reference for all purposes.

Section 2.2. LOCATION OF QUALIFIED PROPERTY

The location of the Applicant's Qualified Property upon which the Applicant's Qualified Investment will be located is described in the legal description which is attached to this Agreement as **EXHIBIT 2** and is incorporated herein by reference for all purposes (the "Land"). The Parties expressly agree that the boundaries of the Land may not be materially changed from its configuration described in **EXHIBIT 2** without the express authorization of each of the Parties.

Section 2.3. DESCRIPTION OF QUALIFIED INVESTMENT

The Qualified Investment and/or Qualified Property that is subject to the Tax Limitation Amount is described in **EXHIBIT 3**, which is attached hereto and incorporated herein by reference for all purposes ("Applicant's Qualified Investment"). Property which is not specifically described in **EXHIBIT 3** shall not be considered by the District or the Appraisal District to be part of the Applicant's Qualified Investment for purposes of this Agreement, unless pursuant to Texas Tax Code § 313.027(c), the Board of Trustees, by official action, provides that such other property is a part of the Applicant's Qualified Investment for purposes of this Agreement.

Section 2.4. QUALIFYING USE

The Applicant's Qualified Investment described above in Section 2.3 qualifies for a tax limitation agreement under Texas Tax Code § 313.024(b)(1) as a manufacturing facility.

Section 2.5. APPRAISED VALUE LIMITATION

So long as Applicant makes a Qualified Investment in the amount Eighty Million Dollars (\$80,000,000.00), or greater, during the Qualifying Time Period; and unless this Agreement has been terminated as provided herein before such Tax Year, for each of the eight (8) Tax Years 2012, 2013, 2014, 2015, 2016, 2017, 2018, and 2019, the Appraised Value of the Applicant's Qualified Investment for the District's maintenance and operations ad valorem tax purposes shall not exceed the lesser of:

- (a) the Market Value of the Applicant's Qualified Investment; or
- (b) Eighty Million Dollars (\$80,000,000.00).

This Tax Limitation Amount is based on the limitation amount for the category that applies to the District on the effective date of this Agreement, as set out by Tax Code, §313.022(b) or §313.052.

ARTICLE III

PROTECTION AGAINST LOSS OF FUTURE DISTRICT REVENUES

Section 3.1. INTENT OF THE PARTIES

Subject to the limitations contained in this Agreement (including Section 5.1), it is the intent of the Parties that the District shall, in addition to the receipt of payments as set forth below in Article IV of this Agreement, be compensated by the Applicant for any loss that the District incurs in its Maintenance and Operations Revenue as a direct result of entering into this Agreement, after taking into account any payments to be made under this Agreement, other than payments as set forth in Article IV. Subject to the limitations contained in this Agreement (including Section 5.1), it is the intent of the Parties that the risk of any negative financial consequence to the District in making the decision to enter into this Agreement will be borne by the Applicant and not by the District.

Section 3.2. CALCULATING THE AMOUNT OF LOSS OF REVENUES BY THE DISTRICT

Subject to the provisions of Sections 5.1 and 5.2, the amount to be paid by the Applicant to compensate the District for loss of Maintenance and Operations Revenue resulting from this Agreement for each year during the term of this Agreement shall be determined in compliance with the Applicable School Finance Law in effect for such year and according to the following formula:

The Original M&O Revenue amount owed by the Applicant to District means the Original M&O Revenue *minus* the New M&O Revenue;

Where:

- i. "Original M&O Revenue" means the total State and local Maintenance & Operations Revenue that the District would have received for the school year under the Applicable School Finance Law had this Agreement not been entered into by the Parties and the Applicant's Qualified Property and/or Applicant's Qualified Investment been subject to the ad valorem maintenance and operations tax.
- ii. "New M&O Revenue" means the total State and local Maintenance & Operations Revenue that the District actually received for such school year.

In making the calculations required by this Section 3.2:

- i. The Taxable Value of property for each school year will be determined under the Applicable School Finance Law.

- ii. For purposes of this calculation, the tax collection rate on the Applicant's Qualified Property and/or the Applicant's Qualified Investment will be presumed to be one hundred percent (100%)
- iii. If, for any year of this Agreement, the difference between the Original M&O Revenue and the New M&O Revenue as calculated under this Section 3.2 results in a negative number, the negative number will be considered to be zero.
- iv. All calculations made for years three (3) through ten (10) of this Agreement under Section 3.2, Subsection ii of this Agreement will reflect the Tax Limitation Amount for such year.
- v. All calculations made under this Section 3.2 shall be made by a methodology which isolates only the revenue impact caused by this Agreement. Applicant shall not be responsible to reimburse the District for other revenue losses created by other agreements or any other factors.

Section 3.3. CALCULATIONS TO BE MADE BY THIRD PARTY

All calculations under this Agreement shall be made annually by an independent third party (the "Third Party") jointly approved each year by the District and the Applicant. If the Parties cannot agree on the Third Party, then the Third Party shall be selected by the mediator provided in Section 7.8 of this Agreement.

Section 3.4. DATA USED FOR CALCULATIONS

The calculations for payments under this Agreement shall be initially based upon the valuations placed upon the Applicant's Qualified Investment and/or the Applicant's Qualified Property by the Guadalupe County Appraisal District in its annual certified tax roll submitted to the District pursuant to Texas Tax Code § 26.01 on or about July 25 of each year of this Agreement. Immediately upon receipt of the valuation information by the District, the District shall submit the valuation information to the Third Party selected under Section 3.3. The certified tax roll data shall form the basis of the calculation of any and all amounts due under this Agreement. All other data utilized by the Third Party to make the calculations contemplated by this Agreement shall be based upon the best available current estimates. The data utilized by the Third Party shall be adjusted from time to time by the Third Party to reflect actual amounts, subsequent adjustments by the Guadalupe County Appraisal District to the District's certified tax roll or any other changes in student counts, tax collections, or other data.

Section 3.5. DELIVERY OF CALCULATIONS

On or before November 1 of each year for which this Agreement is effective, the Third Party appointed pursuant to Section 3.3 of this Agreement shall forward to the Parties a certification containing the calculations required under Section 3.2 of this Agreement in

sufficient detail to allow the Parties to understand the manner in which the calculations were made. The Third Party shall simultaneously submit his, her or its invoice for fees for services rendered to the Parties, if any fees are being claimed. Upon reasonable prior notice, the employees and agents of the Applicant shall have access, at all reasonable times, to the Third Party's offices, personnel, books, records, and correspondence pertaining to the calculation and fee for the purpose of verification. The Third Party shall maintain supporting data consistent with generally accepted accounting practices, and the employees and agents of the Applicant shall have the right to reproduce and retain for purpose of audit, any of these documents. The Third Party shall preserve all documents pertaining to the calculation and fee for a period of three (3) years after payment. The Applicant shall not be liable for any of Third Party's costs resulting from an audit of the Third Party's books, records, correspondence, or work papers pertaining to the calculations contemplated by this Agreement or the fee paid by the Applicant to the Third Party pursuant to Section 3.6, if such fee is timely paid.

Section 3.6. PAYMENT BY APPLICANT

The Applicant shall pay any amount determined to be due and owing to the District under this Agreement on or before the January 31 next following the tax levy for each year for which this Agreement is effective. By such date, the Applicant shall also pay any amount billed by the Third Party plus any legal expenses paid by the District to its attorneys, auditors, or financial consultants for the preparation and filing of any financial reports, disclosures, or reimbursement applications filed with or sent to the State of Texas which are, or may be required under the terms of or because of the execution of this Agreement. Notwithstanding the foregoing, in no year shall the Applicant be responsible for the payment of any fees under this Section 3.6 in excess of Ten Thousand Dollars (\$10,000.00).

Section 3.7. RESOLUTION OF DISPUTES

Pursuant to Section 3.3 and Section 3.5, should the Applicant disagree with the certification containing the calculations, the Applicant may appeal the findings, in writing, to the Third Party within thirty (30) days of receipt of the certification. Within fifteen (15) days of receipt of the Applicant's appeal, the Third Party will issue, in writing, a final determination of the certification containing the calculations. Any appeal by the Applicant of the final determination of the Third Party may be made, in writing, to the Seguin Independent School District Board of Trustees within fifteen (15) days of the final determination.

Section 3.8. EFFECT OF PROPERTY VALUE APPEAL OR OTHER ADJUSTMENT

In the event that the Taxable Value of the Applicant's Qualified Investment and/or the Applicant's Qualified Property is changed after a final appeal of the valuation or is otherwise changed, once the determination of a new value becomes final, the calculations required by Section 3.2 of this Agreement will be recomputed by the Third Party using the new valuations. Upon completion of the new calculations, the Third Party shall transmit the new calculations to the Parties. The Party owing funds to the other signatories to this Agreement shall pay any amounts owed within thirty (30) days of receipt of the new calculations from the Third Party.

Section 3.9. EFFECT OF STATUTORY CHANGES

Notwithstanding any other provision in this Agreement, but subject to the limitations contained in Section 5.1, in the event that, by virtue of statutory changes to the Applicable School Finance Law, administrative interpretations by the Comptroller, Commissioner of Education, or the Texas Education Agency, or for any other reason attributable to statutory change, the District will receive less Maintenance and Operations Revenue, or, if applicable, will be required to increase its payment of funds to the State, because of its participation in this Agreement, Applicant shall make payments to the District, up to the revenue protection amount limit set forth in Section 5.1, that are necessary to offset any negative impact on the District as a result of its participation in this Agreement. Such calculation shall take into account any adjustments to the amount calculated for the current fiscal year that should be made in order to reflect the actual impact on the District.

ARTICLE IV

SUPPLEMENTAL PAYMENTS

Section 4.1. AMOUNTS EXCLUSIVE OF INDEMNITY AMOUNTS

In addition to undertaking the responsibility for the payment of all of the amounts set forth under Article III, and as consideration for the execution of this Agreement by the District, the Applicant shall also be responsible for the supplemental payments set forth in this Article IV (each such payment a "Supplemental Payment," and collectively "Supplemental Payments"). It is the express intent of the Parties that the obligation for Supplemental Payments under this Article IV are separate and independent of the obligation of the Applicant to pay the amounts described in Article III; provided, however, that payments under Articles III and IV are subject to the limitations contained in Section 5.1.

Section 4.2. SUPPLEMENTAL PAYMENTS TO THE DISTRICT

- (a) For each of years three (Tax Year 2012) through thirteen (Tax Year 2022) of this Agreement, the District shall be entitled to receive as Supplemental Payments an amount equal to forty percent (40%) of the net tax benefit received by the Applicant as a result of this Agreement.
- (b) For purposes of this Article IV, the "net tax benefit" shall be calculated for each of years three (Tax Year 2012) through thirteen (Tax Year 2022) of this Agreement by determining for such Tax Year (i) the amount of maintenance and operations ad valorem taxes which the Applicant would have paid to the District for such Tax Year if this Agreement had not been entered into by the Parties, (ii) adding to the amount determined under clause (i) any Tax Credit received by the Applicant for such Tax Year, and (iii) subtracting from the sum of the amounts determined under clauses (i) and (ii) the sum of (A) all maintenance and operations ad valorem school taxes actually due to the District or any other governmental entity, including the State of Texas, for such Tax Year, plus (B) any

payments due to the District under Article III for such Tax Year. The remainder (which shall not be less than zero) shall be the net tax benefit, to be divided as provided in Section 4.2(a).

- (c) The net tax benefit shall be calculated by the Third Party selected pursuant to Section 3.3.
- (d) The net tax benefit calculations shall be made at the same time and on the same schedule as the calculations made pursuant to Section 3.5.
- (e) Payment of amounts due under this Section 4.2 shall be made at the time set forth in Section 3.6.

Section 4.3. RECALCULATION OF SUPPLEMENTAL PAYMENTS

The Parties agree that the Supplemental Payment amount determined in Section 4.2 will initially be calculated based upon the then most current estimate of tax savings to the Applicant, which will be made based upon assumptions of student counts, tax collections, and other applicable data. The Parties further agree that once definitive numbers are available for a Tax Year, the Supplemental Payment for such year shall be recalculated using such definitive numbers in accordance with the provisions of Section 4.2. In the event that such recalculation determines that the initial Supplemental Payment made by Applicant for such Tax Year was less than the amount actually owed by Applicant, the Applicant shall pay the difference to the District. In the event that such recalculation determines that the initial Supplemental Payment made by Applicant for such Tax Year was more than the amount actually owed by Applicant, the District shall pay the difference to the Applicant.

Section 4.4. ANNUAL LIMITATION ON SUPPLEMENTAL PAYMENTS TO THE DISTRICT

For each year of this Agreement, beginning with year one (Tax Year 2010) and continuing thereafter through year thirteen (Tax Year 2022), the Applicant shall not be obligated to make any Supplemental Payments computed under Sections 4.2 and 4.3 above that exceeds the Annual Limit. For each year of this Agreement, the "Annual Limit" shall equal the sum of: (i) Six Hundred Ninety-One Thousand Four Hundred Dollars (\$691,400.00), plus (ii) the aggregate difference from each prior Tax Year, if any, between Six Hundred Ninety-One Thousand Four Hundred Dollars (\$691,400.00) and the Supplemental Payments paid to the District under Sections 4.2 and 4.3 above in such prior Tax Years.

Section 4.5. DUE DATE OF PAYMENTS

All amounts owed by the Applicant to the District for a Tax Year under this Article IV shall be paid on the same date established by Section 3.6 for such Tax Year.

ARTICLE V

ANNUAL LIMITATION OF PAYMENTS BY APPLICANT

SECTION 5.1. ANNUAL LIMITATION AFTER FIRST THREE YEARS

Notwithstanding anything contained in this Agreement to the contrary, and with respect to each Tax Year during the term of this Agreement and beginning with the 2012 Tax Year, in no event shall (i) the sum of the maintenance and operations ad valorem taxes paid by the Applicant to the District for such Tax Year, plus the sum of all payments otherwise due from the Applicant to the District under Articles III and IV, but subject to the limit set forth in Section 4.4, with respect to such Tax Year, exceed (ii) the amount of the maintenance and operations ad valorem taxes that the Applicant would have paid to the District for such Tax Year (determined by using the District's actual maintenance and operations tax rate for such Tax Year) if the Parties had not entered into this Agreement. The calculation and comparison of the amounts described in clauses (i) and (ii) of the preceding sentence shall be included in all calculations made pursuant to Section 3.4, and in the event the sum of the amounts described in said clause (i) exceeds the amount described in said clause (ii), then the payments otherwise due from the Applicant to the District under Articles III and IV shall be reduced until such excess is eliminated.

Section 5.2. OPTION TO CANCEL AGREEMENT

In the event that any payment otherwise due from the Applicant to the District under Articles III and IV, but subject to the limit set forth in Section 4.4, with respect to a Tax Year is subject to reduction in accordance with the provisions of Section 5.1 above, then the Applicant shall have the option to terminate this Agreement. The Applicant may exercise such option to cancel this Agreement by notifying the District of its election in writing not later than the July 31 of the year next following the Tax Year with respect to which a reduction under Section 5.1 is applicable. Any cancellation of this Agreement under the foregoing provisions of this Section 5.2 shall be effective immediately prior to the second Tax Year next following the Tax Year in which the reduction giving rise to the option occurred. Upon such termination this Agreement shall terminate and be of no further force or effect; provided, however, that the Parties respective rights and obligations under this Agreement with respect to the Tax Year or Tax Years (as the case may be) through and including the Tax Year during which such notification is delivered to the District, shall not be impaired or modified as a result of such termination and shall survive such termination unless and until satisfied and discharged.

ARTICLE VI

TAX CREDITS

Section 6.1. APPLICANT'S ENTITLEMENT TO TAX CREDITS

The Applicant shall be entitled to tax credits from the District under and in accordance with the provisions of Subchapter D of the Act and Comptroller Rules, provided that the

Applicant complies with the requirements under such provisions, including the filing of a completed Application under Section 313.103 of the Texas Tax Code and Comptroller Rules.

Section 6.2. DISTRICT'S OBLIGATIONS WITH RESPECT TO TAX CREDITS

The District shall timely comply and shall cause the District's collector of taxes to timely comply with their obligations under Subchapter D of the Act and Comptroller Rules, including, but not limited to, such obligations set forth in Section 313.104 of the Texas Tax Code and either Comptroller and/or Texas Education Agency Rules .

Section 6.3. COMPENSATION FOR LOSS OF TAX CREDIT PROTECTION REVENUES

If after the Applicant has actually received the benefit of a tax credit under Section 6.1, the District does not receive aid from the State pursuant to Texas Education Code § 42.2515 or other similar or successor statute with respect to all or any portion of such tax credit for reasons other than the District's failure to comply with the requirements for obtaining such aid, then the District shall notify the Applicant in writing thereof and the circumstances surrounding the State's failure to provide such aid to the District. The Applicant shall pay to the District the amount of such tax credit for which the District did not receive such aid within thirty (30) calendar days after receipt of such notice, and such payment shall be subject to the same provisions for late payment as are set forth in Section 7.5 and 7.6. If the District receives aid from the State for all or any portion of a tax credit with respect to which the Applicant has made a payment to the District under this Section 6.3, then the District shall pay to the Applicant the amount of such aid within thirty (30) calendar days after the District's receipt thereof.

ARTICLE VII

ADDITIONAL OBLIGATIONS OF APPLICANT

Section 7.1. DATA REQUESTS

During the term of this Agreement, and upon the written request of one Party (the "Requesting Party"), the other Party shall provide the Requesting Party with all information reasonably necessary for the Requesting Party to determine whether the other Party is in compliance with its obligations under this Agreement. The Applicant shall allow authorized employees of the District and/or the Guadalupe County Appraisal District to have access to the Applicant's Qualified Property during the term of this Agreement, in order to inspect the project to determine compliance with the terms hereof or as necessary to properly appraise the Taxable Value of the Applicant's Qualified Property and any other tangible property on the premises. All inspections will be made at a mutually agreeable time after the giving of not less than forty-eight (48) hours prior written notice, and will be conducted in such a manner so as not to unreasonably interfere with either the construction or operation of the Applicant's Qualified Property. All inspections may be accompanied by one or more representatives of the Applicant, and shall be conducted in accordance with the Applicant's safety, security, and operational standards. Notwithstanding the foregoing, nothing contained in this Agreement shall require the Applicant

to provide the District or the Guadalupe County Appraisal District with any technical or business information that is private personnel data, proprietary, a trade secret or confidential in nature or is subject to a confidentiality agreement with any third party.

Section 7.2. REPORTS TO OTHER GOVERNMENTAL AGENCIES

Applicant shall timely make any and all reports that are or may be required under the provisions of law or administrative regulation as a direct result of this Agreement, including but not limited to the annual report or certifications that may be required to be submitted by the Applicant to the Texas Comptroller of Public Accounts under the provisions of Texas Tax Code § 313.032. Applicant shall forward a copy of all such required reports or certifications to the District contemporaneously with the filing thereof. The obligation to make all such required filings shall be a material obligation under this Agreement.

Section 7.3 SUPPORT FOR DISTRICT TECHNICAL TRAINING PROGRAM

Applicant shall, during the entire course of this Agreement, provide support for the District's technical training program for the education and development of technical skills necessary for individuals seeking employment in the manufacturing industry. Such support shall, at a minimum, consist of:

- (a) Conferring with the District for the purpose of identifying opportunities for employees of Applicant to participate in technical training programs operated by the District for the benefit of its students, and programs sponsored by the District;
- (b) Disseminating technical information, at conferences with Applicant's employees to enhance the relevance of the District's training program;
- (c) Providing a reasonable opportunity for groups of students of the District to make Applicant sponsored tours of its facilities at times convenient to Applicant and the District and consistent with Applicant's safety and security policies; and,
- (d) Considering qualified graduates of the District's technical training program and/or graduates of programs sponsored by the District for available positions with Applicant.

Section 7.4. APPLICANT'S OBLIGATION TO MAINTAIN VIABLE PRESENCE

By entering into this Agreement, the Applicant warrants that:

- (a) it will abide by all of the terms of the Agreement;
- (b) it will Maintain Viable Presence in the District through the termination date of this Agreement. Notwithstanding anything contained in this Agreement to the contrary, the Applicant shall not be in breach of, and shall not be subject to any liability for failure to Maintain Viable Presence to the extent such failure is

caused by Force Majeure (as hereinafter defined), provided the Applicant makes commercially reasonable efforts to remedy the cause of such Force Majeure; and,

- (c) it will meet minimum eligibility requirements under Tax Code, Chapter 313 throughout the value limitation and tax-credit settle-up periods.

Applicant shall not be in breach of this Agreement for the failure to Maintain a Viable Presence in the District for the failure to maintain the required number of Qualifying Jobs so long as Applicant, in the event of such failure, tenders and pays in a timely manner, the penalty imposed by the provisions of Tex. Tax Code § 313.0275.

Section 7.5. CONSEQUENCES OF EARLY TERMINATION OR OTHER BREACH BY APPLICANT

(a) In the event that the Applicant terminates this Agreement without the consent of the District, except as provided in Section 5.2, or in the event that the Applicant or its successor-in-interest fails to comply in any material respect with the terms of this Agreement or to meet any material obligation under this Agreement, after the notice and cure period provided by Section 7.7, then the District shall be entitled to the recapture of all ad valorem tax revenue lost as a result of this Agreement together with the payment of penalty and interest, as calculated in accordance with Section 7.6, on that recaptured ad valorem tax revenue. For purposes of this recapture calculation, the Applicant shall be entitled to a credit for all payments made to the District pursuant to Article III. Applicant shall also be entitled to a credit for any amounts paid to the District pursuant to Article IV.

(b) Notwithstanding Section 7.5(a), in the event that the District determines that the Applicant has failed to Maintain Viable Presence and provides written notice of termination of the Agreement, then the Applicant shall pay to the District liquidated damages for such failure within thirty (30) days after receipt of such termination notice. The sum of liquidated damages due and payable shall be the sum total of the District maintenance and operations ad valorem taxes for all of the Tax Years for which the Tax Limitation Amount was applicable pursuant to this Agreement prior to the year in which the default occurs that otherwise would have been due and payable by the Applicant to the District without the benefit of this Agreement, including penalty and interest, as calculated in accordance with Section 7.6. For purposes of this liquidated damages calculation, the Applicant shall be entitled to a credit for all payments made to the District pursuant to Article III. The Applicant shall also be entitled to a credit for any amounts paid to the District pursuant to Article IV. Upon payment of such liquidated damages, Applicant's obligations under this Agreement shall be deemed fully satisfied, and such payment shall constitute the District's sole remedy.

Section 7.6. CALCULATION OF PENALTY AND INTEREST

In determining the amount of penalty or interest, or both, due in the event of a breach of this Agreement, the District shall first determine the base amount of recaptured taxes owed less all credits under Section 7.5 for each Tax Year during the term of this Agreement since the Commencement Date. The District shall calculate penalty or interest for each Tax Year during

the term of this Agreement since the Commencement Date in accordance with the methodology set forth in Chapter 33 of the Texas Tax Code, as if the base amount calculated for such Tax Year less all credits under Section 7.5 had become due and payable on February 1 of the calendar year following such Tax Year. Penalties on said amounts shall be calculated in accordance with the methodology set forth in Texas Tax Code § 33.01(a), or its successor statute. Interest on said amounts shall be calculated in accordance with the methodology set forth in Texas Tax Code § 33.01(c), or its successor statute.

Section 7.7. DETERMINATION OF BREACH

Prior to making a determination that the Applicant has failed to Maintain Viable Presence in the District as required by Section 7.4 of this Agreement, or has otherwise committed a material breach of this Agreement, the District shall provide the Applicant with a written notice of the facts which it believes have caused the material breach of this Agreement, and if cure is possible, the cure proposed by the District. After receipt of the notice, Applicant shall be given sixty (60) days to present any facts or arguments to the Board of Trustees showing that it is not in material breach of its obligations under the Agreement, or that it has cured or undertaken to cure any such material breach.

If the Board of Trustees is not satisfied with such response and/or that such breach has been cured, then the Board of Trustees shall, after reasonable notice to the Applicant, conduct a hearing called and held for the purpose of determining whether such breach has occurred and, if so, whether such breach has been cured. At any such hearing, the Applicant shall have the opportunity, together with their counsel, to be heard before the Board of Trustees. At the hearing, the Board of Trustees shall make findings as to whether or not a material breach of this Agreement has occurred, the date such breach occurred, if any, and whether or not any such breach has been cured. In the event that the Board of Trustees determines that such a breach has occurred and has not been cured, it shall also determine the amounts of recaptured taxes under Section 7.5 (net of all credits under Section 7.5), and the amount of any penalty and/or interest under Section 7.6 that are owed to the District.

After making its determination regarding any alleged breach, the Board of Trustees shall cause the Applicant to be notified in writing of its determination.

Section 7.8. DISPUTE RESOLUTION

After receipt of notice of the Board of Trustee's determination of a material breach under Section 7.7, the Applicant shall have sixty (60) days in which either to tender payment or evidence of its efforts to cure, or to initiate mediation of the dispute by written notice to the District, in which case the District and the Applicant shall be required to make a good faith effort to resolve, without resort to litigation and within sixty (60) days after the Applicant's receipt of notice of the Board of Trustee's determination of breach under Section 7.7, such dispute through mediation with a mutually agreeable mediator and at a mutually convenient time and place for the mediation. If the Parties are unable to agree on a mediator, a mediator shall be selected by the senior state district court judge then residing in Guadalupe County, Texas. The Parties agree

to sign a document that provides the mediator and the mediation will be governed by the provisions of Chapter 154 of the Texas Civil Practice and Remedies Code and such other rules as the mediator shall prescribe. With respect to such mediation, (i) the District shall bear one-half of such mediator's fees and expenses and the Applicant shall bear one-half of such mediator's fees and expenses, and (ii) otherwise each Party shall bear all of its costs and expenses (including attorneys' fees) incurred in connection with such mediation.

In the event that any mediation is not successful in resolving the dispute or that payment is not received before the expiration of such sixty (60) days, the District shall have the remedies for the collection of the amounts determined under Section 7.7 as are set forth in Texas Tax Code Chapter 33, Subchapters B and C, for the collection of delinquent taxes. In the event that the District successfully prosecutes legal proceedings under this section, the Applicant shall also be responsible for the payment of attorney's fees and a tax lien on the Applicant's Qualified Property and the Applicant's Qualified Investment pursuant to Texas Tax Code § 33.07 to the attorneys representing the District pursuant to Texas Tax Code § 6.30.

Subject to Section 7.10, in any event where a dispute between the District and the Applicant under this Agreement cannot be resolved by the Parties, either the District or the Applicant may seek a judicial declaration of their respective rights and duties under this Agreement or otherwise, in any judicial proceeding, assert any rights or defenses, or seek any remedy in law or in equity, against the other Party with respect to any claim relating to any breach, default, or nonperformance of any covenant, agreement or undertaking made by a Party pursuant to this Agreement.

Section 7.9. LIMITATION OF OTHER DAMAGES

Notwithstanding anything contained in this Agreement to the contrary, in the event of default or breach of this Agreement by the Applicant, the District's damages for such a default shall under no circumstances exceed the greater of either any amounts calculated under Sections 7.5 and 7.6 above, or the monetary sum of the difference between the payments and credits due and owing to the Applicant at the time of such default and the District taxes that would have been lawfully payable to the District had this Agreement not been executed. In addition, the District's sole right of equitable relief under this Agreement shall be its right to terminate this Agreement.

The Parties further agree that the limitation of damages and remedies set forth in this Section 7.9 shall be the sole and exclusive remedies available to the District, whether at law or under principles of equity.

Section 7.10. BINDING ON SUCCESSORS

In the event of a merger or consolidation of the District with another school district or other governmental authority, this Agreement shall be binding on the successor school district or other governmental authority.

ARTICLE VIII

MISCELLANEOUS PROVISIONS

Section 8.1. INFORMATION AND NOTICES

Unless otherwise expressly provided in this Agreement, all notices required or permitted hereunder shall be in writing and deemed sufficiently given for all purposes hereof if (i) delivered in person, by courier (e.g., by Federal Express) or by registered or certified United States Mail to the Party to be notified, with receipt obtained, or (ii) sent by facsimile transmission, with "answer back" or other "advice of receipt" obtained, in each case to the appropriate address or number as set forth below. Each notice shall be deemed effective on receipt by the addressee as aforesaid; provided that, notice received by facsimile transmission after 5:00 p.m. at the location of the addressee of such notice shall be deemed received on the first business day following the date of such electronic receipt.

Notices to the District shall be addressed as follows:

Dr. Irene Garza, Superintendent
SEGUIN INDEPENDENT SCHOOL DISTRICT
1221 E Kingsbury
Seguin, Texas 78155
Fax: (830) 379-0392
E-mail: igarza@seguin.k12.tx.us

Or at such other address or to such other facsimile transmission number and to the attention of such other person as the District may designate by written notice to the Applicant.

Notices to the Applicant shall be addressed to:

Mr. Gary Stroup, Vice President
Caterpillar Inc.
100 N.E. Adams Street
Peoria, Illinois 61629-4295
Fax: (309) 675-1795
E-mail: _____

With a copy to:

Caterpillar Inc.
100 N.E. Adams Street
Peoria, Illinois 61629-9600
Attn: Deputy General Counsel, Commercial
Fax: (309) 675-1795



or at such other address or to such other facsimile transmission number and to the attention of such other person as the Applicant may designate by written notice to the District.

Section 8.2. EFFECTIVE DATE, TERMINATION OF AGREEMENT

- (a) This Agreement shall be and become effective on December 17, 2009, the effective date upon which the tax limitation agreement is first made effective by the District.
- (b) The obligation to Maintain Viable Presence under this Agreement shall remain in full force and effect through the termination in full date established in Section 1.2 of this Agreement.
- (c) In the event that Applicant fails to make a Qualified Investment in the amount of Eighty Million Dollars (\$80,000,000.00), or greater, during the Qualifying Time Period, this Agreement shall become null and void on December 31, 2011.

Section 8.3. AMENDMENTS TO AGREEMENT; WAIVERS

This Agreement may not be modified or amended except by an instrument or instruments in writing signed by all of the Parties. Waiver of any term, condition or provision of this Agreement by any Party shall only be effective if in writing and shall not be construed as a waiver of any subsequent breach of, or failure to comply with, the same term, condition or provision, or a waiver of any other term, condition or provision of this Agreement. Pursuant to Comptroller's Rule 9.1055, and subject to Section 2.3, by official action of the Board of Trustees, this Agreement may be amended to include, in the Applicant's Qualified Investment, additional or replacement Qualified Property not specified in EXHIBIT 3, provided that the Applicant reports to the District, the Comptroller, and the Appraisal District, in the same format, style, and presentation as the Application, all relevant investment, value, and employment information that is related to the additional property. Any amendment of the Agreement adding additional or replacement Qualified Property pursuant to this Section 6.3 shall, pursuant to Comptroller's Rule 9.1055, (1) require that all property added by amendment be eligible property as defined by Tax Code, §313.024; (2) clearly distinguish the property, investment, and employment information added by amendment from the property, investment, and employment information in the original Agreement; and (3) define minimum eligibility requirements for the recipient of limited value. This Agreement may not be amended to extend the value limitation time period.

Section 8.4. ASSIGNMENT

The Applicant may assign this Agreement, or a portion of this Agreement, to an Affiliate or a new owner or lessee of all or a portion of the Applicant's Qualified Property and/or the Applicant's Qualified Investment, provided that the Applicant shall provide written notice of such assignment to the District. Upon such assignment, Applicant's assignee will be liable to the District for outstanding taxes or other obligations arising under this Agreement. A recipient of limited value under Tax Code, Chapter 313 shall notify immediately the District, the

Comptroller, and the Appraisal District in writing of any change in address or other contract information for the owner of the property subject to the limitation agreement for the purposes of Tax Code §313.032. An assignee's or its reporting entity's Texas Taxpayer Identification Number shall be included in the notification.

Section 8.5. MERGER

This Agreement contains all of the terms and conditions of the understanding of the Parties relating to the subject matter hereof. All prior negotiations, discussions, correspondence, and preliminary understandings between the Parties and others relating hereto are superseded by this Agreement.

Section 8.6. MAINTENANCE OF COUNTY APPRAISAL DISTRICT RECORDS

When appraising the Applicant's Qualified Property and the Applicant's Qualified Investment subject to a limitation on Appraised Value under this Agreement, the Chief Appraiser of the Guadalupe County Appraisal District shall determine the Market Value thereof and include both such Market Value and the appropriate value thereof under this Agreement in its appraisal records.

Section 8.7. GOVERNING LAW

This Agreement and the transactions contemplated hereby shall be governed by and interpreted in accordance with the laws of the State of Texas without giving effect to principles thereof relating to conflicts of law or rules that would direct the application of the laws of another jurisdiction. Venue in any legal proceeding shall be in Guadalupe County, Texas.

Section 8.8. AUTHORITY TO EXECUTE AGREEMENT

Each of the Parties represents and warrants that its undersigned representative has been expressly authorized to execute this Agreement for and on behalf of such Party.

Section 8.9. SEVERABILITY

If any term, provision or condition of this Agreement, or any application thereof, is held invalid, illegal or unenforceable in any respect under any Law (as hereinafter defined), this Agreement shall be reformed to the extent necessary to conform, in each case consistent with the intention of the Parties, to such Law, and to the extent such term, provision or condition cannot be so reformed, then such term, provision or condition (or such invalid, illegal or unenforceable application thereof) shall be deemed deleted from (or prohibited under) this Agreement, as the case may be, and the validity, legality and enforceability of the remaining terms, provisions and conditions contained herein (and any other application such term, provision or condition) shall not in any way be affected or impaired thereby. Upon such determination that any term or other provision is invalid, illegal or incapable of being enforced, the Parties hereto shall negotiate in good faith to modify this Agreement in an acceptable manner so as to effect the original intent of

the Parties as closely as possible to the end that the transactions contemplated hereby are fulfilled to the extent possible. As used in this Section 8.9, the term "Law" shall mean any applicable statute, law (including common law), ordinance, regulation, rule, ruling, order, writ, injunction, decree or other official act of or by any federal, state or local government, governmental department, commission, board, bureau, agency, regulatory authority, instrumentality, or judicial or administrative body having jurisdiction over the matter or matters in question.

Section 8.10. PAYMENT OF EXPENSES

Except as otherwise expressly provided in this Agreement, or as covered by the application fee, each of the Parties shall pay its own costs and expenses relating to this Agreement, including, but not limited to, its costs and expenses of the negotiations leading up to this Agreement, and of its performance and compliance with this Agreement.

Section 8.11. INTERPRETATION

When a reference is made in this Agreement to a Section, Article or Exhibit, such reference shall be to a Section or Article of, or Exhibit to, this Agreement unless otherwise indicated. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. The words "include," "includes" and "including" when used in this Agreement shall be deemed in such case to be followed by the phrase "but not limited to." Words used in this Agreement, regardless of the number or gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context shall require. This Agreement is the joint product of the Parties and each provision of this Agreement has been subject to the mutual consultation, negotiation and agreement of each Party and shall not be construed for or against any Party.

Section 8.12. EXECUTION OF COUNTERPARTS

This Agreement may be executed in multiple counterparts, each of which shall be deemed an original, and all of which, taken together, shall constitute but one and the same instrument, which may be sufficiently evidenced by one counterpart.

Section 8.13. PUBLICATION OF DOCUMENTS

The Parties acknowledge that the District is required to publish the Application and its required schedules, or any amendment thereto; all economic analyses of the proposed project submitted to the District; the approved and executed copy of this Agreement or any amendment thereto; and each application requesting tax credits under Tex. Tax Code § 313.103, as follows:

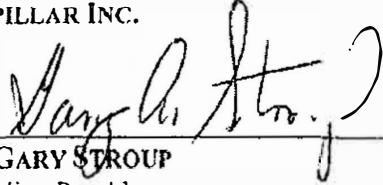
- a. Within seven days of such document, the school district shall submit a copy to the Comptroller for Publication on the Comptroller's Internet website.
- b. District shall provide on its website a link to the location of those documents posted on the Comptroller's website.

c. This Section does not require the Publication of information that is confidential under Tex. Tax Code § 313.028.

IN WITNESS WHEREOF, this Agreement has been executed by the Parties in multiple originals on this 17th day of December, 2009.

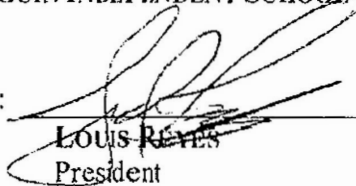
CATERPILLAR INC.

By: _____


GARY STROUP
Vice President
Caterpillar Inc.

SEGUIN INDEPENDENT SCHOOL DISTRICT

By: _____


LOUIS REYES
President
Board of Trustees

ATTEST:



ISHMAEL FLORES
Secretary
Board of Trustees

EXHIBIT 1

DESCRIPTION OF QUALIFIED REINVESTMENT ZONE

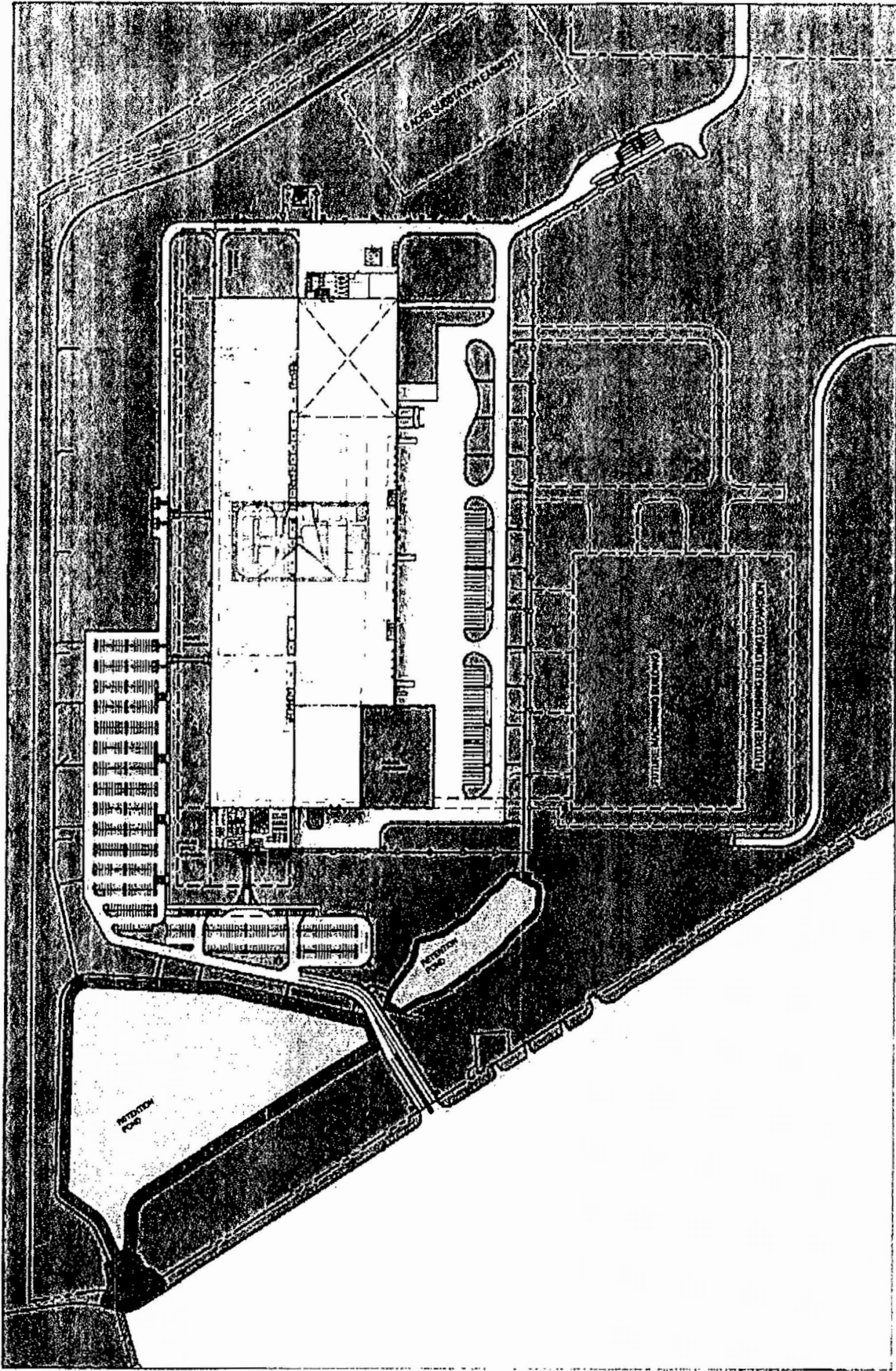
The *Caterpillar Reinvestment Zone* was originally created on September 1, 2009 by action of the City Council of the City of Seguin. A map of the *Caterpillar Reinvestment Zone* is attached as the last page of this **EXHIBIT 1**.

As a result of the action of the City Council of the City of Seguin, the *Caterpillar Reinvestment Zone* includes real property within the City of Seguin, Guadalupe County, Texas, more specifically the following property and tracks:

A 183.24 acre tract of land situated in the J.D. Clements Survey No.18, Abstract 11, Guadalupe County, Texas, comprised of all that tract of land called 120.30 acres, conveyed to Caterpillar Inc. by deed recorded in Volume 2696, page 58, Official Records, Guadalupe County, Texas, all of that tract of land called 21.13 acres, conveyed to Caterpillar Inc. by deed recorded in Volume 2696, page 54, Official Records, Guadalupe County, Texas, all of that tract of land called 0.502 of an acre, conveyed to Caterpillar Inc. by deed recorded in Volume 2696, Page 70, Official Records, Guadalupe County, Texas, all of that tract of land called 41.31 acres conveyed to Caterpillar Inc. by deed recorded in Volume 2696, Page 45, Official Records, Guadalupe County, Texas

EXHIBIT 1

Agreement for Limitation on Appraised Value
Between Seguin Independent School District and Caterpillar, Inc.
December 17, 2009



Caterpillar Engine Assembly Building
Seguin, TX

ME7

EXHIBIT 2

LOCATION OF QUALIFIED PROPERTY

All Qualified Property owned by Applicant and located within the boundaries of both the Seguin Independent School District and the *Caterpillar Reinvestment Zone* as that zone was designated by the City Council of the City of Seguin will be included in and subject to this Agreement. Specifically, all Qualified Property of Applicant located in the following sections of land is included, to wit:

A 183.24 acre tract of land situated in the J.D. Clements Survey No.18, Abstract 11, Guadalupe County, Texas, comprised of all that tract of land called 120.30 acres, conveyed to Caterpillar Inc. by deed recorded in Volume 2696, page 58, Official Records, Guadalupe County, Texas, all of that tract of land called 21.13 acres, conveyed to Caterpillar Inc. by deed recorded in Volume 2696, page 54, Official Records, Guadalupe County, Texas, all of that tract of land called 0.502 of an acre, conveyed to Caterpillar Inc. by deed recorded in Volume 2696, Page 70, Official Records, Guadalupe County, Texas, all of that tract of land called 41.31 acres conveyed to Caterpillar Inc. by deed recorded in Volume 2696, Page 45, Official Records, Guadalupe County, Texas

EXHIBIT 2

Agreement for Limitation on Appraised Value
Between Seguin Independent School District and Caterpillar, Inc.
December 17, 2009

EXHIBIT 3

DESCRIPTION OF THE APPLICANT'S QUALIFIED INVESTMENT

The proposed project will consist of all buildings, and other miscellaneous improvements to land as well as all equipment and personal property to be located at the Location described in Exhibit 2, above, used by Applicant to operate a facility designed to manufacture engines for off-highway applications, including, but not limited to: Caterpillar machines, electric power generation (EPG), petroleum, marine, and industrial customers. All of the property for which the Applicant is seeking a limitation on appraised value will be owned by the Applicant, an Affiliated Group, or a valid assignee pursuant to this Agreement.

EXHIBIT 3

Agreement for Limitation on Appraised Value
Between Seguin Independent School District and Caterpillar, Inc.
December 17, 2009

Exhibit 4

Economic Impact for Chapter 313 Project

Applicant	Caterpillar
Tax Code, 313.024 Eligibility Category	Manufacturing
School District	Seguin Independent School District
2007-08 Enrollment in School District	7,501
County	Guadalupe
Total Investment in District	\$201,000,000
Qualified Investment	\$138,500,000
Limitation Amount	\$80,000,000
Number of total jobs committed to by applicant	1,099
Number of qualifying jobs committed to by applicant	879
Average Weekly Wage of Qualifying Jobs committed to by applic	\$741.94
Minimum Weekly Wage Required Tax Code, 313.025(A)	\$741.95
Minimum Annual Wage committed to by applicant for qualified jo	\$38,581
Investment per Qualifying Job	\$228,669
Estimated 15 year M&O levy without any limit or credit:	\$14,270,880
Estimated 15 year M&O tax benefit/levy loss	\$2,295,280
Estimated 15 year M&O tax benefit (after deductions for estimated school district revenue protection--but not including any deduction for yet-to-be negotiated supplemental payments or extraordinary educational expenses):	\$2,259,004
Tax Credits Paid (estimated - part of total tax benefit in the two lines above - appropriated through Foundation School Program)	\$443,040
Net Tax Paid After Limitation, Credits and Revenue Protection:	\$12,011,876
Tax benefit as a percentage of what applicant would have paid without value limitation agreement (percentage exempted)	15.8%
Percentage of tax benefit due to the limitation	80.7%
Percentage of tax benefit due to the credit.	19.3%

SCHEDULE C-3676 (Temporary - July 2009): EMPLOYMENT INFORMATION

	Year	Tax Year (all in actual tax years)	Existing Jobs	Construction		Permanent New Jobs		Qualifying Jobs		
			Column A: Number of permanent existing full time jobs prior to application	Column B: Number of Construction FTE's or man- hours (specify)	Column C: Average annual wage rates for construction workers	Column D: Total number of permanent full- time new jobs applicant commits to create	Column E: Average annual wage rate for all permanent new jobs for each year	Column F: Number of qualifying jobs applicant commits to create meeting all criteria of Sec. 313.021(3)	Column G: Avg. annual wage of qualifying jobs	
	pre-year 1	2005	0	170	\$2,250	15	\$ 35,439.00	12	\$ 38,581.00	
Complete tax years of qualifying time period	1	2010	0	35	\$2,260	248	\$ 35,439.00	158	\$ 38,581.00	
	2	2011	0	0		525	\$ 35,439.00	420	\$ 38,581.00	
	3	2012	0	0		750	\$ 35,439.00	600	\$ 38,581.00	
Tax Credit Period (with 50% cap on credit)	Value Limitation Period	4	2013	0	0		1,099	\$ 35,439.00	879	\$ 38,581.00
		5	2014	0	0		1,099	\$ 35,439.00	879	\$ 38,581.00
		6	2015	0	0		1,099	\$ 35,439.00	879	\$ 38,581.00
		7	2016	0	0		1,099	\$ 35,439.00	879	\$ 38,581.00
		8	2017	0	0		1,099	\$ 35,439.00	879	\$ 38,581.00
		9	2018	0	0		1,099	\$ 35,439.00	879	\$ 38,581.00
		10	2019	0	0		1,099	\$ 35,439.00	879	\$ 38,581.00
Credit Settle-Up Period	Continue to Maintain Viable Presence	11	2020	0	0		1,099	\$ 35,439.00	879	\$ 38,581.00
		12	2021	0	0		1,099	\$ 35,439.00	879	\$ 38,581.00
		13	2022	0	0		1,099	\$ 35,439.00	879	\$ 38,581.00
Post-Settle-Up Period		14	2023	0	0		1,099	\$ 35,439.00	879	\$ 38,581.00
Post-Settle-Up Period		15	2024	0	0		1,099	\$ 35,439.00	879	\$ 38,581.00

The information on this schedule is required pursuant to the provisions of HB 3676, 81st Legislature, effective June 19, 2009. Additionally, the Comptroller is authorized by 34 TAC § 8.1057 (b) to request information from the school district or applicant that is reasonably necessary to complete the recommendation or economic impact evaluation at any time during the application review period.

Note: Section 313.024(d) Tax Code requires that, to be eligible for a limitation, 80 percent of all new jobs must be qualifying jobs.

7.

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ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
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ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93
ASSEMBLER	Seguin	2010	\$	37,172.93

Central Maintenance	Seguin	2010	\$	52,915.20
Central Maintenance	Seguin	2010	\$	52,915.20
Central Maintenance	Seguin	2010	\$	52,915.20
Central Maintenance	Seguin	2010	\$	52,915.20
Central Maintenance	Seguin	2010	\$	52,915.20
Central Maintenance	Seguin	2010	\$	52,915.20
Central Maintenance	Seguin	2010	\$	56,619.26
Inventory Control Advisor	Seguin	2010	\$	34,725.60
Inventory Control Advisor	Seguin	2010	\$	34,725.60
IT Advisor	Seguin	2010	\$	56,222.40
IT Advisor	Seguin	2010	\$	56,222.40
IT Advisor	Seguin	2010	\$	56,222.40
IT Advisor	Seguin	2010	\$	56,222.40
IT Advisor	Seguin	2010	\$	56,222.40
IT Advisor	Seguin	2010	\$	56,222.40
IT Advisor	Seguin	2010	\$	60,157.97
IT Advisor	Seguin	2010	\$	60,157.97
Lean Advisor	Seguin	2010	\$	56,222.40
Lean Advisor	Seguin	2010	\$	56,222.40
Lean Advisor	Seguin	2010	\$	56,222.40
Lean Advisor	Seguin	2010	\$	56,222.40
Lean Advisor	Seguin	2010	\$	56,222.40
Lean Advisor	Seguin	2010	\$	60,157.97
Lean Advisor	Seguin	2010	\$	60,157.97
Maintenance Advisor	Seguin	2010	\$	59,529.60
Maintenance Advisor	Seguin	2010	\$	59,529.60
Maintenance Advisor	Seguin	2010	\$	59,529.60
Maintenance Advisor	Seguin	2010	\$	59,529.60
Maintenance Advisor	Seguin	2010	\$	59,529.60
Maintenance Advisor	Seguin	2010	\$	63,696.67
Maintenance Advisor	Seguin	2010	\$	63,696.67
Major Repair	Seguin	2010	\$	37,172.93
Materials - Class A CDL Driver	Seguin	2010	\$	49,608.00
Materials - Class A CDL Driver	Seguin	2010	\$	49,608.00
Materials - Class A CDL Driver	Seguin	2010	\$	53,080.56
Materials - Class A CDL Driver	Seguin	2010	\$	53,080.56
Materials - Clerk	Seguin	2010	\$	34,725.60
Materials - Clerk	Seguin	2010	\$	34,725.60
Materials - Clerk	Seguin	2010	\$	37,172.93
Materials - Clerk	Seguin	2010	\$	37,172.93
Materials - General Labor	Seguin	2010	\$	34,725.60
Materials - General Labor	Seguin	2010	\$	34,725.60
Materials - General Labor	Seguin	2010	\$	34,725.60
Materials - General Labor	Seguin	2010	\$	34,725.60
Materials - General Labor	Seguin	2010	\$	34,725.60
Materials - General Labor	Seguin	2010	\$	34,725.60

Pre-Delivery Inspection	Seguin	2010	\$	34,725.60
Pre-Delivery Inspection	Seguin	2010	\$	34,725.60
Pre-Delivery Inspection	Seguin	2010	\$	37,172.93
Pre-Delivery Inspection	Seguin	2010	\$	37,172.93
Quality Advisor	Seguin	2010	\$	56,222.40
Quality Advisor	Seguin	2010	\$	56,222.40
Quality Advisor	Seguin	2010	\$	56,222.40
Quality Advisor	Seguin	2010	\$	56,222.40
Quality Advisor	Seguin	2010	\$	56,222.40
Quality Advisor	Seguin	2010	\$	56,222.40
Quality Advisor	Seguin	2010	\$	56,222.40
Quality Advisor	Seguin	2010	\$	56,222.40
Quality Advisor	Seguin	2010	\$	56,222.40
Quality Advisor	Seguin	2010	\$	60,157.97
Quality Advisor	Seguin	2010	\$	60,157.97
Quality Advisor	Seguin	2010	\$	60,157.97
Quality Technician - Oil Analysis	Seguin	2010	\$	54,238.08
Safety/Employee Relations Advisor	Seguin	2010	\$	63,696.67
Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	49,608.00
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Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	53,080.56
Team Leader	Seguin	2010	\$	42,993.60
Team Leader	Seguin	2010	\$	42,993.60
Team Leader	Seguin	2010	\$	42,993.60
Team Leader	Seguin	2010	\$	42,993.60
Team Leader	Seguin	2010	\$	42,993.60
Team Leader	Seguin	2010	\$	42,993.60
Team Leader	Seguin	2010	\$	42,993.60
Team Leader	Seguin	2010	\$	42,993.60
Team Leader	Seguin	2010	\$	42,993.60
Team Leader	Seguin	2010	\$	42,993.60
Team Leader	Seguin	2010	\$	42,993.60
Team Leader	Seguin	2010	\$	42,993.60
Team Leader	Seguin	2010	\$	42,993.60
Team Leader	Seguin	2010	\$	42,993.60
Team Leader	Seguin	2010	\$	42,993.60
Team Leader	Seguin	2010	\$	42,993.60

Office - Manager/Staff	Seguin	2010	\$	85,269.74
Office - Manager/Staff	Seguin	2010	\$	85,269.74
Office - Manager/Staff	Seguin	2010	\$	85,269.74
Office - Manager/Staff	Seguin	2010	\$	85,269.74
Office - Manager/Staff	Seguin	2010	\$	85,269.74
Office - Manager/Staff	Seguin	2010	\$	85,269.74
Quality - CMM Technician	Seguin	2010	\$	87,655.36
Quality - Gage Planner	Seguin	2010	\$	87,655.36
Quality Engineer	Seguin	2010	\$	98,523.36
Quality Engineer	Seguin	2010	\$	98,523.36
Quality Engineer	Seguin	2010	\$	98,523.36
Quality Auditor	Seguin	2010	\$	54,853.76
Quality Auditor	Seguin	2010	\$	54,853.76
Quality Auditor	Seguin	2010	\$	54,853.76
Quality Auditor	Seguin	2010	\$	54,853.76
Quality Auditor	Seguin	2010	\$	54,853.76
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Quality Auditor	Seguin	2010	\$	54,853.76
Quality Auditor	Seguin	2010	\$	54,853.76
Quality Auditor	Seguin	2010	\$	54,853.76
Quality Lead Auditor	Seguin	2010	\$	71,254.56
Quality Lead Auditor	Seguin	2010	\$	71,254.56
Quality Lead Auditor	Seguin	2010	\$	71,254.56
Quality Lead Auditor	Seguin	2010	\$	71,254.56
Quality Data Analyst	Seguin	2010	\$	71,254.56
Quality - Reactive Engineer	Seguin	2010	\$	103,443.60
Quality - Salvage Inspector	Seguin	2010	\$	54,853.76
Quality - Systems Engineer	Seguin	2010	\$	87,665.36
Quality - PDI Supervisor	Seguin	2010	\$	87,655.36
Quality - Site Mgr	Seguin	2010	\$	114,608.00
Painter	Seguin	2010	\$	16,796.00
Painter	Seguin	2010	\$	16,598.40
Painter	Seguin	2010	\$	21,465.60
Maintenance	Seguin	2010	\$	16,498.56
Painter	Seguin	2010	\$	32,104.80
Forklift Operator	Seguin	2010	\$	20,467.20
Quality Control	Seguin	2010	\$	31,449.60
Painter	Seguin	2010	\$	18,096.00
Painter	Seguin	2010	\$	12,532.00

Painter	Seguin	2010	\$	16,744.00
Painter	Seguin	2010	\$	18,361.20
Painter	Seguin	2010	\$	20,342.40
Painter	Seguin	2010	\$	16,588.00
Painter	Seguin	2010	\$	15,912.00
Painter	Seguin	2010	\$	15,475.20
Painter	Seguin	2010	\$	13,416.00
Painter	Seguin	2010	\$	9,308.00
Painter	Seguin	2010	\$	20,511.40
Painter	Seguin	2010	\$	20,404.80
Painter	Seguin	2010	\$	17,368.00
Painter	Seguin	2010	\$	16,900.00
Painter	Seguin	2010	\$	21,812.96
Painter	Seguin	2010	\$	18,055.96
Painter	Seguin	2010	\$	20,529.60
Painter	Seguin	2010	\$	16,848.00
Management	Seguin	2010	\$	60,000.20
Painter	Seguin	2010	\$	10,483.20
Painter	Seguin	2010	\$	12,532.00
Painter	Seguin	2010	\$	22,401.60
Painter	Seguin	2010	\$	12,792.00
Painter	Seguin	2010	\$	18,460.00
Painter	Seguin	2010	\$	16,224.00
Painter	Seguin	2010	\$	15,038.40
Painter	Seguin	2010	\$	17,004.00
Painter	Seguin	2010	\$	16,692.00
Painter	Seguin	2010	\$	16,692.00
Painter	Seguin	2010	\$	19,448.00
Painter	Seguin	2010	\$	18,167.76
Painter	Seguin	2010	\$	19,285.76
Painter	Seguin	2010	\$	38,000.04
Painter	Seguin	2010	\$	12,532.00
Painter	Seguin	2010	\$	20,467.20
Management	Seguin	2010	\$	22,984.00
Painter	Seguin	2010	\$	16,796.00
Painter	Seguin	2010	\$	12,740.00
Managers	Seguin	2010	\$	117,747.00
Managers	Seguin	2010	\$	117,747.00
Managers	Seguin	2010	\$	117,747.00
Managers	Seguin	2010	\$	117,747.00
Managers	Seguin	2010	\$	117,747.00
Managers	Seguin	2010	\$	117,747.00
Managers	Seguin	2010	\$	117,747.00
Managers	Seguin	2010	\$	117,747.00
Managers	Seguin	2010	\$	117,747.00
Managers	Seguin	2010	\$	117,747.00
Managers	Seguin	2010	\$	117,747.00

Managers	Seguin	2010	\$	117,747.00
Managers	Seguin	2010	\$	117,747.00
Managers	Seguin	2010	\$	117,747.00
Managers	Seguin	2010	\$	117,747.00
Managers	Seguin	2010	\$	117,747.00

Job Title	Location of Job	Year of Hire	Annual Compensation
Shipping - Boxer	Seguin	2011	\$ 37,478.47
Clerical Coordinator	Seguin	2011	\$ 48,138.42
Clerical Coordinator	Seguin	2011	\$ 48,138.42
Clerical Coordinator	Seguin	2011	\$ 48,138.42
Clerical Coordinator	Seguin	2011	\$ 48,138.42
Clerical Coordinator	Seguin	2011	\$ 48,138.42
Clerical Coordinator	Seguin	2011	\$ 48,138.42
Clerical Coordinator	Seguin	2011	\$ 48,138.42
Inventory Control	Seguin	2011	\$ 40,083.03
Inventory Control	Seguin	2011	\$ 40,083.03
Inventory Control	Seguin	2011	\$ 40,083.03
Inventory Control	Seguin	2011	\$ 40,083.03
Line Checkers	Seguin	2011	\$ 33,148.60
Line Checkers	Seguin	2011	\$ 33,148.60
Line Checkers	Seguin	2011	\$ 33,148.60
Material Handlers	Seguin	2011	\$ 34,403.06
Material Handlers	Seguin	2011	\$ 34,403.06
Material Handlers	Seguin	2011	\$ 34,403.06
Material Handlers	Seguin	2011	\$ 34,403.06
Material Handlers	Seguin	2011	\$ 34,403.06
Material Handlers	Seguin	2011	\$ 34,403.06
Material Handlers	Seguin	2011	\$ 34,403.06
Material Handlers	Seguin	2011	\$ 34,403.06
Material Handlers	Seguin	2011	\$ 34,403.06
Material Handlers	Seguin	2011	\$ 34,403.06
Material Handlers	Seguin	2011	\$ 34,403.06
Material Handlers	Seguin	2011	\$ 34,403.06
Material Handlers	Seguin	2011	\$ 34,403.06
Material Handlers	Seguin	2011	\$ 34,403.06
Material Handlers	Seguin	2011	\$ 34,403.06
Material Handlers	Seguin	2011	\$ 34,403.06
Material Handlers	Seguin	2011	\$ 34,403.06
Material Handlers	Seguin	2011	\$ 34,403.06
Material Handlers	Seguin	2011	\$ 34,403.06
Pickers	Seguin	2011	\$ 36,761.32
Pickers	Seguin	2011	\$ 36,761.32
Pickers	Seguin	2011	\$ 36,761.32
Pickers	Seguin	2011	\$ 36,761.32
Planning	Seguin	2011	\$ 46,803.36
Planning	Seguin	2011	\$ 46,803.36
Planning	Seguin	2011	\$ 46,803.36
Planning	Seguin	2011	\$ 46,803.36
Planning	Seguin	2011	\$ 46,803.36
Planning	Seguin	2011	\$ 46,803.36

Planning	Seguin	2011	\$	46,803.36
Shipping/Receiving	Seguin	2011	\$	35,523.70
Shipping/Receiving	Seguin	2011	\$	35,523.70
Shipping/Receiving	Seguin	2011	\$	35,523.70
Shuttle/Spotter Driver	Seguin	2011	\$	32,613.62
Storage Control	Seguin	2011	\$	30,163.20
Shipping Superintendent	Seguin	2011	\$	83,588.33
Shipping Superintendent	Seguin	2011	\$	83,588.33
Shipping Supervisor	Seguin	2011	\$	60,463.72
Shipping Supervisor	Seguin	2011	\$	60,463.72
Shipping Supervisor	Seguin	2011	\$	60,463.72
Shipping Supervisor	Seguin	2011	\$	60,463.72
Shipping Team Leader	Seguin	2011	\$	43,849.26
Shipping Team Leader	Seguin	2011	\$	43,849.26
Shipping Team Leader	Seguin	2011	\$	43,849.26
Quality - CMM Technician	Seguin	2010	\$	87,655.36
Quality - CMM Technician	Seguin	2011	\$	87,655.36
Quality - CMM Technician	Seguin	2011	\$	87,655.36
Quality - CMM Technician	Seguin	2011	\$	87,655.36
Quality - CMM Technician	Seguin	2011	\$	87,655.36
Quality - Gage Planner	Seguin	2010	\$	87,655.36
Quality - Gage Planner	Seguin	2011	\$	87,655.36
Quality Engineer	Seguin	2010	\$	98,523.36
Quality Engineer	Seguin	2010	\$	98,523.36
Quality Engineer	Seguin	2010	\$	98,523.36
Quality Auditor	Seguin	2010	\$	54,853.76
Quality Auditor	Seguin	2010	\$	54,853.76
Quality Auditor	Seguin	2010	\$	54,853.76
Quality Auditor	Seguin	2010	\$	54,853.76
Quality Auditor	Seguin	2010	\$	54,853.76
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Quality Auditor	Seguin	2010	\$	54,853.76
Quality Auditor	Seguin	2010	\$	54,853.76
Quality Auditor	Seguin	2011	\$	54,853.76
Quality Lead Auditor	Seguin	2010	\$	71,254.56
Quality Lead Auditor	Seguin	2010	\$	71,254.56
Quality Lead Auditor	Seguin	2010	\$	71,254.56
Quality Data Analyst	Seguin	2010	\$	71,254.56
Quality - Reactive Engineer	Seguin	2010	\$	103,443.60
Quality - Reactive Engineer	Seguin	2010	\$	103,443.60

Quality - Reactive Engineer	Seguin	2010	\$	103,443.60
Quality - Salvage Inspector	Seguin	2010	\$	54,853.76
Quality - Systems Engineer	Seguin	2010	\$	87,665.36
Quality - PDI Supervisor	Seguin	2010	\$	87,655.36
Quality - Site Mgr	Seguin	2010	\$	114,608.00
Quality - Ops Mgr	Seguin	2010	\$	103,444.00
Packaging Engineer	Seguin	2011	\$	80,574.00
Packaging Engineer	Seguin	2011	\$	80,574.00
Packaging Engineer	Seguin	2011	\$	80,574.00
Packaging Engineer	Seguin	2011	\$	80,574.00
Packaging Engineer	Seguin	2011	\$	80,574.00
Packaging Engineer	Seguin	2011	\$	80,574.00
Packaging Engineer	Seguin	2011	\$	80,574.00
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Packaging Engineer	Seguin	2011	\$	80,574.00
Packaging Engineer	Seguin	2011	\$	80,574.00
Packaging Engineer	Seguin	2011	\$	80,574.00
Packaging Engineer	Seguin	2011	\$	80,574.00
Manager	Seguin	2010	\$	117,747.00
Manager	Seguin	2010	\$	117,747.00
Manager	Seguin	2010	\$	117,747.00
Manager	Seguin	2010	\$	117,747.00
Manager	Seguin	2010	\$	117,747.00
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Manager	Seguin	2010	\$	117,747.00
Manager	Seguin	2010	\$	117,747.00
Manager	Seguin	2010	\$	117,747.00
Manager	Seguin	2011	\$	105,730.00
Manager	Seguin	2011	\$	105,730.00
Manager	Seguin	2011	\$	105,730.00
Manager	Seguin	2011	\$	105,730.00
Manager	Seguin	2011	\$	105,730.00
Painter	Seguin	2010	\$	16,796.00
Painter	Seguin	2010	\$	16,598.40
Painter	Seguin	2010	\$	21,465.60
Maintenance	Seguin	2010	\$	16,498.56
Painter	Seguin	2010	\$	32,104.80

Forklift Operator	Seguin	2010	\$	20,467.20
Quality Control	Seguin	2010	\$	31,449.60
Painter	Seguin	2010	\$	18,096.00
Painter	Seguin	2010	\$	12,532.00
Painter	Seguin	2010	\$	16,744.00
Painter	Seguin	2010	\$	18,361.20
Painter	Seguin	2010	\$	20,342.40
Painter	Seguin	2010	\$	16,588.00
Painter	Seguin	2010	\$	15,912.00
Painter	Seguin	2010	\$	15,475.20
Painter	Seguin	2010	\$	13,416.00
Painter	Seguin	2010	\$	9,308.00
Painter	Seguin	2010	\$	20,511.40
Painter	Seguin	2010	\$	20,404.80
Painter	Seguin	2010	\$	17,368.00
Painter	Seguin	2010	\$	16,900.00
Painter	Seguin	2010	\$	21,812.96
Painter	Seguin	2010	\$	18,055.96
Painter	Seguin	2010	\$	20,529.60
Painter	Seguin	2010	\$	16,848.00
Management	Seguin	2010	\$	60,000.20
Paint Manager	Seguin	2010	\$	55,592.00
Paint Manager	Seguin	2010	\$	55,592.00
Quality Control	Seguin	2010	\$	44,840.00
Painter	Seguin	2010	\$	31,358.00
Painter	Seguin	2010	\$	31,358.00
Painter	Seguin	2010	\$	31,358.00
Painter	Seguin	2010	\$	31,358.00
Painter	Seguin	2010	\$	31,358.00
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Painter	Seguin	2010	\$	31,358.00
Painter	Seguin	2010	\$	31,358.00
Painter	Seguin	2010	\$	31,358.00
Painter	Seguin	2010	\$	31,358.00
Administrative Assistant	Seguin	2010	\$	42,993.60
Administrative Assistant	Seguin	2010	\$	42,993.60
Administrative Assistant	Seguin	2010	\$	42,993.60
Administrative Assistant	Seguin	2010	\$	42,993.60
ASSEMBLER	Seguin	2010	\$	39,934.44
ASSEMBLER	Seguin	2010	\$	39,934.44
ASSEMBLER	Seguin	2010	\$	39,934.44
ASSEMBLER	Seguin	2010	\$	39,934.44
ASSEMBLER	Seguin	2010	\$	39,934.44
ASSEMBLER	Seguin	2010	\$	39,934.44

ASSEMBLER	Seguin	2010	\$	39,934.44
ASSEMBLER	Seguin	2010	\$	39,934.44
ASSEMBLER	Seguin	2010	\$	39,934.44
ASSEMBLER	Seguin	2010	\$	39,934.44
ASSEMBLER	Seguin	2010	\$	39,934.44
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ASSEMBLER	Seguin	2010	\$	39,934.44
ASSEMBLER	Seguin	2010	\$	39,934.44
ASSEMBLER	Seguin	2010	\$	39,934.44
ASSEMBLER	Seguin	2010	\$	34,725.60
ASSEMBLER	Seguin	2010	\$	34,725.60
ASSEMBLER	Seguin	2010	\$	34,725.60
ASSEMBLER	Seguin	2010	\$	34,725.60
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ASSEMBLER	Seguin	2011	\$	34,725.60
ASSEMBLER	Seguin	2011	\$	34,725.60
ASSEMBLER	Seguin	2011	\$	34,725.60
ASSEMBLER	Seguin	2011	\$	34,725.60
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ASSEMBLER	Seguin	2011	\$	34,725.60
ASSEMBLER	Seguin	2010	\$	39,031.57
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ASSEMBLER	Seguin	2010	\$	39,031.57
ASSEMBLER	Seguin	2010	\$	39,031.57
ASSEMBLER	Seguin	2010	\$	39,031.57
Central Maintenance	Seguin	2010	\$	52,915.20
Central Maintenance	Seguin	2010	\$	52,915.20
Central Maintenance	Seguin	2010	\$	52,915.20
Central Maintenance	Seguin	2010	\$	52,915.20
Central Maintenance	Seguin	2010	\$	52,915.20
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Central Maintenance	Seguin	2010	\$	52,915.20
Central Maintenance	Seguin	2010	\$	52,915.20
Central Maintenance	Seguin	2010	\$	52,915.20
Central Maintenance	Seguin	2010	\$	56,619.26
Inventory Control Advisor	Seguin	2010	\$	39,934.44
Inventory Control Advisor	Seguin	2010	\$	39,934.44
IT Advisor	Seguin	2010	\$	56,222.40
IT Advisor	Seguin	2010	\$	56,222.40
IT Advisor	Seguin	2010	\$	56,222.40
IT Advisor	Seguin	2010	\$	56,222.40
IT Advisor	Seguin	2010	\$	56,222.40
IT Advisor	Seguin	2010	\$	56,222.40
IT Advisor	Seguin	2010	\$	56,222.40
IT Advisor	Seguin	2010	\$	60,157.97
IT Advisor	Seguin	2010	\$	60,157.97
Lean Advisor	Seguin	2010	\$	56,222.40
Lean Advisor	Seguin	2010	\$	56,222.40
Lean Advisor	Seguin	2010	\$	56,222.40
Lean Advisor	Seguin	2010	\$	56,222.40
Lean Advisor	Seguin	2010	\$	56,222.40
Lean Advisor	Seguin	2010	\$	60,157.97
Lean Advisor	Seguin	2010	\$	60,157.97
Maintenance Advisor	Seguin	2010	\$	59,529.60
Maintenance Advisor	Seguin	2010	\$	59,529.60
Maintenance Advisor	Seguin	2010	\$	59,529.60
Maintenance Advisor	Seguin	2010	\$	59,529.60
Maintenance Advisor	Seguin	2010	\$	59,529.60
Maintenance Advisor	Seguin	2010	\$	63,696.67
Maintenance Advisor	Seguin	2010	\$	63,696.67

Major Repair	Seguin	2010	\$	39,031.57
Materials - Class A CDL Driver	Seguin	2010	\$	49,608.00
Materials - Class A CDL Driver	Seguin	2010	\$	49,608.00
Materials - Class A CDL Driver	Seguin	2010	\$	53,080.56
Materials - Class A CDL Driver	Seguin	2010	\$	53,080.56
Materials - Clerk	Seguin	2010	\$	39,934.44
Materials - Clerk	Seguin	2010	\$	39,934.44
Materials - Clerk	Seguin	2010	\$	39,031.57
Materials - Clerk	Seguin	2010	\$	39,031.57
Materials - General Labor	Seguin	2010	\$	39,934.44
Materials - General Labor	Seguin	2010	\$	39,934.44
Materials - General Labor	Seguin	2010	\$	39,934.44
Materials - General Labor	Seguin	2010	\$	39,934.44
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Materials - General Labor	Seguin	2010	\$	39,934.44
Materials - General Labor	Seguin	2010	\$	39,934.44
Materials - General Labor	Seguin	2010	\$	39,934.44
Materials - General Labor	Seguin	2010	\$	39,934.44

Materials - Industrial Vehicle Driver	Seguin	2010	\$	39,031.57
Materials - Industrial Vehicle Driver	Seguin	2010	\$	39,031.57
Materials - Industrial Vehicle Driver	Seguin	2010	\$	39,031.57
Materials - Industrial Vehicle Driver	Seguin	2010	\$	39,031.57
Materials - Industrial Vehicle Driver	Seguin	2010	\$	39,031.57
Materials - Industrial Vehicle Driver	Seguin	2010	\$	39,031.57
Materials - Industrial Vehicle Driver	Seguin	2010	\$	39,031.57
Oil Analysis	Seguin	2010	\$	39,031.57
PDA/QMS Tear Down	Seguin	2010	\$	66,144.00
Pre-Delivery Inspection	Seguin	2010	\$	39,934.44
Pre-Delivery Inspection	Seguin	2010	\$	39,934.44
Pre-Delivery Inspection	Seguin	2010	\$	39,934.44
Pre-Delivery Inspection	Seguin	2010	\$	39,934.44
Pre-Delivery Inspection	Seguin	2010	\$	39,934.44
Pre-Delivery Inspection	Seguin	2010	\$	39,934.44
Pre-Delivery Inspection	Seguin	2010	\$	39,934.44
Pre-Delivery Inspection	Seguin	2010	\$	39,934.44
Pre-Delivery Inspection	Seguin	2010	\$	39,934.44
Pre-Delivery Inspection	Seguin	2010	\$	39,934.44
Pre-Delivery Inspection	Seguin	2010	\$	39,031.57
Pre-Delivery Inspection	Seguin	2010	\$	39,031.57
Quality Advisor	Seguin	2010	\$	56,222.40
Quality Advisor	Seguin	2010	\$	56,222.40
Quality Advisor	Seguin	2010	\$	56,222.40
Quality Advisor	Seguin	2010	\$	56,222.40
Quality Advisor	Seguin	2010	\$	56,222.40
Quality Advisor	Seguin	2010	\$	56,222.40
Quality Advisor	Seguin	2010	\$	56,222.40
Quality Advisor	Seguin	2010	\$	56,222.40
Quality Advisor	Seguin	2010	\$	56,222.40
Quality Advisor	Seguin	2010	\$	60,157.97
Quality Advisor	Seguin	2010	\$	60,157.97
Quality Advisor	Seguin	2010	\$	60,157.97
Quality Technician - Oil Analysis	Seguin	2010	\$	54,238.08
Safety/Employee Relations Advisor	Seguin	2010	\$	63,696.67
Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	49,608.00
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Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	49,608.00
Stripback	Seguin	2010	\$	49,608.00

Operations - Manager/Staff	Seguin	2010	\$	85,269.74
Operations - Manager/Staff	Seguin	2010	\$	85,269.74
Operations - Manager/Staff	Seguin	2010	\$	85,269.74
Operations - Manager/Staff	Seguin	2010	\$	85,269.74
Office - Manager/Staff	Seguin	2010	\$	85,269.74
Office - Manager/Staff	Seguin	2010	\$	85,269.74
Office - Manager/Staff	Seguin	2010	\$	85,269.74
Office - Manager/Staff	Seguin	2010	\$	85,269.74
Office - Manager/Staff	Seguin	2010	\$	85,269.74
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Office - Manager/Staff	Seguin	2010	\$	85,269.74
Office - Manager/Staff	Seguin	2010	\$	85,269.74
Office - Manager/Staff	Seguin	2010	\$	85,269.74
Office - Manager/Staff	Seguin	2010	\$	85,269.74
Office - Manager/Staff	Seguin	2010	\$	85,269.74
Office - Manager/Staff	Seguin	2010	\$	85,269.74

Exhibit 5

Chapter 313 Annual Eligibility Report Form

SECTION 1: Applicant and District Information

- Tax year covered by this report: 2019
NOTE: This report must be completed and submitted to the school district by May 15 of every year using information from the previous tax (calendar) year.
- Application number: 160
NOTE: You can find your application number and all agreement documents and reports on the website comptroller.texas.gov/economy/local/ch313/agreement-docs.php
- Name of school district: Seguin ISD
- Name of project on original application (or short description of facility): Global Manufacturing Caterpillar Inc.
- Name of applicant on original application: Caterpillar Inc.
- Name the company entering into original agreement with district: Caterpillar Inc.
- Amount of limitation at time of application approval: \$80,000,000
- If you are one of two or more companies originally applying for a limitation, list all other applicants here and describe their relationships. (Use attachments if necessary.)

SECTION 2: Current Agreement Information

- Name of current agreement holder(s) Caterpillar Inc.
 - Complete mailing address of current agreement holder 100 NE Adams Street, Peoria, IL 61629
 - Company contact person for agreement holder:
See Schedule A
- | | |
|-------|-------|
| Name | Title |
| Phone | Email |
- Texas franchise tax ID number of current agreement holder: 13706027441
 - If the current agreement holder does not report under the franchise tax law, please include name and tax ID of reporting entity:
- | | |
|------|--------|
| Name | Tax ID |
|------|--------|
- If the authorized company representative (same as signatory for this form) is different from the contact person listed above, complete the following:
- | | |
|------|-------|
| Name | Title |
|------|-------|
- Complete Mailing Address
- | | |
|-------|-------|
| Phone | Email |
|-------|-------|
- If you are a current agreement holder who was not an original applicant, please list all other current agreement holders. Please describe the chain of ownership from the original applicant to the new entities. (Use attachments if necessary.)

SECTION 3: Applicant Eligibility Information

- 1. Does the business entity have the right to transact business with respect to Tax Code, Chapter 171? (Attach printout from Comptroller website: <https://mycpa.cpa.state.tx.us/coa/>) Yes No
- 2. Is the business entity current on all taxes due to the State of Texas? Yes No
- 3. Is the business activity of the project an eligible business activity under Section 313.024(b)? Yes No
 - a) 3a. Please identify business activity: Manufacturing

SECTION 4: Market Value and Limitation Amount

Please identify the county appraisal district (CAD) in which the project is located: Guadalupe

If the project is located in more than one CAD, please identify the name(s) of the other CADs and provide on a separate sheet for each CAD, the responses to items 1 through 5 applicable to the property (or portion of property) that is reflected in each CAD's property tax account records.

For purposes of item 1, "total market value" should reflect the market value as determined by the CAD (and as adjusted after protest) for only eligible property in all of the CAD property tax accounts covered by the 313 agreement in that county. Please note: "qualified property" is defined by Tax Code section 313.021(2) and 34 Tex. Admin. Code § 9.1051(16) and identified in the executed Chapter 313 agreement.

- 1. Total market value of all qualified property from all CAD property accounts subject to the 313 agreement \$ 171627908
- 2. Total value of all applicable exemptions for the qualified property included in item 1 \$ 4235431
- 3. Total taxable value for school I&S tax purposes for the qualified property (Item 1 less Item 2) \$ 167437477
- 4. Limitation amount on appraised value specified as qualified in the 313 agreement \$ 80000000
- 5. Total taxable value for school M&O tax purposes for the qualified property (lesser of item 3 or item 4) \$ 80000000

SECTION 5A: Wage and Employment Information for Applications Prior to Jan. 1, 2014 (#1 Through 999)

ONLY COMPLETE THE WAGE SECTION (5A or 5B) THAT APPLIES TO YOUR APPLICATION. You can find your application number on the website at comptroller.texas.gov/economy/local/ch313/agreement-docs.php

NOTE: All statutory references in Section 5A are for statute as it existed prior to Jan. 1, 2014. For job definitions see TAC §9.1051(14) and Tax Code, §313.021(3). If the agreement includes a definition of "new job" other than TAC §9.1051(14)(C), then please provide the definition "new job" as used in the agreement. Notwithstanding any waiver by the district of the requirement for the creation of a minimum number of new jobs, or any other job commitment in the agreement, Tax Code §313.024(d) requires that 80 percent of all new jobs be qualifying jobs.

- 1. How many new jobs were based on the qualified property in the year covered by this report? (See note above) 1,493
- 2. What is the number of new jobs required for a project in this school district according to §313.021(2)(A)(iv)(b), §313.051(b), as appropriate? 1,099
- 3. Did the applicant request that the governing body waive the minimum job requirement, as provided under Tax Code §313.025(f-1)? Yes No
 - 3a. If yes, how many new jobs must the approved applicant create under the waiver?
- 4. Calculate 80 percent of new jobs (0.80 x number of new jobs based on the qualified property in the year covered by this report.) 879
- 5. What is the minimum required annual wage for each qualifying job in the year covered by the report? \$ 38,581.00
- 6. Identify which of the four Tax Code sections is used to determine the wage standard required by the agreement:
 - §313.021(5)(A) or §313.021(5)(B) or §313.021(3)(E)(ii) or §313.051(b)
- 6a. Attach calculations and cite exact Texas Workforce Commission data source as defined in TAC §9.1051.
- 7. Does the agreement require the applicant to provide a specified number of jobs at a specified wage? Yes No
 - 7a. If yes, how many qualifying jobs did the approved applicant commit to create in the year covered by the report? 879
 - 7b. If yes, what annual wage did the approved applicant commit to pay in the year covered by the report? \$ 38,851.00

- 7c. If yes, how many qualifying jobs were created at the specified wage in the year covered by the report? 1,493
- 8. How many qualifying jobs (employees of this entity and employees of a contractor with this entity) were based on the qualified property in the year covered by the report? 1,493
- 8a. Of the qualifying job-holders last year, how many were employees of the approved applicant? 1,089
- 8b. Of the qualifying job-holders last year, how many were employees of an entity contracting with the approved applicant? 404
- 8c. If any qualifying job-holders were employees of an entity contracting with the applicant, does the approved applicant or assignee have documentation from the contractor supporting the conclusion that those jobs are qualifying jobs? Yes No N/A

SECTION 5B: Wage and Employment Information for Applications After Jan. 1, 2014 (#1000 and Above)

ONLY COMPLETE THE WAGE SECTION (5A or 5B) THAT APPLIES TO YOUR APPLICATION. You can find your application number on the website at comptroller.texas.gov/economy/local/ch313/agreement-docs.php.

NOTE: For job definitions see TAC §9.1051(14) and Tax Code, §313.021(3).

QUALIFYING JOBS

- 1. What is the number of new qualifying jobs the applicant committed to create in the year covered by this report?
- 2. Did the applicant request that the governing body waive the minimum qualifying job requirement, as provided under Tax Code §313.025(f-1)? Yes No
- 2a. If yes, how many new qualifying jobs must the approved applicant create under the waiver?
- 3. Which Tax Code section are you using to determine the wage standard required for this project? §313.021(5)(A) or §313.021(5)(B)
- 3a. Attach calculations and cite exact Texas Workforce Commission data sources as defined in TAC §9.1051.
- 4. What is the minimum required annual wage for each qualifying job in the year covered by this report? \$
- 5. What is the annual wage the applicant committed to pay for each of the qualifying jobs in the year covered by this report? \$
- 6. How many qualifying jobs (employees of this entity and employees of a contractor with this entity) were based on the qualified property in the year covered by the report?
- 6a. Of the qualifying job-holders last year, how many were employees of the approved applicant?
- 6b. Of the qualifying job-holders last year, how many were employees of an entity contracting with the approved applicant?
- 6c. If any qualifying job-holders were employees of an entity contracting with the applicant, does the approved applicant or assignee have documentation from the contractor supporting the conclusion that those jobs are qualifying jobs? Yes No N/A
- 7. Do the qualifying jobs meet all minimum requirements set out in Tax Code §313.021(3) and TAC 9.1051(30)? Yes No

NON-QUALIFYING JOBS

- 8. What is the number of non-qualifying jobs the applicant had on Dec. 31 of the year covered by this report?
- 9. What was the average wage you were paying for non-qualifying jobs on Dec. 31 of the year covered by this report? .. \$
- 10. What is the county average weekly wage for non-qualifying jobs, as defined in TAC §9.1051? \$

MISCELLANEOUS

- 11. Did the applicant rely on a determination by the Texas Workforce Commission under the provisions §313.024(3)(F) in meeting the minimum qualifying job requirements? Yes No
- 11a. If yes, attach supporting documentation to evidence that the requirements of §313.021(3)(F) were met.
- 12. Are you part of a Single Unified Project (SUP) and relying on the provisions in Tax Code §313.024(d-2) to meet the qualifying job requirements? Yes No
- 12a. If yes, attach supporting documentation from the Texas Economic Development and Tourism Office including a list of the other school district(s) and the qualifying jobs located in each.

SECTION 6: Qualified Investment During Qualified Time Period

ENTITIES ARE NOT REQUIRED TO COMPLETE THIS SECTION IF THE YEAR COVERED BY THE REPORT IS AFTER THE QUALIFYING TIME PERIOD OF THEIR AGREEMENT.

1. What is the qualified investment expended by this entity from the beginning of the qualifying time period through the end of the year covered by this report? \$ 357,314,811.00
2. Was any of the land classified as qualified investment? Yes No
3. Was any of the qualified Investment leased under a capitalized lease? Yes No
4. Was any of the qualified Investment leased under an operating lease? Yes No
5. Was any property not owned by the applicant part of the qualified investment? Yes No

SECTION 7: Partial Interest

THE FOLLOWING QUESTIONS MUST BE ANSWERED BY ENTITIES HAVING A PARTIAL INTEREST IN AN AGREEMENT.
For limitation agreements where there are multiple company entities that receive a part of the limitation provided by the agreement: 1) each business entity not having a full interest in the agreement should complete a separate form for their proportionate share of required employment and investment information; and, 2) separately, the school district is required to complete an Annual Eligibility Report that provides for each question in this form a sum of the individual answers from reports submitted by each entity so that there is a cumulative Annual Eligibility Report reflecting the entire agreement.

1. What was your limitation amount (or portion of original limitation amount) during the year covered by this report? 80,000,000.00
2. Please describe your interest in the agreement and identify all the documents creating that interest.

Under Exhibit 3 of the Limitation Agreement (applicant's qualified investment) "all property for which applicant is seeking limitation on the appraised value will be owned by applicant and affiliated group or a valid assignee pursuant to this agreement".

SECTION 8: Approval

"I am the authorized representative for the Company submitting this Annual Eligibility Report. I understand that this Report is a government record as defined in Chapter 37 of the Texas Penal Code. The information I am providing on this Report is true and correct to the best of my knowledge and belief."

print here	Jonathan Horn <small>Print Name (Authorized Company Representative)</small>	Business Resource Manager <small>Title</small>
sign here	Jonathan Horn <small>Signature (Authorized Company Representative)</small>	Digitally signed by Jonathan Horn Date: 2020.06.05 16:42:13 -05'00' 06/05/2020 <small>Date</small>
print here	Toby A Gualandri <small>Print Name of Preparer (Person Who Completed the Form)</small>	830-386-2634 <small>Phone</small>



Franchise Tax Account Status

As of : 06/10/2020 09:08:03

This page is valid for most business transactions but is not sufficient for filings with the Secretary of State

CATERPILLAR INC.

Texas Taxpayer Number 13706027441

Mailing Address 100 NE ADAMS ST PEORIA, IL 61629-0002

Right to Transact Business in Texas ACTIVE

State of Formation DE

Effective SOS Registration Date 05/07/1986

Texas SOS File Number 0006917606

Registered Agent Name C T CORPORATION SYSTEM

Registered Office Street Address 1999 BRYAN ST., STE. 900 DALLAS, TX 75201

Schedule A

Caterpillar Inc. Contact list:

Business Resources

Jonathan Horn, Business Resource Manager

Phone: 830-386-2673

Email: Horn_Jonathan@perkins.com

Address:

1720 W Kingsbury St.

Seguin, TX 78155

Caterpillar Corporate Tax

Caesar Jackson, Property tax

Phone: 309-578-1826

Email: Jackson_Caesar@cat.com

Address:

AB4295

100 NE Adams

Peoria, IL 61629

Tax Consultant

Mart Armstrong

The Armstrong Company

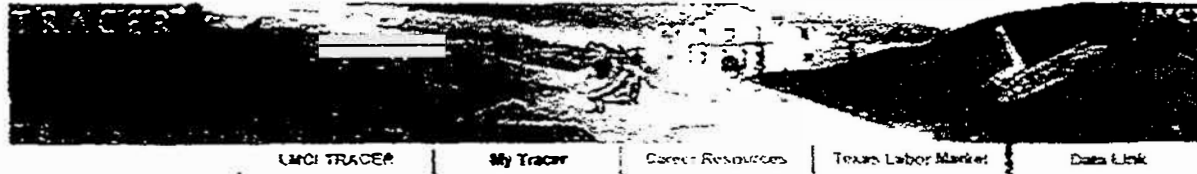
PO Box 1010

McKinney, TX 75070

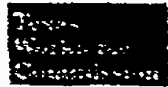
Office (800) 510-5022

Office (469) 452-7045

Cell (972) 768-9128



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Quarterly Employment and Wages (QCEW)

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STANDARD WAGES OVER 1,000 EMPLOYEE PROVISIONS

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- Unemployment (LAUS)
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- Quarterly Employment and Wages (QCEW)
- Wages by Profession
- Projections - Occupation
- Projections - Industry
- Consumer Price Index
- Income
- Starting Salaries
- Population

Year	Period	Area	Ownership	Division	Level	Ind Code	Industry	Avg Weekly Wage
2008	1st Qtr	Guadalupe County	Total All	00	0	10	Total, All Industries	\$647
2008	2nd Qtr	Guadalupe County	Total All	00	0	10	Total, All Industries	\$853
2008	3rd Qtr	Guadalupe County	Total All	00	0	10	Total, All Industries	\$677
2008	4th Qtr	Guadalupe County	Total All	00	0	10	Total, All Industries	\$724

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AVG= \$674.50/WK
 @110% WEEKLY: \$741.95

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773-3D 2020 12	SR
Biennial Progress Report Form for Texas Economic Development Act - Three-Digit Chapter 313 Projects - 2020 Form - (50-773A Form, Excel Workbook Tab #2)	
Application #:	160
1. Name of school district	Seguin ISD
2. Name of central appraisal district (CAD) appraising the qualified property in this school district	Guadalupe Appraisal District
3. Name of project on original application (or short description of facility)	Global Manufacturing Source for Caterpillar Inc. C9-C18L Eng.
4. Name of company/companies entering into original agreement with district. [Please separate name of companies with semicolons. Use as many semicolons as needed.]	Caterpillar Inc.
1. Company name of agreement holder responsible for 313 reporting	Caterpillar Inc.
2. Texas Tax ID number of agreement holder responsible for 313 reporting	13706027441
3. NAICS Code of current agreement holder(s) (6 Digit)	333618
4. Complete mailing address of agreement holder responsible for 313 reporting	100 NE Adams Street, Peoria, IL 61629
5. Name of company contact person of agreement holder responsible for 313 reporting	Jonathan Horn
6. Title/Company	Business Resource Manager/Perkins
7. Phone	830-386-2673
8. Email	Horn_Jonathan@perkins.com
9. List the name and Texas Tax ID number of all agreement holders--including yourself (Please separate company names and tax ID numbers with semicolons. Use as many semicolons as needed.)	Caterpillar Inc; 13706027441
10. Are you reporting for all agreement holders? [Please respond with "YES" or "NO" at right.]	YES
11. If NO, please list all agreement holders that you are reporting for including yourself. [Please separate with semicolons.]	NA
12. Are any companies listed in (10) or (11) above holding your franchised tax compliance reporting group?	NA
1. Date original limitation agreement executed [MM-DD-YYYY]	12-17-2009
2. First complete year of qualifying time period [YYYY]	2010
YYYY where 'X'=1,2,3 or 4 and 'YYYY' is year [Ex: "Q4 2022"]	Q2 2010
4. First year of property value limitation (Beginning of eight-year limitation period) [YYYY]	2012
1. Limitation amount in executed agreement application (not total investment)	\$80,000,000
qualifying time period and December 31, 2019.]	\$138,500,000
	\$369,436,631
1. What was the number of permanent existing jobs at this facility prior to application?	0
2. What is the maximum number of qualifying jobs applicant committed to create on application?	879
indicate the first year during which applicant committed to create any new jobs on that schedule. If the FOR REPORTING YEAR 2019, please submit actual 2019 data for the next four (4) items.	2009
4. Actual number of qualifying jobs in 2019	1493
5. The total number of new jobs created since the beginning of the qualifying time period though 2019	1493
6. Median annual wage of all new jobs in 2019	\$44,503
7. Total wages of all new jobs total in 2019	\$94,505,774
certified by the agreement holder responsible for 313 reporting, or a designee authorized to act on behalf of	
1. Signature /s/	/s/Jonathan Horn
2. Title/Company	Business Resource Manager/Perkins
3. Complete mailing address	1720 W Kingsbury St, New Braunfels TX 78130
4. Phone	830-386-2673
5. Email	Horn_Jonathan@perkins.com

Part I. General Information		Part II. Depreciation		Part III. Section 179 Expense		Part IV. Bonus Depreciation	
1. Name of the taxpayer	2. Taxpayer's EIN	3. Property description	4. Date placed in service	5. Basis	6. Section 179 expense	7. Bonus depreciation	8. Depreciation
ABC Corporation	12-3456789	Office building	01/15/2018	1,000,000	0	0	100,000
		Equipment	02/01/2018	500,000	50,000	0	50,000
		Vehicle	03/10/2018	20,000	2,000	0	2,000
		Software	04/01/2018	100,000	10,000	0	10,000
		Land	05/01/2018	500,000	0	0	0
		Construction in progress	06/01/2018	100,000	0	0	0
		Other	07/01/2018	100,000	0	0	0
		Total		1,800,000	62,000	0	162,000

ACTION ITEM: **Approval of the 2020 – 2021 Targeted Improvement Plans for A.J. Briesemeister, Jim Barnes, Patlan, Rodriguez, and Vogel**

RECOMMENDATION: That the Board approve the Targeted Improvement Plans.

RATIONALE: Under the provisions of Texas Education Code (TEC) Chapter 39A.056 and 39A.057 and 19 Texas Administrative Code (TAC) 97.1063, all F and D rated campuses along with the District are required to develop a Targeted Improvement Plan (TIP). This plan addresses all domain performance measures not meeting the required performance standard in the State’s academic accountability rating system. In developing these plans, campuses are required to follow the Effective School Framework model, collect and analyze data, determine the factors contributing to unacceptable performance, and include specific intervention activities for improvement. Stakeholder input was solicited and taken into consideration as each campus developed their TIP.

REFERENCE and COMPLIANCE: AIC (LEGAL) Accountability Investigations and Sanction; Strategic Priority 1: Improve student learning through improved instructional practice

PAPERWORK IMPACT: None

BUDGET IMPACT/ INFORMATION: Items contained in the plans are budgeted in the respective campus and district budgets.

EXHIBITS: Copies of A.J. Briesemeister, Jim Barnes, Patlan, Rodriguez, and Vogel Targeted Improvement Plans

RESOURCE PERSONNEL: Mark Cantú, Chief Academic Officer

Submitted by: Matthew Gutierrez Date Submitted: 10/27/20
(Signature) _____
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, Texas 78155
(Telephone) (830) 401-8614

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.


The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

A.J. Briesemeister MS

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
A.J. Briesemeister Middle School	Mark Cantu, Chief Academic Officer
Campus Number:	Superintendent Name:
094901042	Dr. Matthew Gutierrez
Date:	
Wednesday, October 21, 2020	
	

CAMPUS INFORMATION							
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	Seguin ISD	Campus Name	AJ Briesemeister Middle School	Superintendent	Dr. Matthew Gutierrez	Principal	Dr. James Diaz
District Number	094901	Campus Number	000000042	District Coordinator of School Improvement (DCSI)	Mark Cantu	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Jamie Goodwin
ASSURANCES							
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.							
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Mark Cantu, October 21, 2020	
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					<Enter Name and Date>	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.					Dr. James Diaz October 21, 2020	
Board Approval Date	27-10-2020						
DATA ANALYSIS							
Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.					https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html		

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: Approaches 69 Meets: 41 Masters: 14 Rationale: The district data analyst reviewed data from prior years and determined that these goals will lead our campus to a B rating.</p> <p>Domain 2B: Approaches 69, Meets 41, Masters 14 Rationale: The district data analyst reviewed data from prior years and determined that these goals will lead our campus to a B rating.</p> <p>Domain 3: We will reach 28 out of 48 evaluated targets in Academic Achievement. Rationale: The district data analyst reviewed data from prior years and determined that these goals will lead our campus to a B rating.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: Reading will move from 61% to 72% in approaches, 28% to 44% in meets and 11% to 17% in masters. Math will move from 66% to 77% in approaches, 28% to 46% in meets and 7% to 13% in masters. Science will move from 55% to 66% in approaches, 21% to 35% in meets and 6% to 12% in masters. Social studies will move from 48% to 59% in approaches, 16% to 27% in meets, and 6% to 12% in masters. Writing will move from 37% to 48% in approaches, 17% to 31% in meets, and 4% to 9% in masters.</p> <p>Domain 2B: Reading will move from 61% to 72% in approaches, 28% to 44% in meets and 11% to 17% in masters. Math will move from 66% to 77% in approaches, 28% to 46% in meets and 7% to 13% in masters. Science will move from 55% to 66% in approaches, 21% to 35% in meets and 6% to 12% in masters. Social studies will move from 48% to 59% in approaches, 16% to 27% in meets, and 6% to 12% in masters. Writing will move from 37% to 48% in approaches, 17% to 31% in meets, and 4% to 9% in masters.</p> <p>Domain 3: We will meet 28 targets this year compared to 1 last year.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	
CAMPUS FOCUS AREAS		
Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic (if available)</i> to complete the following section.		
Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)	
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Beginning Implementation	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Planning for Implementation	
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation	
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation	
5.3 Data-driven instruction.	2 - Planning for Implementation	
PRIORITIZED FOCUS AREAS		

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasess.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasess.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	2.1
Rationale	An objective-driven daily lesson plan is a foundational component to ensure rigorous instruction occurs for all students. The daily formative assessment data should inform instruction and necessary adjustments based on levels of student mastery. This essential action was a prioritized focus area in the 2019-2020 TIP and based on the Site Visit report it continues to be an area of focus.	Data-driven instruction is a foundational component to ensure teachers adjust instruction based on student needs. This essential action was a prioritized focus area in the 2019-2020 TIP because discussions of student data and instructional practices were inconsistent among teachers and administrators. The 2019-2020 TIP focused on student growth in ELAR and Math essential standards. This work will continue in the 2020-2021 TIP because positive momentum was gained last school year but final results were not seen due to school closures.	The need for teachers to feel supported and invested in by the campus is a high priority, especially with current school conditions. Feedback from the Site Visit Report identified this as a prioritized area of focus. Work on the 2019-2020 TIP focused on developing a strong campus mission and vision (3.1) and some inroads were made in this essential action. Focus will now be on building teacher capacity, creating avenues for teacher voice, and developing teacher leaders to support overall campus commitments.
How will the campus build capacity in this area? Who will you partner with?	Lesson planning will continue to be a focus of weekly PLC meetings with grade level content teams. The campus administrative team will provide weekly feedback on lesson plans. We will partner with the district Learning and Leadership Services team who developed a new lesson plan template and is providing ongoing support to teachers in using the new format. Campus administrators are also partnering with Relay ILPD to build capacity in the area of providing written feedback on lesson plans.	Positive momentum was made in the areas of DDI and returning teachers have expressed wanting to continue using systems and processes introduced last school year. DDI will continue to be a focus of PLCs and the campus instructional focus calendar includes all assessment dates and when data meetings will be held to review results. We will work with the district Learning and Leadership Services team to develop resources that support students tracking growth over time. The District Data Analyst will support in providing data to both teachers and students, through individualized student learning reports. Campus administrators are also partnering with Relay ILPD to build capacity in the area of DDI.	The campus will identify key teacher leaders to support campus systems, especially in the Department Lead roles. Time and space will be created during the school year to support these teacher leaders in their work. PLC culture and structure will be modeled through leadership meetings and campus-wide PLC expectations have been set. Campus walkthrough system will focus on developing teacher instructional capacity, through the A.J. Briesemeister Middle School Key Teacher Moves. New teacher development will take place through monthly Teachers Teaching Teachers (T3) professional learning sessions.

<p>Barriers to Address throughout this year</p>	<p>Teacher understanding of the lesson plan components. Balancing face-to-face and remote learning in the weekly lesson plan template. Expectations for providing feedback considering that lesson plans were written in conjunction with district content coordinators and teachers from the other district middle school campus. Also, timing of posting lesson plans to remote learning platforms is Friday of the week before and this will impact feedback timing.</p>	<p>Training new teachers in DDI processes. Developing a DDI culture in a remote learning environment. Access to technology for students to ensure data can be collected with social distancing considerations. Developing cyclical process for student learning reports and finding time and space to implement during school day.</p>	<p>Training new Department Leads. Ensuring focus is put on leadership development, along with campus needs and tasks. Remote learning considerations and impact on communication within a team.</p>
<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>Lesson plan components will be addressed regularly in PLCs. District PLCs will be held bi-monthly as an opportunity for the Learning and Leadership Services Team to work with teachers on lesson planning. Campus PLCs will focus on giving feedback to lesson plans using the ICLE Rigor/Relevance Rubrics as a framework. Campus administrators have worked to develop scripted components to campus procedures, which has served as a model for time stamping and pacing lessons.</p>	<p>Data driven instruction has been identified as a campus focus area for the upcoming school year. Intentional steps and DDI processes have been scripted to share with staff when they return. Campus PLC time will prioritize DDI practices, including regularly reviewing assessment data and student work samples. Assessment data will be celebrated and shared via campus communications.</p>	<p>Bi-weekly meetings will be held with Department Leads during a common off period (TLT). The Academic Dean will primarily work with the team during this time to develop their leadership skills, especially in facilitating campus PLCs. Campus administration will create structures and systems to ensure ongoing opportunities exist for teacher communication. TLT Learning Walks will be conducted twice a six weeks to observe campus instructional patterns and trends and results were shared with campus.</p>
<p>Desired Annual Outcome</p>	<p>Develop campus system to monitor lesson plans weekly to ensure daily use of aligned learning target and exit ticket. Develop PLC schedule to include time for review and updating of lesson plans. Ensure all teachers have time stamped lesson plans that are posted outside of their room daily.</p>	<p>Develop campus PLC expectations that include participation in collaborative meetings twice a week with their content area team and/or department. PLC protocols will include reviewing evidence of student learning. PLC data meetings will be held regularly to review exit ticket, CFA, and unit assessment data. Develop a system of reteach and targeted intervention for the essential standards, focusing on growth of student mastery of course essential standards. Develop system for student involvement in determining mastery of learning for each core content course.</p>	<p>Develop campus observation cycle with targeted areas of focus: A.J. Briesemeister Middle School Key Teacher Moves, ICLE Rigor/Relevance Rubrics. Campus committees are developed to improve avenues for teacher voice. Development of Department Leads to serve as teacher leaders for each content area, to include the ability to regularly facilitate campus PLCs. All Department Lead positions are retained for the following school year, to provide consistency.</p>
<p>District Commitment Theory of Action</p>	<p>If District policies and practices support effective instruction in schools, and the District ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and Prekindergarten-12nd grade math and reading, then, the campuses can develop a monitoring system for aligned lesson plans and assessments.</p>	<p>If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data.</p>	<p>If the district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development; then, the campuses can better support teachers.</p>

A.J. Briesemeister MS

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of Assessments at Approaches/Meets/Masters for your campus in column H in the Form App/Meets/Ma (for example: 60/20/10).

If you prefer to enter the data by each grade level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combination of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

You will choose which tested subjects to track for these indicators.

Your TEA Specialist can assist you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement-Track Meets ONLY

If tracking Student Success (E/MTS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMA.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the duration of the school year in regard to COVID-19.

** To unfreeze panels, select the View tab and click the Freeze Panels button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments												
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal	
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result		
1. Domain 1	% of Students at Approaches, Meets and Masters	A1	A1	Reading	Approaches	STAAR	61%		ELAR UA 3A (Grade 6-8)	65%		ELAR UA 3 (Grades 6-8)	65%		Interim/Benchmark	70%		70%	
		A1	A1	Reading	Meters	STAAR	20%		ELAR UA 3A (Grade 6-8)	32%		ELAR UA 3 (Grades 6-8)	30%		Interim/Benchmark	40%		40%	
		A1	A1	Reading	Masters	STAAR	11%		ELAR UA 3A (Grade 6-8)	12%		ELAR UA 3 (Grades 6-8)	14%		Interim/Benchmark	15%		17%	
		A1	A1	Mathematics	Approaches	STAAR	64%		Math UA 3 (Grade 6), Math UA 3 (Grade 7), Math UA 3/Algebra 1 (Grade 8)	70%		Math UA 3 (Grade 6), Math UA 3 (Grade 7), Math UA 3/Algebra 1 (Grade 8)	74%		Interim/Benchmark	70%		77%	
		A1	A1	Mathematics	Meters	STAAR	20%		Math UA 3 (Grade 6), Math UA 3 (Grade 7), Math UA 3/Algebra 1 (Grade 8)	32%		Math UA 3 (Grade 6), Math UA 3 (Grade 7), Math UA 3/Algebra 1 (Grade 8)	30%		Interim/Benchmark	40%		40%	
		A1	A1	Mathematics	Masters	STAAR	7%		Math UA 3 (Grade 6), Math UA 3 (Grade 7), Math UA 3/Algebra 1 (Grade 8)	8%		Math UA 3 (Grade 6), Math UA 3 (Grade 7), Math UA 3/Algebra 1 (Grade 8)	11%		Interim/Benchmark	12%		13%	
		A1	A1	Science	Approaches	STAAR	55%		Science UA 3 (Grade 8)	59%		Science UA 6 (Grade 8)	60%		Interim/Benchmark	60%		60%	
		A1	A1	Science	Meters	STAAR	21%		Science UA 3 (Grade 8)	25%		Science UA 6 (Grade 8)	30%		Interim/Benchmark	32%		35%	
		A1	A1	Science	Masters	STAAR	8%		Science UA 3 (Grade 8)	7%		Science UA 6 (Grade 8)	8%		Interim/Benchmark	11%		13%	
		A1	A1	Social Studies	Approaches	STAAR	48%		Social Studies UA (Grade 8)	52%		Social Studies UA 4 (Grade 8)	50%		Interim/Benchmark	50%		50%	
		A1	A1	Social Studies	Meters	STAAR	10%		Social Studies UA (Grade 8)	10%		Social Studies UA 4 (Grade 8)	10%		Interim/Benchmark	12%		20%	
		A1	A1	Social Studies	Masters	STAAR	6%		Social Studies UA (Grade 8)	7%		Social Studies UA 4 (Grade 8)	8%		Interim/Benchmark	11%		13%	
		A1	A1	Writing	Approaches	STAAR	37%		UA 3 (Grade 7)	42%		Writing OA 3 (Grade 7)	43%		Interim/Benchmark	47%		48%	
A1	A1	Writing	Meters	STAAR	17%		UA 3 (Grade 7)	18%		Writing OA 3 (Grade 7)	14%		Interim/Benchmark	20%		31%			
A1	A1	Writing	Masters	STAAR	4%		UA 3 (Grade 7)	5%		Writing OA 3 (Grade 7)	7%		Interim/Benchmark	8%		10%			
2. Domain 3 Focus 1	Focus 3 Components (Choose Test Targets in the Academic Achievement or Student Success Indicator)	A1				STAAR													
		A1				STAAR													
3. Domain 3 Focus 2	Focus 3 Components (Choose Test Targets in the Academic Achievement or Student Success Indicator)	A1				STAAR													

A.J. Briesemeister MS

1. Student Name	2. 2008-2009 Grades in the academic achievement of Science (SUS) and (SUS)	3. AP				4. STAA												
5. Student ID#	6. EAP Component	7. AP	8. English (EAP)	9. TEAMS	10. AP	11. TEAMS	12. PW											13. PW

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	2.1
Desired Annual Outcome	Develop campus system to monitor lesson plans weekly to ensure daily use of aligned learning target and exit ticket. Develop PLC schedule to include time for review and updating of lesson plans. Ensure all teachers have time stamped lesson plans that are posted outside of their room daily.	Develop campus PLC expectations that include participation in collaborative meetings twice a week with their content area team and/or department. PLC protocols will include reviewing evidence of student learning. PLC data meetings will be held regularly to review exit ticket, CFA, and unit assessment data. Develop a system of reteach and targeted intervention for the essential standards, focusing on growth of student mastery of course essential standards. Develop system for student involvement in determining mastery of learning for each core content course.	Develop campus observation cycle with targeted areas of focus: A. J. Briesemeister Middle School Key Teacher Moves, ICLE Rigor/Relevance Rubrics. Campus committees are developed to improve avenues for teacher voice. Development of Department Leads to serve as teacher leaders for each content area, to include the ability to regularly facilitate campus PLCs. All Department Lead positions are retained for the following school year, to provide consistency.
Desired 90-day Outcome	Work through concerns with new lesson planning template and establish expectation that all teachers will submit lesson plans weekly. All teachers will submit weekly lesson plans by specified campus deadline. Develop system for campus administrators to review lesson plans weekly and provide feedback. Implement PLC schedule with specific protocols for district and campus PLCs to include reviewing and tweaking lesson plans.	Implement PLC schedule with specific protocols for reviewing evidence of student learning. All teachers will set up weekly exit ticket data trackers that will be reviewed regularly in PLC meetings. Establish CFA and unit assessment data analysis protocols. Begin targeted student interventions during flexible intervention time focusing on TEKS/skills of focus from assessment data. Establish system for whole group reteach and documenting in lesson plans. Begin using student learning reports with students.	Establish campus observation cycle using the A.J. Briesemeister Middle School Key Teacher Moves. Establish campus committee calendar and protocols for ensuring teacher voice.

Barriers to Address During this Cycle	Teachers working through a new lesson plan format. Teachers working through personalizing lesson plans that were developed collaboratively over the summer. Adjustment to new master schedule - teachers only have one planning time this school year and last year they had two. Finally, teachers have to develop lesson plans for both face-to-face and remote learners.	Teachers working through time-intensive data processes, specifically setting up exit ticket tracker and updating it daily. Administrators keeping track of multiple assessment dates and ensuring data is reviewed in PLCs in a timely manner. Considering time of data analysis protocols and if teachers should focus on being able to pull data or developing reteach plans. Developing customized student learning reports.	Clarifying roles and responsibilities of campus committees. Beginning observation cycle with start of new school year and opening campus.
District Actions for this Cycle	District PLCs will be held bi-weekly to support big picture unit planning. District professional learning days will be held to provide time for big picture unit planning and day-to-day lesson planning. Provide ongoing support for lesson plan components through resources available in content areas digital binders.	LLS team will support campuses by providing data within 72 hours of each test. The LLS team will help create protocols for data analysis and assist at both the teacher and administrative level to ensure data analysis reaches the student misconception level and action plans are created in response to student strengths and needs.	Support campus administrators through coaching and modeling leadership expectations. Support development of Department Lead positions, including new General Electives Department Lead position. Work with content coordinators to develop capacity in Department Leads.
District Commitment Theory of Action	If District policies and practices support effective instruction in schools, and the District ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and Prekindergarten-12nd grade math and reading, then, the campuses can develop a monitoring system for aligned lesson plans and assessments.	If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data.	If the district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development; then, the campuses can better support teachers.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Administrators will check lesson plans weekly and provide feedback, focusing on alignment of learning target and exit ticket.	5.1	September - November	AJBMS Lesson Plan Folder, Google Sheet to check lesson plans	TTESS Administrators	Lesson plan check Google Sheet	Weekly, End of 1st Six Weeks: October 16, November 30		
Implement Campus PLC Protocol focusing on either alignment of learning target and exit ticket or questions for instructional planning (based on ICLE Rigor/Relevance rubrics).	5.1	September - June	Campus PLC expectations, protocols, questions for instructional planning	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Campus PLC agendas, adjusted lesson plans	Bi-weekly campus PLCs		
Provide half-day classroom coverage for grade level core content teams to engage in day-to-day lesson planning.	5.1	October	Sub coverage	Academic Dean	Completed lesson plans for three weeks	End of planning day		
District professional learning days will be focused on big picture unit planning and day-to-day planning.	5.1	October 16 and November 6	PL agenda	LLS Coordinators, Campus admin for support	Completed unit plans for six weeks	End of PL days		
Work with ICLE consultant to support lesson planning process, focusing on alignment of learning target, exit ticket, and differentiated instructional activities.	5.1	September 25, November 11	PLC agenda	LLS Director of PL and Secondary, Academic Dean	Adjusted lesson plans	September 25, November 11		
Implement Campus PLC Protocol focusing on evidence of student learning, including exit tickets and CFA data.	5.3	September - June	Campus PLC expectations, protocols	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Campus PLC agendas, notes about next steps based on evidence of student learning	Bi-weekly campus PLCs		

Teachers will track individual student exit tickets daily and input data into weekly Exit Ticket Tracker shared digital file.	5.3	September - June	Digital Exit Ticket Tracker	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Individual teacher exit ticket trackers in charged campus folder	Weekly, End of 1st Six Weeks: October 16, November 30		
Establish CFA and unit assessment data analysis protocols and action planning to be implemented during bi-weekly PLC meetings.	5.3	September - June	Data analysis protocols	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Completed UA data protocols, notes on CFA data in PLC agendas, notes in lesson plans for re-teach	Within a week of CFA and/or UA test administration		
Review unit plans to identify in class reteach/reassess day within a week of the unit assessment.	5.3	October 16	District pacing and assessment calendars, six weeks calendars	LLS Director of PL and Secondary, Academic Dean	Adjusted calendars including reteach/reassess day	October 16		
Provide targeted student interventions for all core subjects 2-3 times a week through Brieese Brainiacs during TAG time (flexible intervention period).	5.3	October 26 - November 13	TEKS/skill of focus for interventions, student lists, intervention lessons	Academic Dean and Department Leads	Interventions plans: lessons, rosters of students, daily check for mastery	November 13		
Develop first six weeks student learning report to represent learning in all core classes and implement with students during TAG Time.	5.3	October 22	Student learning report, student data	Academic Dean	Completed student learning reports with student reflection	October 22		
Develop weekly walkthrough calendar with specific AJB Key Teacher Moves of focus.	2.1	September - November	Weekly walkthrough schedule, AJB Key Teacher Moves tool, feedback form	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Completed walkthroughs in Strive	Weekly campus walkthrough reports		
Begin Teaching and Learning Team (TLT) meeting biweekly during 7th period.	2.1	September - June	TLT agendas	Academic Dean and Department Leads	TLT agendas	November 27		
Conduct two learning walks per six weeks with the Teaching and Learning Team, focusing on campus instructional patterns and trends.	2.1	September - June	Learning Walk schedule and data collection tool	Academic Dean and Department Leads	Data collection tool and campus email with trends	November 27		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE		
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	2.1
Desired Annual Outcome	Develop campus system to monitor lesson plans weekly to ensure daily use of aligned learning target and exit ticket. Develop PLC schedule to include time for review and updating of lesson plans. Ensure all teachers have time stamped lesson plans that are posted outside of their room daily.	Develop campus PLC expectations that include participation in collaborative meetings twice a week with their content area team and/or department. PLC protocols will include reviewing evidence of student learning. PLC data meetings will be held regularly to review exit ticket, CFA, and unit assessment data. Develop a system of reteach and targeted intervention for the essential standards, focusing on growth of student mastery of course essential standards. Develop system for student involvement in determining mastery of learning for each core content course.	Develop campus observation cycle with targeted areas of focus: A.J. Briesemeister Middle School Key Teacher Moves, ICLE Rigor/Relevance Rubrics. Campus committees are developed to improve avenues for teacher voice. Development of Department Leads to serve as teacher leaders for each content area, to include the ability to regularly facilitate campus PLCs. All Department Lead positions are retained for the following school year, to provide consistency.
Desired 90-day Outcome	Weekly lesson plan feedback continues, but shifts to using the questions for instructional planning (based on the ICLE Rigor/Relevance rubrics) as a focus. Campus PLCs continue using the protocols established in Cycle 1	Continue PLC meetings and protocols established in Cycle 1. Continue exit ticket data collection daily and input into digital tracker weekly. Continue data analysis protocols for CFAs and UAs, focusing on plans for reteach. Continue three-week cycles of targeted interventions (Briese Brainiacs) during TAG Time. Use students learning reports with students at the end of the second and third six weeks.	Continue campus observation cycle using the ICLE Rigor/Relevance Rubrics. Continue implementing campus committee calendar and protocols for ensuring teacher voice.

Barriers to Address During this Cycle	Implementation of questions for instructional planning in lesson plan feedback, specifically the calibration of campus administrators and teacher mindset.	Ongoing logistics for Briese Brainiacs targeted interventions and managing student rosters. Time to develop targeted intervention lessons.	Implementation of ICLE Rigor/Relevance rubrics, specifically the calibration of campus administrators and teacher mindset. Need to address feedback form for ICLE rubrics.
District Actions for this Cycle	District PLCs will continue to be held bi-weekly. Ensure LLS Coordinators attend campus PLCs and use common language around questions for instructional planning. District professional learning days will be held to provide time for big picture unit planning and day-to-day lesson planning.	LLS team will support campuses by providing data within 72 hours of each test. The LLS team will help create protocols for data analysis and assist at both the teacher and administrative level to ensure data analysis reaches the student misconception level and action plans are created in response to student strengths and needs. Support any data analysis needed exit tickets and student learning reports.	Continue to support campus administrators through coaching and modeling leadership expectations. Work with content coordinators to develop capacity in Department Leads.
District Commitment Theory of Action	If District policies and practices support effective instruction in schools, and the District ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and Prekindergarten-12nd grade math and reading, then, the campuses can develop a monitoring system for aligned lesson plans and assessments.	If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data.	If the district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development; then, the campuses can better support teachers.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Continue to implement Campus PLC Protocol focusing on either alignment of learning target and exit ticket or questions for instructional planning (based on ICLE Rigor/Relevance rubrics).	5.1	September - June	Campus PLC expectations, protocols, questions for instructional planning	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Campus PLC agendas, adjusted lesson plans	Bi-weekly campus PLCs		
Administrators will continue to check lesson plans weekly and provide feedback, focusing on questions for instructional planning.	5.1	December - June	AJBMS Lesson Plan Folder, Google Sheet to check lesson plans	TTESS Administrators	Lesson plan check Google Sheet	Weekly, End of 3rd Six Weeks: January 29, February 26		
Provide half-day classroom coverage for grade level core content teams to engage in day-to-day lesson planning.	5.1	December, February	Sub coverage	Academic Dean	Completed lesson plans for three weeks	End of planning day		
District professional learning days will be focused on big picture unit planning and day-to-day planning.	5.1	January 5, February 15	PL agenda	Learning and Leadership Services Coordinators, Campus admin for support	Completed unit plans for six weeks	End of PL days		
Continue to implement Campus PLC Protocol focusing on either alignment of learning target and exit ticket or questions for instructional planning (based on ICLE Rigor/Relevance rubrics).	5.1	September - June	Campus PLC expectations, protocols, questions for instructional planning	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Campus PLC agendas, adjusted lesson plans	Bi-weekly campus PLCs		
Work with ICLE consultant to support lesson planning process, focusing on alignment of learning target, exit ticket, and differentiated instructional activities.	5.1	January 21	PLC agenda	Learning and Leadership Services Director of PL and Secondary, Academic Dean	Adjusted lesson plans	January 21		

Continue to implement Campus PLC Protocol focusing on evidence of student learning, including exit tickets and CFA data.	5.3	September - June	Campus PLC expectations, protocols	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Campus PLC agendas, notes about next steps based on evidence of student learning	Bi-weekly campus PLCs		
Teachers will continue to track individual student exit tickets daily and input data into weekly Exit Ticket Tracker shared digital file.	5.3	September - June	Digital Exit Ticket Tracker	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Individual teacher exit ticket trackers in shared campus folder	February 26		
Continue to use CFA and unit assessment data analysis protocols and action planning during bi-weekly PLC meetings.	5.3	September - June	Data analysis protocols	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Completed UA data protocols, notes on CFA data in PLC agendas, notes in lesson plans for re-teach	Within a week of CFA and/or UA test administration		
Continue to provide targeted student interventions for all core subjects 2-3 times a week through Brieese Brainiacs during TAG time (flexible intervention period).	5.3	November 30 - December 14, January 11-25, February 7 - 26	TEKS/skill of focus for interventions, student lists, intervention lessons	Academic Dean and Department Leads	Interventions plans: lessons, rosters of students, daily check for mastery	December 14, January 25, February 26		
Develop second and third six weeks student learning report to represent learning in all core classes and implement with students during TAG Time.	5.3	December 10, February 4	Student learning report, student data	Academic Dean	Completed student learning reports with student reflection	December 10, February 4		

Develop weekly walkthrough calendar to focus on ICLE Rigor/Relevance rubric.	2.1	December - February	Weekly walkthrough schedule, ICLE rubrics, feedback form	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Completed walkthroughs in Strive	Weekly campus walkthrough reports		
Continue Teaching and Learning Team (TLT) meetings biweekly during 7th period.	2.1	September - June	TLT agendas	Academic Dean and Department Leads	TLT agendas	February 26		
Conduct two learning walks per six weeks with the Teaching and Learning Team, focusing on campus instructional patterns and trends.	2.1	September - June	Learning Walk schedule and data collection tool	Academic Dean and Department Leads	Data collection tool and campus email with trends	February 26		
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?				Carryover Action Steps			New Action Steps	

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	2.1
Desired Annual Outcome	Develop campus system to monitor lesson plans weekly to ensure daily use of aligned learning target and exit ticket. Develop PLC schedule to include time for review and updating of lesson plans. Ensure all teachers have time stamped lesson plans that are posted outside of their room daily.	Develop campus PLC expectations that include participation in collaborative meetings twice a week with their content area team and/or department. PLC protocols will include reviewing evidence of student learning. PLC data meetings will be held regularly to review exit ticket, CFA, and unit assessment data. Develop a system of reteach and targeted intervention for the essential standards, focusing on growth of student mastery of course essential standards. Develop system for student involvement in determining mastery of learning for each core content course.	Develop campus observation cycle with targeted areas of focus: A.J. Briesemeister Middle School Key Teacher Moves, ICLE Rigor/Relevance Rubrics. Campus committees are developed to improve avenues for teacher voice. Development of Department Leads to serve as teacher leaders for each content area, to include the ability to regularly facilitate campus PLCs. All Department Lead positions are retained for the following school year, to provide consistency.
Desired 90-day Outcome	Shift focus to lesson planning for targeted TEKS/skill based interventions determined by student need. Development of intervention plans for state assessments.	Shift focus to targeted interventions for state assessments. Data analysis protocols will include interim/benchmark assessment administered in late February/early March.	Shift focus of walkthroughs to implementation of intervention plans. Continue implementing campus committee calendar and protocols for ensuring teacher voice.

Barriers to Address During this Cycle	Spring semester calendar constraints, including T TESS summative observations and state assessment calendar.	Spring semester calendar constraints, including T TESS summative observations and state assessment calendar.	Spring semester calendar constraints, including T TESS summative observations and state assessment calendar.
District Actions for this Cycle	Provide funds for ESC 20 contract. Learning and Leadership Services Coordinators will support implementation of targeted intervention plans.	LLS team will support campuses by providing data within 72 hours of each test. The LLS team will help create protocols for data analysis and assist at both the teacher and administrative level to ensure data analysis reaches the student misconception level and action plans are created in response to student strengths and needs. Support any data analysis needed exit tickets and student learning reports.	Learning and Leadership Services Coordinators will support implementation of targeted intervention plans.
District Commitment Theory of Action	If District policies and practices support effective instruction in schools, and the District ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and Prekindergarten-12nd grade math and reading, then, the campuses can develop a monitoring system for aligned lesson plans and assessments.	If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data.	If the district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development; then, the campuses can better support teachers.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Continue to implement Campus PLC Protocol focusing on either alignment of learning target and exit ticket or questions for instructional planning (based on ICLE Rigor/Relevance rubrics).	5.1	September - June	Campus PLC expectations, protocols, questions for instructional planning	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Campus PLC agendas, adjusted lesson plans	Bi-weekly campus PLCs		
Administrators will continue to check lesson plans weekly and provide feedback, focusing on prioritized TEKS/skills based on student need.	5.1	March - May	AJBMS Lesson Plan Folder, Google Sheet to check lesson plans	TTESS Administrators	Lesson plan check Google Sheet	Weekly, End of 5th Six Weeks: April 30, May 28		
Provide half-day classroom coverage for grade level core content teams to engage in targeted intervention planning.	5.1	March	Sub coverage	Academic Dean	Completed intervention plans	End of planning day		
District professional learning days will be focused on campus initiatives and student needs.	5.1	March 12	PL agenda	Learning and Leadership Services Coordinators, Campus admin for support	Completed intervention plans for state assessments	End of PL day		
Contract with ESC 20 to develop targeted interventions for state assessments, with teacher input.	5.1	March-April	Funds for contract, identified TEKS/skills	Learning and Leadership Services Department, Academic Dean	Completed intervention lessons	March 31		
Continue to implement Campus PLC Protocol focusing on evidence of student learning, including exit tickets and CFA data.	5.3	September - June	Campus PLC expectations, protocols	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Campus PLC agendas, notes about next steps based on evidence of student learning	Bi-weekly campus PLCs		

Teachers will continue to track individual student exit tickets daily and input data into weekly Exit Ticket Tracker shared digital file.	5.3	September - June	Digital Exit Ticket Tracker	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Individual teacher exit ticket trackers in shared campus folder	March 31		
Implement interim/benchmark data analysis protocol and develop targeted action plan, focusing on student needs for state assessments.	5.3	March	Data analysis protocols	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Completed interim/benchmark data analysis protocols and plans of action	Within a week of interim/benchmark test administration		
Continue to provide targeted student interventions for all core subjects 2-3 times a week through Brieese Brainiacs during TAG time (flexible intervention period).	5.3	March 22 - April 1, April 12 - 30	TEKS/skill of focus for interventions, student lists, intervention lessons	Academic Dean and Department Leads	Interventions plans: lessons, rosters of students, daily check for mastery	April 1, April 30		
Develop cumulative student learning report to represent learning in all core classes and alignment to state assessment, and implement with students during TAG Time.	5.3	March 22, April 12	Student learning report, student data	Academic Dean	Completed student learning reports with student reflection	March 22, April 12		
Develop weekly walkthrough calendar to focus on targeted interventions.	2.1	March - May	Weekly walkthrough schedule, intervention plans	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Completed walkthroughs in Strive	Weekly campus walkthrough reports		
Continue Teaching and Learning Team (TLT) meetings biweekly during 7th period.	2.1	September - June	TLT agendas	Academic Dean and Department Leads	TLT agendas	March 31		
Conduct two learning walks per six weeks with the Teaching and Learning Team, focusing on campus instructional patterns and trends.	2.1	September - June	Learning Walk schedule and data collection tool	Academic Dean and Department Leads	Data collection tool and campus email with trends	March 31		
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								

<p>At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.</p>			
<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>			
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>			
		<p>Carryover Action Steps</p>	<p>New Action Steps</p>
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>			
<p>END OF YEAR REFLECTION</p>			
<p>Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.</p>			
	<p>Prioritized Focus Area #1</p>	<p>Prioritized Focus Area #2</p>	<p>Prioritized Focus Area #3</p>
<p>Essential Action</p>	<p>#REF!</p>	<p>#REF!</p>	<p>#REF!</p>

A.J. Briesemeister MS

Desired Annual Outcome	#REF!	#REF!	#REF!
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campuses progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			

<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>			
<p>Desired Annual Outcome</p>			
<p>Desired 90-Day Outcome</p>			
<p>How will the campus build capacity in this area? Who will you partner with?</p>			
<p>Barriers to Address throughout the year</p>			
<p>District Actions for this Cycle</p>			
<p>District Commitment Theory of Action</p>			
<p>ACTION PLAN</p>			

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.


The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Jim Barnes MS

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Jim Barnes Middle School	Mark Cantu, Chief Academic Officer
Campus Number:	Superintendent Name:
094901041	Dr. Matthew Gutierrez
Date:	
Wednesday, October 21, 2020	
	

CAMPUS INFORMATION							
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	Seguin ISD	Campus Name	Jim Barnes Middle School	Superintendent	Dr. Matthew Gutierrez	Principal	Jason Schmidt
District Number	094901	Campus Number	000000041	District Coordinator of School Improvement (DCSI)	Mark Cantu	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Jamie Goodwin
ASSURANCES							
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.							
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Mark Cantu, October 21, 2020	
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					<Enter Name and Date>	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.					Jason Schmidt, October 21, 2020	
Board Approval Date	27-10-2020						
DATA ANALYSIS							
Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.						https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html	

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: Approaches 72 Meets: 43 Masters: 17 Rationale: The district data analyst reviewed data from prior years and determined that these goals will lead our campus to a B rating.</p> <p>Domain 2B: Approaches 72, Meets 43, Masters 17 Rationale: The district data analyst reviewed data from prior years and determined that these goals will lead our campus to a B rating.</p> <p>Domain 3: We will reach 32 out of 48 evaluated targets in Academic Achievement. Rationale: The district data analyst reviewed data from prior years and determined that these goals will lead our campus to a B rating.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: Reading will move from 67% to 74% in approaches, 36% to 44% in meets and 16% to 19% in masters. Math will move from 68% to 75% in approaches, 38% to 46% in meets and 12% to 15% in masters. Science will move from 69% to 76% in approaches, 44% to 50% in meets and 20% to 23% in masters. Social studies will move from 56% to 63% in approaches, 29% to 35% in meets, and 16% to 19% in masters. Writing will move from 51% to 88% in approaches, 24% to 29% in meets, and 8% to 11% in masters.</p> <p>Domain 2B: Reading will move from 67% to 74% in approaches, 36% to 44% in meets and 16% to 19% in masters. Math will move from 68% to 75% in approaches, 38% to 46% in meets and 12% to 15% in masters. Science will move from 69% to 76% in approaches, 44% to 50% in meets and 20% to 23% in masters. Social studies will move from 56% to 63% in approaches, 29% to 35% in meets, and 16% to 19% in masters. Writing will move from 51% to 88% in approaches, 24% to 29% in meets, and 8% to 11% in masters.</p> <p>Domain 3: We will meet 32 targets this year compared to 1 last year.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	2 - Planning for Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Planning for Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Planning for Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas.esf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas.esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Rationale	Quality (rigorous and aligned) written lesson plans are crucial to the implementation of quality instruction. Lesson plans will be written and intentionally planned for meeting the needs of every student. There must also be frequent opportunities to ensure students are able to demonstrate mastery. Historically, planning had a daily focus without regard for connection to the bigger picture. Assessment was summative in nature and often end of unit with little to no timely feedback. Formative data was not common, planned or tracked.	Data driven instruction is crucial to instructional planning and student growth. Historically at JBMS, students are assessed frequently with some common assessment structures, and data is discussed holistically; however, strategic and intentionally planned reteach and reassessment as a result of the data has not happened consistently.	
How will the campus build capacity in this area? Who will you partner with?	Jim Barnes Middle School (JBMS) will establish and maintain a monitored school wide system of collaboratively creating lesson plans that are TEKS aligned and close with a daily aligned common formative assessment (exit ticket). Teachers will collaboratively create the lesson plans through campus grade level/department PLC. Feedback cycles will include department teams revisiting, refining and vetting lessons partnered with ICLE. Common formative assessments (exit tickets) are collaboratively created through campus and district level PLCs partnering with district level content coordinators and ESC resources. Campus administrators are working with RELAY to refine and implement clear and targeted feedback on lesson plans, assessment and instruction.	By the end of the school year, JBMS will be able to create reliable and accurate assessments that are aligned to the standards. Teacher teams will analyze common assessments using a common protocol and will develop a teacher action plan for reteach. Reteach plans will be documented in lesson plans.	

<p>Barriers to Address throughout this year</p>	<p>A barrier to address during the first 90-day cycle is COVID and the need for planning for virtual and face to face instruction including synchronous and asynchronous instruction. Overwhelmed teachers are finding it challenging to organize time and the work associated with remote and face to face instruction. PLCs need to consistent expectations across departments. Administrators prioritizing instructional feedback, PLC participation and lesson planning support and ensure that lesson plans are being fully implemented and utilized as planned in PLCs. Inexperienced teachers and new to Seguin teachers need additional support in learning and following the JBMS lesson plan, board expectations and key teacher moves.</p>	<p>Analysis of assessment data is superficial and unstructured. Teacher teams establish groups of students based on performance rather than skill need. Such grouping results in un-meaningful activities and interventions, while marginalizing students without academic struggles and prevents potential growth. Student voice is not included in data-analysis procedures, nor are students taught how to manage their own learning data.</p>	
<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>We will communicate our priorities to stakeholders through social media outlets, parent engagement opportunities, our campus website, campus design teams, weekly newsletter, and staff meetings, and PLCs. Buy-in will come from success. We will support teachers by explicitly teaching and modeling expectations, monitoring and capturing data on implementation and celebration of success and met and exceeded expectation. We will celebrate implementation until our practices become our culture. We will intentionally over communicate our goals, priorities, and successes during PLCs, ILT and SBDM meetings.</p>	<p>Campus PL and PLCs will focus on creating common protocols. These processes will be continually practiced and perfected until they become the norm. Unit assessments will be analyzed using the district protocol. Campus Leads will be instrumental in communicating the message. Campus Leads will model and facilitate the DDI protocols.</p>	
<p>Desired Annual Outcome</p>	<p>Our teachers will engage in designing TEKS based lesson plans that are implemented with fidelity to ensure that every student receives quality, rigorous, and relevant instruction. Every lesson will include aligned differentiated instructional activities aligned to the daily formative assessment (exit ticket). We will ensure all students grow and perform as evidenced by daily exit tickets and performance on summative assessments.</p>	<p>Cycles of planning, assessment and reteach will become the norm. Through this focus on data driven instruction, students will have access to targeted intervention that closes gaps in learning.</p>	
<p>District Commitment Theory of Action</p>	<p>If the districts invests in creating quality curriculum components that ensure evidence of student learning such as performance assessments, common formative assessments (CFAs), unit assessments and aligned daily formative assessments, and the commitment aligns our instruction, assessment and curriculum across the district; then, campuses can focus on creating strong lesson plans that all to vetted resources and assessments.</p>	<p>If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data.</p>	

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column 11 in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade level, you may add rows to accommodate each grade. If you administered a baseline assessment, please enter the data from that assessment in Column 1. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters. For each cycle, please enter Assessment Type. Remember to use comparable, STAAR aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement indicators, 1-2 targets from the Student Success indicators or a combination of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column 8. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column 9. You will choose which tested subjects to track for these indicators. Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group. If you administered a baseline assessment, please enter the data from that assessment in Column 1. Enter the Total % of tests at each level of proficiency. Once data is available, please update the Actual Result column.

If you are choosing to track Academic Achievement: Track Meets ONLY.

If tracking Student Success (S)(MS) track an average of Approaches, Meets and Masters (as one number). High Schools or K-12 campuses should use one number that is in relation to CDMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column 1. For each cycle, please identify what assessment you are using to track the progress of students. (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze pages, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2021 Accountability Goal	
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal		Actual Result
1. Domain 1	% of Students at Approaches, Meets and Masters	A1	All	Reading	Approaches	STAAR	67%		ELAR UA 24 (Grade 6-8)	70		ELAR UA 3 (Grade 6-8)	75%		Interim/Benchmark		74%	
		A1	All	Reading	Meets	STAAR	30%		ELAR UA 24 (Grade 6-8)	40		ELAR UA 3 (Grade 6-8)	44%				44%	
		A1	All	Reading	Masters	STAAR	10%		ELAR UA 24 (Grade 6-8)	18		ELAR UA 3 (Grade 6-8)	19%				19%	
		A1	All	Mathematics	Approaches	STAAR	68%		Math UA 3 (Grade 6), Math UA 2 (Grade 7), Math UA 4 (Algebra 1 Grade 8)	71		Math UA 3 (Grade 6), Math UA 4 (Grade 7), Math UA 5 (Algebra 1 Grade 8)	75%				75%	
		A1	All	Mathematics	Meets	STAAR	30%		Math UA 3 (Grade 6), Math UA 4 (Grade 7), Math UA 5 (Algebra 1 Grade 8)	42		Math UA 3 (Grade 6), Math UA 4 (Grade 7), Math UA 5 (Algebra 1 Grade 8)	46%				46%	
		A1	All	Mathematics	Masters	STAAR	12%		Math UA 3 (Grade 6), Math UA 4 (Grade 7), Math UA 5 (Algebra 1 Grade 8)	14		Math UA 3 (Grade 6), Math UA 4 (Grade 7), Math UA 5 (Algebra 1 Grade 8)	15%				15%	
		A1	All	Science	Approaches	STAAR	69%		Science UA 2 (Grade 8)	73		Science UA 4 (Grade 8)	79%				79%	
		A1	All	Science	Meets	STAAR	44%		Science UA 2 (Grade 8)	47		Science UA 4 (Grade 8)	50%				50%	
		A1	All	Science	Masters	STAAR	20%		Science UA 2 (Grade 8)	23		Science UA 4 (Grade 8)	23%				23%	
		A1	All	Social Studies	Approaches	STAAR	50%		Social Studies UA 3 (Grade 8)	60		Social Studies UA 4 (Grade 8)	63%				63%	
		A1	All	Social Studies	Meets	STAAR	29%		Social Studies UA 3 (Grade 8)	33		Social Studies UA 4 (Grade 8)	35%				35%	
		A1	All	Social Studies	Masters	STAAR	14%		Social Studies UA 3 (Grade 8)	14		Social Studies UA 4 (Grade 8)	19%				19%	
		A1	All	Writing	Approaches	STAAR	51%		LA 3 (Grade 7)	55			58%				58%	
		A1	All	Writing	Meets	STAAR	24%		LA 3 (Grade 7)	27			29%				29%	
A1	All	Writing	Masters	STAAR	8%		LA 3 (Grade 7)	10			11%				11%			
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	A1				STAAR												
		A1				STAAR												
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	A1				STAAR												

Jim Barnes MS

6. Course Overview	Lecture and Group Work (40%) Assignment and Student Support (60%)	JF				STAIR											
6. Course Focus	IT Components	JA	English (Level 3)	PE/MS	AI	TE/PS	MS					MS					MS

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Desired Annual Outcome	Our teachers will engage in designing TEKS based lesson plans that are implemented with fidelity to ensure that every student receives quality, rigorous, and relevant instruction. Every lesson will include aligned differentiated instructional activities aligned to the daily formative assessment (exit ticket). We will ensure all students grow and perform as evidenced by daily exit tickets and performance on summative assessments.	Cycles of planning, assessment and reteach will become the norm. Through this focus on data driven instruction, students will have access to targeted intervention that closes gaps in learning.	
Desired 90-day Outcome	In the first 90 days, teachers will create daily lesson plans that include a clear learning target and aligned exit ticket. These plans will be aligned to the unit plan and remain on track with the district pacing calendar. Daily Exit ticket data will be tracked and posted on the board by class period. Teachers will meet the board expectations which include the daily learning target, exit ticket, agenda and exit ticket data. Compliance to the board expectations will be the first 30 day goal. Day 30-90 will focus on teachers and students interacting and reading the daily learning target and exit ticket at the beginning of class and reviewing it in the middle of the lesson and before the end of class.	In the first 90 days, teachers will be introduced to data analysis protocols. Teachers and administrators will begin looking at assessment data consistently to design and deliver reteach opportunities. Exit tickets will be tracked holistically by class and posted on the board. Toredor time will begin to be used to intervene with students who need extra support in Math and Reading.	

Barriers to Address During this Cycle	New teachers that have little to no experience with their TEKS or content. Teacher management of stress and ability to prioritize the tasks required of them this year. Increased level of accountability with the focus on student evidence of learning.	New teachers that have little to no experience with the Eduphoria platform and minimal training to access student data. There is a need to explicitly teach the data protocols to our teachers. Veteran teachers are struggling with embracing new protocols. Remote learners are inconsistent and often hard to reach about completing assessments at home.	
District Actions for this Cycle	District PLC are held bi weekly, these are mapped out and scheduled on the campus 6 weeks calendar. District PL days are scheduled for October 16 and November 6 to support unit planning and the creation of daily lesson plans that include clear learning targets and exit tickets.	District PLCs are led by district content coordinators and data protocols are reviewed to identify district and campus trends. Modeling of data processes through district PLCs.	
District Commitment Theory of Action	If the districts invests in creating quality curriculum components that ensure evidence of student learning such as performance assessments, common formative assessments (CFAs), unit assessments and aligned daily formative assessments, and the commitment aligns our instruction, assessment and curriculum across the district; then, campuses can focus on creating strong lesson plans that all to vetted resources and assessments.	If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data.	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Introduce the <i>board expectations</i> exemplar.	5.1	September 8 - September 11	Exemplar on paper and exemplar on board.	Academic Dean, ELAR lead.	Communicated in the Toreador Time Newsletter, third week campus walk on Friday to highlight areas of success and areas of need. Copy of document given to each teacher with individual feedback and goal.	September - November		
Developed and implemented an admin walkthrough schedule to monitor implementation of learning targets and exit alignment	5.1	September - November	walkthrough schedule	All Administrators	Google form responses for completed walkthroughs	September - November		
Met with campus Instructional Leadership Team (ILT) to define the exemplar of the Key teacher moves	5.1	September	KTM doc	Principal/ Academic Dean, Dept. Leads	posters in room 305, pictures of posters	September 22		
Learning Walks with Department Leads to bolster ownership, transparency, and consistency. Gathered evidence and calibrate to refine Learning Targets, Exit Tickets and Key teacher moves.	5.1	September - November	ILT google form to collect data, key teacher moves doc and board expectation doc.	Academic Dean, Principal and ILT	Google form for Instructional Leadership Team (ILT) members	September - November		
Hold individual conferences with department leads and teachers who are non-compliant or need additional support in meeting campus expectations and how to support.	5.1	October - November	calendar and meeting notes	Administrators, Ttess Admin	calendar and meeting notes	October - November		
Lesson plan feedback that focuses on completed and on time submission of plans with all the required components.	5.1	October - November	spreadsheet to track the feedback	All admin	lesson plans with comments and the tracker	October - November		
Introduce data protocols to PLCs.	5.3	October - November	District protocol for unit assessments	All Admin, Department Leads, Content Coordinators	PLC agenda, data protocol document	October - November		

Monitoring Exit Ticket data posted on board	5.3	October - November	Board expectations and walkthroughs	All Admin, Department Leads	Board Expectation exemplar, data tracker	October - November		
Begin intervention in Toreador Time and in class reteach for identified students in Math and Reading	5.3	October - November	intervention spreadsheet for ELAR and Math, schedule Toreador Time	Academic Dean, Math and Reading Teachers	Schedule and istation and ALEKS data.	October - November		
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
<p>At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.</p>								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?				Carryover Action Steps			New Action Steps	

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Desired Annual Outcome	Our teachers will engage in designing TEKS based lesson plans that are implemented with fidelity to ensure that every student receives quality, rigorous, and relevant instruction. Every lesson will include aligned differentiated instructional activities aligned to the daily formative assessment (exit ticket). We will ensure all students grow and perform as evidenced by daily exit tickets and performance on summative assessments.	Cycles of planning, assessment and reteach will become the norm. Through this focus on data driven instruction, students will have access to targeted intervention that closes gaps in learning.	
Desired 90-day Outcome	The second cycle will focus on shifting from the start and end of the lesson with a clear learning target and exit ticket, to an aligned language objective and differentiated instructional activities. We will begin to focus on the Rigor and Relevance planning questions to refine and enhance the learning activities.	The second cycle will focus on identifying students and teachers that have performance gaps and are targeted for support. Exit ticket trackers will be used to move beyond holistic tracking of classes by period to individual students. This data will drive PLC conversations and reteach plans documented in lesson plans. Data protocols will be refined and begin to drive targeted intervention groups and lessons in Toredor Time and after school/Saturday school times.	

<p>Barriers to Address During this Cycle</p>	<p>New teachers that have little to no experience with their TEKS/content or how to develop a rich learning experience. Continued focus on teacher accountability and a tight focus on student evidence of learning. Increased class size and increased number of students on campus as they return or change their learning preference.</p>	<p>New teachers that have little to no experience with the Eduphoria platform and minimal training to access student data. There is a need to explicitly teach the data protocols to our teachers. Veteran teachers are struggling with embracing new protocols. Remote learners are inconsistent and often hard to reach about completing assessments at home.</p>	
<p>District Actions for this Cycle</p>	<p>District PLC are held bi weekly, these are mapped out and scheduled on the campus 6 weeks calendar. District PL days are scheduled for January 5 and February 15 to support unit planning and the creation of daily lesson plans that include clear learning targets and exit tickets.</p>	<p>District PLCs are led by district content coordinators and data protocols are reviewed to identify district and campus trends. Modeling of data processes through district PLCs.</p>	
<p>District Commitment Theory of Action</p>	<p>If the districts invests in creating quality curriculum components that ensure evidence of student learning such as performance assessments, common formative assessments (CFAs), unit assessments and aligned daily formative assessments, and the commitment aligns our instruction, assessment and curriculum across the district; then, campuses can focus on creating strong lesson plans that all to vetted resources and assessments.</p>	<p>If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data.</p>	
<p>ACTION PLAN</p>			

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -
 For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
 For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Continue implementing admin walkthrough schedule to monitor implementation of learning targets and exit alignment	5.1	December - February	walkthrough schedule	All Administrators	Google form responses for completed walkthroughs	February 26		
Continue Learning Walks with Department Leads to bolster ownership, transparency, and consistency. Gathered evidence and calibrated to refine Learning Targets, Exit Tickets and Key teacher moves.	5.1	December - February	ILT google form to collect data, key teacher moves document and board expectation document	Academic Dean, Principal and ILT	google form for ILT members	February 26		
Focused PLC reflective conversation to utilize the ICLE planning questions to refine lesson plans.	5.1	December - February	Planning questions document, ICLE rubrics, lesson plans	Admin, dept leads and PLC facilitators	updates and revisions noted in the lesson plan	February 26		

Targeted lesson plan feedback as a comment on lesson plans that focuses on alignment and differentiated instructional activities and planned HOT questions.	5.1	December - February	lesson plans, tracker with specific feedback	All Administrators	Lesson plans with comments and tracker with feedback	February 26		
Exit ticket trackers will be used to track individual students. PLCs will identify students for targeted intervention during Toreador Time lessons.	5.3	January - February	Exit Ticket Trackers by student	All Core teachers	Exit ticket tracker	February 26		
Targeted lesson plans will be created and implemented after school and Saturdays to meet the need of students identified thru data dialogues.	5.3	February	Data protocols, targeted lesson plans	Academic Dean, District Coordinators, Department Leads	lesson plans, sign in sheets	February 26		
Data (Unit Level) by TEKS will be displayed visually in the PLC room(s) and classrooms.	5.3	December	Data, posters	Academic Dean	Unit Data and posters	February 26		
Students will begin to identify strengths and areas of opportunity by tracking individual data with the student learning report (SLR).	5.3	January - February	SLR	All Core teachers	individual samples	February 26		
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
					Carryover Action Steps		New Action Steps	

Jim Barnes MS

<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>		
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CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Desired Annual Outcome	Our teachers will engage in designing TEKS based lesson plans that are implemented with fidelity to ensure that every student receives quality, rigorous, and relevant instruction. Every lesson will include aligned differentiated instructional activities aligned to the daily formative assessment (exit ticket). We will ensure all students grow and perform as evidenced by daily exit tickets and performance on summative assessments.	Cycles of planning, assessment and reteach will become the norm. Through this focus on data driven instruction, students will have access to targeted intervention that closes gaps in learning.	
Desired 90-day Outcome	The third cycle will focus on full implementation of differentiated, rigorous and relevant instruction with aligned learning targets and formative assessments. At this point in the year, targeted interventions and reteaching should be integrated into the planning process. Targeted STAAR reviews will be integrated into the planning as state assessments will occur at the end of the cycle.	The third cycle will focus on using the data to drive targeted STAAR intervention and prep that includes targeted subpopulations and groups. Students will be strategically grouped to close learning gaps and ensure all students grow.	

<p>Barriers to Address During this Cycle</p>	<p>New teachers that have little to no experience with their TEKS/content or how to develop a rich learning experience. Continued focus on teacher accountability and a tight focus on student evidence of learning. Increased variability caused by changed learning preferences will require concentrated planning and focus. Returning virtual learners and learners who have continued with online learning will add additional layers of complexity. We will address how to bring returning learners up to speed while also working to plan prescribed review sessions for virtual learners.</p>	<p>Schedules, spring events that compete for time. Remote learning creates a challenge to targeted intervention. New teachers that have limited high yield intervention strategies.</p>	
<p>District Actions for this Cycle</p>	<p>District PLCs are held bi weekly, these are mapped out and scheduled on the campus 6 weeks calendar. A district PL day is scheduled for March 12 to support targeted interventions in both face to face and virtual formats.</p>	<p>District PLCs are led by district content coordinators and data protocols are reviewed to identify district and campus trends. Modeling of data processes through district PLCs.</p>	
<p>District Commitment Theory of Action</p>	<p>If the districts invests in creating quality curriculum components that ensure evidence of student learning such as performance assessments, common formative assessments (CFAs), unit assessments and aligned daily formative assessments, and the commitment aligns our instruction, assessment and curriculum across the district; then, campuses can focus on creating strong lesson plans that all to vetted resources and assessments.</p>	<p>If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data.</p>	
<p>ACTION PLAN</p>			

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -
 For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
 For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Continued focused PLC reflective conversations that utilize the ICLE planning questions to refine lesson plans and to include targeted interventions.	5.1	March - May	ICLE rubrics, lesson plan templates, student data	All administrators, all teachers	Lesson plans, PLC agenda	May 28		
Toreador time lessons plans will be written to include targeted interventions for identified TEKS and identified students. These lessons plan will include assessment to evaluate the intervention impact.	5.1	March - May	Lesson plans for Toreador Time in Google	All administrators and leads	Lesson plans housed in GC and intervention assessments	May 28		
Contract with outside resources to help teachers develop intervention lesson that relate to PLC questions three and four.	5.1	March - May	Lesson plans, Identified TEKS, PLC agendas.	Principal, Academic Dean, Learning & Leadership Services Department	Completed lesson plans	March		

Teachers and students should be able identify areas for targeted intervention.	5.3	March - May	SLR, target intervention calendar	All administrators, all teachers	SLR	May 28		
Targeted lesson plans will be created and implemented after school and Saturdays to meet the need of students identified thru data dialogues.	5.3	March - May	Data protocols, targeted lesson plans	Academic Dean, District Coordinators, Department Leads	lesson plans, sign in sheets	February 26		
Data (Unit Level) by TEKS will be displayed visually in the PLC room(s) and classrooms.	5.3	March - May	Data, posters	Academic Dean	Unit Data and posters	February 26		
A schedule of interventions and area focus will be shared with families.	5.3	March - May	Letter to parents, schedule	Academic Dean, Core Teachers	Letter	February 26		
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
					Carryover Action Steps		New Action Steps	

<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>		
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END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			

How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			
ACTION PLAN			

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -
 For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
 For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:


- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Patlan Elementary	Mark Cantu, Chief Academic Officer
Campus Number:	Superintendent Name:
094901108	Dr. Matthew Gutierrez
Date:	
Monday, October 12, 2020	
	

CAMPUS INFORMATION							
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	Seguin ISD	Campus Name	Patlan	Superintendent	Dr. Matthew Gutierrez	Principal	Linda Guzman
District Number	094901	Campus Number	000000108	District Coordinator of School Improvement (DCSI)	Mark Cantu	ESC Number	20
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	
ASSURANCES							
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.							
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Mark Cantu, October 21, 2020	
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					<Enter Name and Date>	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.					Linda Guzman, October 21, 2020	
Board Approval Date							
DATA ANALYSIS							
Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.						https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html	

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: Domain 1 overall will be 76= C, 75%approaches, 44% meets, 25% masters Rationale: Our student outcomes are below where they need to be across the board, so on average, we want to see a 10 percentage point increase in each STAAR tested subject area and grade level.</p> <p>Domain 2B: 83= B, Rationale: stability in curriculum and support</p> <p>Domain 3: 76 = C Rationale: Targeted student groups include: Reading and math for Economically Disadvantaged, EL, Special Education,</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: increase in all student in approaches, meets, masters Domain 2B: increase in student achievement in economically disadvantaged Domain 3: closing the gaps with LEP, EcoDisc-</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	5 - Full Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	4 - Partial Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
Rationale	Not having enough support for K-5 instruction. Utilizing two instructional specialist (k-2) and (3-5) with focused roles: leading PLCs for a more effective collaborative planning, data analysis, and reteach plans(interventions), and effective and regular leadership meetings to be more strategic in how we plan our time, including which and how frequently we observe teachers. Having clear roles and responsibilities will allow all admin team to grow in their capacity to better support instruction	Started PLC's in all grade levels but the lack of a consistently in assessments and interventions were noted. Teachers need support analyzing data to differentiate instruction based on individual student results.	
How will the campus build capacity in this area? Who will you partner with?	PLCs lead by the instructional coaches will provide teachers the skills to interpret the data using a data protocol. Teachers will use results to enhance tier 1 instruction, as well as, develop and implement differentiated instruction for all students. Will partner with Elementary curriculum team at district level to help build capacity	Training for teachers to analyze assessments and use as tool to guide instruction; Elementary curriculum team at district level to build capacity	
Barriers to Address throughout this year	Working through new curriculum and building comfort in walkthroughs (CIR) and PLC's, Teachers transitioning into new roles and expectations for admin team (observations, etc.) changing. PLC scheduling was adjusted to biweekly	Not all teachers effectively develop and implement intervention/extension and reteach practices based on data.	

<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>Each team will develop a set of working beliefs regarding how they will collaborate to ensure student success. Teams will create a measurable team goal that align with needs assessments of the campus and include collaborative involvement and investment of administrators, teachers, parents, and students. Quarterly SBDM meeting, monthly update staff meeting, observation tracker.</p>	<p>Stakeholder participation in CIP and TIP development. Monthly teacher meetings, SBDM committee meetings.</p>	
<p>Desired Annual Outcome</p>	<p>More support from the instructional coaches that specialize in K-2 grades and 3-5 grades . This will ensure clear instructional expectations for all core content , having effective and regular observations . This will improve teachers' impact by personalizing professional development. Due to the fact that the admin team has developed new processes and procedures, the admin will develop a stronger instructional focus.</p>	<p>Coach will lead the PLC's biweekly and team leads will lead planning every week. They will use the data from unit assessments and quick checks and student artifacts to guide their lesson planning and Interventions groups.</p>	
<p>District Commitment Theory of Action</p>	<p>If the principal supervisor and the LLS team provides regular coaching to the principal on the helping to create a strong instructional leadership team, how to maximize campus time, and to focus on instruction, then, the campus leadership team can effectively support teachers and provide professional learning that will increase student outcomes.</p>	<p>If the principal supervisor and the LLS team provides regular coaching to the principal on the implementation of DDI through our PLC model and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices and improve the quality and frequency of use of lesson plans and formative assessments.</p>	<p>if....then,</p>

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.
 If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.
 For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
 Once data is available, please update the Actual Result column.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. . Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. You will choose which tested subjects to track for these indicators.
 Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.
 If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)
 High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
 Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.
 For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2021 Accountability Goal			
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3					
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal		Actual Result	Summative Goal	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	64%		Last Unit Assessment 1 in the cycle			Benchmark			Last Unit Assessment before STAAR			70%		
		All	All	Reading	Meets	STAAR	33%											44%		
		All	All	Reading	Masters	STAAR	14%											16%		
		All	All	Mathematics	Approaches	STAAR	67%												73%	
		All	All	Mathematics	Meets	STAAR	32%												46%	
		All	All	Mathematics	Masters	STAAR	18%												20%	
		All	All	Science	Approaches	STAAR	59%												65%	
		All	All	Science	Meets	STAAR	38%												38%	
		All	All	Science	Masters	STAAR	15%												17%	
		All	All	Social Studies	Approaches	STAAR														
		All	All	Social Studies	Meets	STAAR														
		All	All	Social Studies	Masters	STAAR														
		All	All	Writing	Approaches	STAAR	68%													74%
		All	All	Writing	Meets	STAAR	41%													41%
All	All	Writing	Masters	STAAR	8%													9%		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All				STAAR														
		All				STAAR														
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All				STAAR														

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4. Domain 3 Focus 4	(Choose two targets in the Academic Achievement or Student Success indicators)	All				STAAR											
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TLPAS	All	TLPAS	20%										36%

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
Desired Annual Outcome	More support from the instructional coaches that specialize in K-2 grades and 3-5 grades . This will ensure clear instructional expectations for all core content , having effective and regular observations . This will improve teachers' impact by personalizing professional development. Due to the fact that the admin team has developed new processes and procedures, the admin will develop a stronger instructional focus.	Coach will lead the PLC's biweekly and team leads will lead planning every week. They will use the data from unit assessments and quick checks and student artifacts to guide their lesson planning and Interventions groups.	
Desired 90-day Outcome	Weekly planning/PLC's and observations with immediate feedback. Team lead taking more of an active role in leading the PLC's and planning. All PLC agendas and minutes will be completed and shared with administration.	Instruction evolving based on the data tracker data- all teachers having lesson plans on their desk/desktop as a living document and annotation deemed necessary as needed.	
Barriers to Address During this Cycle	Working through new curriculum and building comfort in walkthroughs (CIR) and PLC's; finding time with new district and campus initiatives being added and finding balance.	Not all teachers effectively develop and implement intervention/extension and reteach practices based on data.	

District Actions for this Cycle	District elementary specialists supports, Biweekly AD meetings to build coach capacity, problem of practice, program walkthrough, classroom walkthrough, and PLC observation. ICLE consultant support	District-Wide PLCs collaborated to build CFAs for math, literacy & science. The assessments are built around unit expectations and spiraled standards.	
District Commitment Theory of Action	If the principal supervisor and the LLS team provides regular coaching to the principal on the helping to create a strong instructional leadership team, how to maximize campus time, and to focus on instruction, then, the campus leadership team can effectively support teachers and provide professional learning that will increase student outcomes.	If the principal supervisor and the LLS team provides regular coaching to the principal on the implementation of DDI through our PLC model and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Campus administration will create a system for scheduled and target administrative observation and feedback cycle utilizing CIR framework and "Get Better Faster". Weekly CILT meetings.	1	September 16- November 15	Rigor and Relevance rubrics, observation forms, agenda	Linda Guzman	observations, meeting agenda, schedule	November 30		

Campus instructional leaders review lesson plans weekly for alignment to the standards, the scope and sequence, the expected level of rigor, and formative assessments. Leadership team will provide teachers with feedback and lesson planning support.	1,2	October 21 - November 15	google drive, IFD plans, lesson plans	Mimi Blanco, Tracee Gonzales, Linda Guzman	observations, lesson plans	November 30		
Weekly campus instructional leadership team meeting	1	October 15 - November 15	google drive, IFD plans, lesson plans	Linda Guzman, Valerie McKinney	observation tracker, artifacts of students	November 30		
Create data tracking tool for Istation and Imagine Math	1, 5.3	September 27- November 15	Eduphoria, intervention groups list, RTI, Istation	Administration, instructional coach, counselor	assessments, data tracking tool	November 30		
Create monitor groups for backwards progress and special populations to review weekly with CILT and compare with data disaggregation form and/or intervention lesson plans.	1,5.3	October 21 - November 21	Eduphoria, intervention groups list, RTI	Mimi Blanco, Valerie McKinney	Student data tracker	November 30		
Participation in biweekly PLC meetings to focus on growth and areas of need for students as well as necessary interventions.	1,2	September 27- November 15	Eduphoria, intervention groups list, RTI	Administration, instructional coach, counselor	PLC Minutes	November 30		
Teachers take more active role in PLC agenda creation, conversation, planning agendas, etc.	1, 2	October 13 - November 15	Agenda outline,	Instructional Coaches, Administration	PLC Agendas	November 30		
Utilize half-day PLC/Planning cycles biweekly with Instructional Deans	5.3	October 13 - November 15	Agenda Outline, RTI Spreadsheet	Instructional Coaches, Administration, Team Leads, Teachers	PLC Agendas, RTI Spreadsheet	November 30		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	
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<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
Desired Annual Outcome	More support from the instructional coaches that specialize in K-2 grades and 3-5 grades . This will ensure clear instructional expectations for all core content , having effective and regular observations . This will improve teachers' impact by personalizing professional development. Due to the fact that the admin team has developed new processes and procedures, the admin will develop a stronger instructional focus.	Coach will lead the PLC's biweekly. They will use the data from unit assessments and quick checks and student artifacts to guide their lesson planning and interventions groups.	
Desired 90-day Outcome	Team lead meetings monthly to help build capacity (Admin starts meeting, ADs assist with Leadership PL), more planned, strategic cycle of observations, focusing on more rigor and relevance in observations	Teachers bring annotated lesson plans to PLC meetings to discuss formative assessment development and planning for intervention and following up on interventions	

Barriers to Address During this Cycle	Remote learning continuing, COVID quarantining, finding time to meet together considering all factors (where, when, how, etc)	Students and teachers in quarantine, introduction of new skills and ideas to teachers	
District Actions for this Cycle	District elementary specialists supports, Biweekly AD meetings to build coach capacity, problem of practice, program walkthrough, classroom walkthrough, and PLC observation. ICLE consultant support	District-Wide PLCs develop daily lesson plans around focus standards. Elementary Curriculum Team will support PLCs in using annotated lesson plans, screener and CFA data to develop intervention plans.	
District Commitment Theory of Action	If the principal supervisor and the LLS team provides regular coaching to the principal on the helping to create a strong instructional leadership team, how to maximize campus time, and to focus on instruction, then, the campus leadership team can effectively support teachers and provide professional learning that will increase student outcomes.	If the principal supervisor and the LLS team provides regular coaching to the principal on the implementation of DDI through our PLC model and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Monthly Team Lead meetings	1.1	December - February		Admin Team, ADs	Agendas	February 15		
Campus administration will prioritize the system for scheduled and target administrative observation and feedback cycle utilizing CIR framework and "Get Better Faster". Weekly CILT meetings.	1	December - February	Rigor and Relevance rubrics, observation forms, agenda	Linda Guzman	observations, meeting agenda, schedule	February 15		
Campus instructional leaders review lesson plans weekly for alignment to the standards, the scope and sequence, the expected level of rigor, and formative assessments. Leadership team will provide teachers with feedback and lesson planning support.	1,2	December - February	google drive, IFD plans, lesson plans	Mimi Blanco, Tracee Gonzales, Linda Guzman	observations, lesson plans	February 15		
Weekly campus instructional leadership team meeting	1	December - February	google drive, IFD plans, lesson plans	Linda Guzman, Valerie McKinney	observation tracker, artifacts of students	February 15		
Utilize data tracking tool for Istation and Imagine Math	1, 5.3	December - February	Eduphoria, intervention groups list, RTI, Istation	Administration, instructional coach, counselor	assessments, data tracking tool	February 15		
Continue to utilize monitor groups for backwards progress and special populations to review weekly with CILT and compare with data disaggregation form and/or intervention lesson plans.	1,5.3	December - February	Eduphoria, intervention groups list, RTI	Mimi Blanco, Valerie McKinney	Student data tracker	February 15		
Participation in biweekly PLC meetings to focus on growth and areas of need for students as well as necessary interventions.	1,2	December - February	Eduphoria, intervention groups list, RTI	Administration, instructional coach, counselor	PLC Minutes	February 15		
Teachers take more active role in PLC agenda creation, conversation, planning agendas, etc.	1, 2	December - February	Agenda outline,	Instructional Coaches, Administration	PLC Agendas	February 15		

Utilize half-day PLC/Planning cycles biweekly with Instructional Deans with reflection piece	5.3	December - February	Agenda Outline, RTI Spreadsheet	Instructional Coaches, Administration, Team Leads, Teachers	PLC Agendas, RTI Spreadsheet	February 15		
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
<p>At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.</p>								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?				Carryover Action Steps			New Action Steps	

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action		5.3 Data-driven instruction.	
Desired Annual Outcome	More support from the instructional coaches that specialize in K-2 grades and 3-5 grades . This will ensure clear instructional expectations for all core content , having effective and regular observations . This will improve teachers' impact by personalizing professional development. Due to the fact that the admin team has developed new processes and procedures, the admin will develop a stronger instructional focus.	Coach will lead the PLC's biweekly and team leads will lead planning every week. They will use the data from unit assessments and quick checks and student artifacts to guide their lesson planning and Interventions groups.	
Desired 90-day Outcome			

Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the principal supervisor and the LLS team provides regular coaching to the principal on the helping to create a strong instructional leadership team, how to maximize campus time, and to focus on instruction, then, the campus leadership team can effectively support teachers and provide professional learning that will increase student outcomes.	If the principal supervisor and the LLS team provides regular coaching to the principal on the implementation of DDI through our PLC model and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?			
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Carryover Action Steps</td> <td style="width: 50%; text-align: center;">New Action Steps</td> </tr> </table>	Carryover Action Steps	New Action Steps
Carryover Action Steps	New Action Steps		

Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	#REF!	#REF!	#REF!
Desired Annual Outcome	#REF!	#REF!	#REF!
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas esf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			

<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>			
<p>Desired Annual Outcome</p>			
<p>Desired 90-Day Outcome</p>			
<p>How will the campus build capacity in this area? Who will you partner with?</p>			
<p>Barriers to Address throughout the year</p>			
<p>District Actions for this Cycle</p>			
<p>District Commitment Theory of Action</p>			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:


- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Oralia Rodriguez Elementary School	Mark Cantu, Chief Academic Officer
Campus Number:	Superintendent Name:
094901104	Dr. Matthew Gutierrez
Date:	
Wednesday, October 14, 2020	
	

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	Seguin Independent School District	Campus Name	Oralia Rodriguez Elementary School	Superintendent	Dr. Matthew Gutierrez	Principal	Yolanda Grijalva
District Number	094901	Campus Number	000000104	District Coordinator of School Improvement (DCSI)	Mark Cantu	ESC Number	20
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Mark Cantu, October 21, 2020
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Yolanda Grijalva, October 14, 2020

Board Approval Date	
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DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: Approaches 73 Meets: 43 Masters: 17 Rationale: The district data analyst reviewed data from prior years and determined that these goals will lead our campus to a B rating.</p> <p>Domain 2B: Approaches 73, Meets 43, Masters 17 Rationale: The district data analyst reviewed data from prior years and determined that these goals will lead our campus to a B rating.</p> <p>Domain 3: We will reach 33 out of 40 evaluated targets in Academic Achievement. Rationale: The district data analyst reviewed data from prior years and determined that these goals will lead our campus to a B rating.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: Reading will move from 63% to 75% in approaches, 28% to 44% in meets and 11% to 19% in masters. Math will move from 65% to 77% in approaches, 24% to 46% in meets and 9% to 17% in masters. Science will move from 57% to 70% in approaches, 29% to 38% in meets and 9% to 17% in masters.</p> <p>Domain 2B: Reading will move from 63% to 75% in approaches, 28% to 44% in meets and 11% to 19% in masters. Math will move</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	4 - Partial Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Rationale	Prior to this year, lesson plans were submitted but inconsistent feedback was given and no protocol was set to provide teachers feedback. With the district lesson plan templates, we need to make sure teachers are addressing the four essential questions with thoughtful work, academic discussion, and high leveling questioning.	Last year at Rodriguez we implemented the Master data spreadsheet where all data points for student achievement were entered. This spreadsheet was used to track and monitor the progress of all students but no corrective instruction action processes were set in place to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	
How will the campus build capacity in this area? Who will you partner with?	Administration team will support teachers in PLC's and during their planning time. Administration team will partner with the district Elementary Curriculum Team and with the ICLE Consultant.	Administration team will support teachers in PLC's and during their planning time. Administration team will provide support to teachers when planning intervention (Tier 2 / Tier 3) instruction.	
Barriers to Address throughout this year	Time / Consistent Planning Days / Administrator Attendance / Mindset	New teachers to new grade levels and or new teachers to new content areas. Building capacity in teachers who are unfamiliar with the RTI Process.	

<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>Conversations during PLC's, Planning Time, SBDM Meetings, Faculty Meetings. The delivery of the message and the consistency in the support provided to all stakeholders.</p>	<p>Conversations during PLC's, Planning Time, SBDM Meetings, Faculty Meetings. The delivery of the message and the consistency in the support provided to all stakeholders.</p>	
<p>Desired Annual Outcome</p>	<p>The following will be evident: Teachers will create and execute rigorous and relevant lesson plans that follow the district's scope and sequence. Formative assessments will be aligned to the instruction outlined in the lesson plans. Administrative teams will set weekly rotations to review and provide teachers feedback on lesson plans during planning time or during PLCs.</p>	<p>Teachers at Oralia Rodriguez Elementary will be able to utilize data to guide instruction in the classroom for Tier 2 / Tier 3 supports. The principal, assistant principal, instructional coach and teacher leaders will guide PLC's in reviewing data and student artifacts as a leading indicator to student mastery. Teachers will learn how to drive instructional planning with the use of data by responding to the PLC Four Essential Questions.</p>	
<p>District Commitment Theory of Action</p>	<p>If District policies and practices support effective instruction in schools, and the District ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and Prekindergarten-12nd grade math and reading, then, the campuses can develop a monitoring system for aligned lesson plans and assessments.</p>	<p>If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data.</p>	

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.
 If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.
 For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
 Once data is available, please update the Actual Result column.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. . Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. You will choose which tested subjects to track for these indicators.
 Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.
 If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)
 High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
 Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.
 For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2021 Accountability Goal			
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3					
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal		Actual Result	Summative Goal	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	63%		Last Unit Assessment 1 in the cycle			Benchmark			Last Unit Assessment before STAAR			75%		
		All	All	Reading	Meets	STAAR	28%											44%		
		All	All	Reading	Masters	STAAR	11%											19%		
		All	All	Mathematics	Approaches	STAAR	65%												77%	
		All	All	Mathematics	Meets	STAAR	24%												46%	
		All	All	Mathematics	Masters	STAAR	9%												17%	
		All	All	Science	Approaches	STAAR	57%												70%	
		All	All	Science	Meets	STAAR	29%												38%	
		All	All	Science	Masters	STAAR	9%												17%	
		All	All	Social Studies	Approaches	STAAR														
		All	All	Social Studies	Meets	STAAR														
		All	All	Social Studies	Masters	STAAR														
		All	All	Writing	Approaches	STAAR	45%													58%
		All	All	Writing	Meets	STAAR	24%													33%
All	All	Writing	Masters	STAAR	6%													14%		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All				STAAR														
		All				STAAR														
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All				STAAR														

Rodriguez ES

4. Domain 3 Focus 4	(Choose two targets in the Academic Achievement or Student Success indicators)	All				STAAR											
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TLPAS	All	TLPAS	38%										40%

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Essential Action 5.1: Objective-driven daily lesson plans with formative assessments	Essential Action 5.3: Data-Driven Instruction	
Desired Annual Outcome	The following will be evident: Teachers will create and execute rigorous and relevant lesson plans that follow the district's scope and sequence. Formative assessments will be aligned to the instruction outlined in the lesson plans. Administrative teams will set weekly rotations to review and provide teachers feedback on lesson plans during planning time or during PLCs.	Teachers at Oralia Rodriguez Elementary will be able to utilize data to guide instruction in the classroom for Tier 2 / Tier 3 supports. The principal, assistant principal, instructional coach and teacher leaders will guide PLC's in reviewing data and student artifacts as a leading indicator to student mastery. Teachers will learn how to drive instructional planning with the use of data by responding to the PLC Four Essential Questions.	
Desired 90-day Outcome	All teachers will be able to unpack the TEKS and utilize the lesson plan template to create rigorous and relevant lesson plans that follow the district's scope and sequence. Formative assessments will be aligned to the instruction outlined in the lesson plans.	Teachers will use data from checkpoints, formative assessments, historical STAAR / TELPAS data trends, to monitor and adjust instruction.	

Barriers to Address During this Cycle	Teachers submitting their lesson plans in on time to ensure administrators have ample time to review them and give appropriate feedback prior to the start of the week.	There is not clear expectations for instructional team planning. Teachers do not have a clear understanding of how to use data to drive instructional planning.	
District Actions for this Cycle	The district will provide teachers with support time and planning time to develop rigorous lesson plans. The instructional coach, principal and assistant principal will facilitate planning days and be present to support teachers as needed.	Provide support to implement the PLC Essential Question #3 - How will we respond when they don't learn?	
District Commitment Theory of Action	If District policies and practices support effective instruction in schools, and the District ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and Prekindergarten-12nd grade math and reading, then, the campuses can develop a monitoring system for aligned lesson plans and assessments.	If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data.	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
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Establish a schedule for campus administrators to review lesson plans, provide feedback prior to instruction, observe the lesson plan being implemented in the classroom, and provide post-walkthrough feedback.	Essential Action 5.1: Objective-driven daily lesson plans with formative assessments	September 8 - June 11	Calendar, Campus Lesson Plan Folder	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach)	Calendar, Lesson Plans, Feedback from Walkthroughs	November 30		
Review and determine "Look For's" to use when reviewing lessons plans and instruction in the classroom.	Essential Action 5.1: Objective-driven daily lesson plans with formative assessments	September 8 - June 11	Lesson Plans, Walkthrough feedback form	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach)	Calendar, Lesson Plans, Feedback from Walkthroughs	November 30		
Establish PLC dates and times, agendas and meeting notes.	Essential Action 5.3: Data-driven Instruction	September 8 - June 11	Master Schedule designating set PLC dates and times, creating a campus folder for shared weekly PLC agendas.	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach), Team Leads	Master Schedule, Grade level PLC agendas	November 30		
Establish agreed upon protocol that will guide data analysis during PLC's.	Essential Action 5.3: Data-driven Instruction	September 8 - October 23	Protocol	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach), Team Leads	Protocol	November 30		
Review and utilize Student Data Analysis Protocols during PLC's to help improve instruction.	Essential Action 5.3: Data-driven Instruction	September 8 - June 11	Eduphoria reports, iStation data sheets, Monthly running records data tracking sheet, ESGI (Kinder)	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach), All Teachers	PLC Notes, Data Protocol, Data Analysis and Plan of Action	November 30		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?		

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Desired Annual Outcome	The following will be evident: Teachers will create and execute rigorous and relevant lesson plans that follow the district's scope and sequence. Formative assessments will be aligned to the instruction outlined in the lesson plans. Administrative teams will set weekly rotations to review and provide teachers feedback on lesson plans during planning time or during PLCs.	Teachers at Oralia Rodriguez Elementary will be able to utilize data to guide instruction in the classroom for Tier 2 / Tier 3 supports. The principal, assistant principal, instructional coach and teacher leaders will guide PLC's in reviewing data and student artifacts as a leading indicator to student mastery. Teachers will learn how to drive instructional planning with the use of data by responding to the PLC Four Essential Questions.	
Desired 90-day Outcome	All teachers will be able to utilize the lesson plan template to create rigorous and relevant lesson plans that follow the district's scope and sequence. Formative assessments will be aligned to the instruction outlined in the lesson plans. The lesson plans reflect adjustments being made based on data and student needs.	Teachers will use data from checkpoints, formative assessments, historical STAAR / TELPAS data trends, to monitor and adjust instruction.	

Barriers to Address During this Cycle	Staying focused, sense of urgency, and continuing a common goal.	Continue to build capacity in teachers who are unfamiliar with the RTI Process and who struggle to utilize data to identify areas of needed improvement.	
District Actions for this Cycle	The district will provide teachers with support time and planning time to develop rigorous lesson plans. The instructional coach, principal and assistant principal will facilitate planning days and be present to support teachers as needed.	Provide support to implement the PLC Essential Question #3 - How will we respond when they don't learn?	
District Commitment Theory of Action	If District policies and practices support effective instruction in schools, and the District ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and Prekindergarten-12nd grade math and reading, then, the campuses can develop a monitoring system for aligned lesson plans and assessments.	If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data.	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Continue schedule for campus administrators to review lesson plans, provide feedback prior to instruction, observe the lesson plan being implemented in the classroom, and provide post-walkthrough feedback.	Essential Action 5.1: Objective-driven daily lesson plans with formative assessments	September 8 - June 11	Calendar, Campus Lesson Plan Folder	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach)	Calendar, Lesson Plans, Feedback from Walkthroughs	February 26		
Continue to review and determine "Look For's" to use when reviewing lessons plans and instruction in the classroom.	Essential Action 5.1: Objective-driven daily lesson plans with formative assessments	September 8 - June 11	Lesson Plans, Walkthrough feedback form	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional)	Calendar, Lesson Plans, Feedback from Walkthroughs	February 26		
Continue to monitor the continuation and consistency of PLC dates and times, agendas and meeting notes.	Essential Action 5.3: Data-driven Instruction	September 8 - June 11	Master Schedule designating set PLC dates and times, creating a campus folder for shared weekly PLC agendas.	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach), Team Leads	Master Schedule, Grade level PLC agendas	February 26		
Team Leads will continue protocol that will guide data analysis during PLC's and team planning. Administration Team will monitor use of data analysis protocol during PLCs.	Essential Action 5.3: Data-driven Instruction	September 8 - October 23	Protocol	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach), Team Leads	Protocol	February 26		

Review and utilize Student Data Analysis Protocols during PLC's to help improve instruction.	Essential Action 5.3: Data-driven Instruction	September 8 - June 11	Eduphoria reports, iStation data sheets, Monthly running records data tracking sheet, ESGI (Kinder)	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach), All Teachers	PLC Notes, Data Protocol, Data Analysis and Plan of Action	February 26		
Individualized Coaching, Support and Feedback for Tier 3 teachers / grade levels.	Essential Action 5.3: Data-driven Instruction	December 1 - June 11	Establish criteria to Tier teachers / Tool	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach)	Feedback from Walkthroughs, tool utilized to Tier teachers	June 11		
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
				Carryover Action Steps			New Action Steps	

<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>		
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CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Desired Annual Outcome	The following will be evident: Teachers will create and execute rigorous and relevant lesson plans that follow the district's scope and sequence. Formative assessments will be aligned to the instruction outlined in the lesson plans. Administrative teams will set weekly rotations to review and provide teachers feedback on lesson plans during planning time or during PLCs.	Teachers at Oralia Rodriguez Elementary will be able to utilize data to guide instruction in the classroom for Tier 2 / Tier 3 supports. The principal, assistant principal, instructional coach and teacher leaders will guide PLC's in reviewing data and student artifacts as a leading indicator to student mastery. Teachers will learn how to drive instructional planning with the use of data by responding to the PLC Four Essential Questions.	
Desired 90-day Outcome			

Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If District policies and practices support effective instruction in schools, and the District ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and Prekindergarten-12nd grade math and reading, then, the campuses can develop a monitoring system for aligned lesson plans and assessments.	If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data.	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?			
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Carryover Action Steps</td> <td style="width: 50%; text-align: center;">New Action Steps</td> </tr> </table>	Carryover Action Steps	New Action Steps
Carryover Action Steps	New Action Steps		

<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>		
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END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas esf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			

<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>			
<p>Desired Annual Outcome</p>			
<p>Desired 90-Day Outcome</p>			
<p>How will the campus build capacity in this area? Who will you partner with?</p>			
<p>Barriers to Address throughout the year</p>			
<p>District Actions for this Cycle</p>			
<p>District Commitment Theory of Action</p>			
<p>ACTION PLAN</p>			

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:


- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Vogel Elementary	Mark Cantu, Chief Academic Officer
Campus Number:	Superintendent Name:
094901110	Dr. Matthew Gutierrez
Date:	
Wednesday, October 21, 2020	
	

CAMPUS INFORMATION							
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	Seguin ISD	Campus Name	Vogel Elementary	Superintendent	Dr. Matthew Gutierrez	Principal	Rhonda Jubela
District Number	094901	Campus Number	000000110	District Coordinator of School Improvement (DCSI)	Mark Cantu	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Jamie Goodwin
ASSURANCES							
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.							
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Mark Cantu, October 21, 2020	
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.						
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.					Rhonda Jubela, October 21, 2020	
Board Approval Date	27-10-2020						
DATA ANALYSIS							

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: Approaches 80 Meets: 44 Masters: 22 Rationale: The district data analyst reviewed data from prior years and determined that these goals will lead our campus to a B rating.</p> <p>Domain 2B: Approaches 80, Meets 44, Masters 22 Rationale: The district data analyst reviewed data from prior years and determined that these goals will lead our campus to a B rating.</p> <p>Domain 3: We will reach 25 out of 36 evaluated targets in Academic Achievement. Rationale: The district data analyst reviewed data from prior years and determined that these goals will lead our campus to a B rating.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: Reading will move from 72% to 80% in approaches, 35% to 40% in meets and 18% - 20% in masters. Math will move from 70% to 78% in approaches, 36% to 50% in meets and 23% to 25% in masters. Science will move from 65% to 73% in approaches, 35% to 49% in meets and 21% to 22% in masters.</p> <p>Domain 2B: Reading will move from 72% to 80% in approaches, 35% to 40% in meets and 18% - 20% in masters. Math will move from 70% to 78% in approaches, 36% to 50% in meets and 23% to 25% in masters. Science will move from 65% to 73% in approaches, 35% to 49% in meets and 21% to 22% in masters.</p> <p>Domain 3: We will meet 25 targets this year compared to 2 last year.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities. Roles and Responsibilities	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation

4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas esf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Rationale	Monitoring the submission of daily lesson plans by the campus instructional leaders will ensure that plans are aligned, support special populations, and meet the level of rigor needed for success on STAAR.	Reviewing and discussing disaggregated data to track and monitor the progress of all student groups is needed to make decisions and adjustments to instructional delivery. Teachers will be given a protected time built in to the master schedule to have conversations about data. Student progress is visible and monitored in every classroom.	

<p>How will the campus build capacity in this area? Who will you partner with?</p>	<p>By utilizing the walkthrough cycle, the campus leadership team will build capacity within campus teachers to create meaningful and engaging lesson plans. In addition, teachers will participate in learning walks to support growth among teams. We will partner with Solution Tree for PLC and Denise White from ICLE.</p>	<p>By modeling through PLC, teachers will become proficient in data analysis. We will partner with the district Learning and Leadership team to support with data analysis.</p>	
<p>Barriers to Address throughout this year</p>	<p>Administrative responsibilities, such as behavior, duties, parent needs and other distractions are barriers to participating in PLCs on a daily basis. In addition, there is a lack of urgency in some classrooms.</p>	<p>Lack of professional development in best practices for teaching and learning. Creating urgency throughout the school.</p>	
<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>The admin team will communicate our priorities through the SBDM team meetings and feedback. Our buy-in is created by our message and communication.</p>	<p>The admin team will communicate our priorities through the SBDM team meetings and feedback. Our buy-in is created by our message, communication and protected time to evaluate data.</p>	
<p>Desired Annual Outcome</p>	<p>With this prioritized focus, daily instruction will become more engaging, rigorous, and targeted for student academic growth. The campus instructional leadership team will work towards making a bigger impact on student achievement with focused practices.</p>	<p>In weekly PLCs, we want to see teachers utilizing data to make instructional decisions and planning for lessons that can meet the needs of all learners and provide interventions during designated times. Teachers should use this time to develop intervention plans and formative assessments to check for understanding.</p>	
<p>District Commitment Theory of Action</p>	<p>District policies and practices support effective instruction in schools. The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.</p>	<p>For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.</p>	

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters. For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. You will choose which tested subjects to track for these indicators. Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number) High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I. For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments												
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal	
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result		Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	72%		Last Unit Assessment 1 in the cycle			Benchmark			Last Unit Assessment before STAAR			80%	
		All	All	Reading	Meets	STAAR	35%											49%	
		All	All	Reading	Masters	STAAR	18%											20%	
		All	All	Mathematics	Approaches	STAAR	70%											78%	
		All	All	Mathematics	Meets	STAAR	36%											50%	
		All	All	Mathematics	Masters	STAAR	23%											25%	
		All	All	Science	Approaches	STAAR	65%											73%	
		All	All	Science	Meets	STAAR	35%											49%	
		All	All	Science	Masters	STAAR	21%											22%	
		All	All	Social Studies	Approaches	STAAR													
		All	All	Social Studies	Meets	STAAR													
		All	All	Social Studies	Masters	STAAR													
All	All	Writing	Approaches	STAAR			40%										49%		

		All	All	Writing	Meets	STAAR	9%											24%
		All	All	Writing	Masters	STAAR	0%											3%
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All				STAAR												
		All				STAAR												
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All				STAAR												
		All				STAAR												
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	38%											40%

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	With this prioritized focus, daily instruction will become more engaging, rigorous, and targeted for student academic growth. The campus instructional leadership team will work towards making a bigger impact on student achievement with focused practices.	In weekly PLCs, we want to see teachers utilizing data to make instructional decisions and planning for lessons that can meet the needs of all learners and provide interventions during designated times. Teachers should use this time to develop intervention plans and formative assessments to check for understanding.	
Desired 90-day Outcome	By the end of November, the campus instructional team will meet weekly during PLC to discuss lesson plans, using a protocol, and comment on alignment to the standards. Final lesson plans will be turned in by Friday.	By the end of November, all PLCs are held weekly with teachers K-5 to review data and make decisions utilizing the 4 essential questions. PLCs utilize a protocol and utilize the data to create individual and group intervention plans.	
Barriers to Address During this Cycle	Assuring lesson planning meets the backwards design model. Teachers are not formally trained in the PLC process.	Schedule and plan PLCs with specific goals in mind while targeting our students included in special populations, as well as promoting growth in all students.	

District Actions for this Cycle	We are receiving monthly district support from the Learning and Leadership Team through classroom walkthroughs, program walkthroughs, and Problem of practice support.	We are receiving monthly district support from the Learning and Leadership Team through classroom walkthroughs, program walkthroughs, and Problem of practice support.	
District Commitment Theory of Action	District policies and practices support effective instruction in schools. The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Enhance district lesson plans to include student engagement by providing feedback during PLCs.	5.1	September 8 - June 11	ICLE, Lead4ward, PLC protocols, AVID - WICOR, CIR rubrics	Principal, Assistant Principal, Academic Dean, Lead teachers	Adjusted lesson plans. Walkthrough cycle	November 30		

Walkthrough Cycle	5.1	September 8 - June 11	Observation tracker Eduphoria. Schedule of walkthroughs	Principal, Assistant Principal, Academic Dean	Observation tracker Eduphoria. Schedule of walkthroughs. Data	November 30		
Weekly Meetings on Fridays with Principal, Assistant Principal and Academic Dean	5.1	September 8 - June 11	Observation tracker Eduphoria. Schedule of walkthroughs. Data	Principal, Assistant Principal, Academic Dean	Agenda and agenda notes	November 30		
Scheduled weekly PLCs	5.3	September 8 - June 11	PLC protocols,	Principal, Assistant Principal, Academic Dean	Master schedule, Agenda and notes	November 30		
Create data squares	5.3	September 8 - June 11	Data squares, assessment data	Principal, Assistant Principal, Academic Dean, Teachers	Data folder	November 30		
Plan for Intervention based on data	5.3	September 8 - June 11	Data, Lesson Plans	Principal, Assistant Principal, Academic Dean, Teachers	Adjusted lesson plans, data, walkthrough data/feedback	November 30		
Post data in classroom and hallways after assessments	5.3	September 8 - June 11	Data	Principal, Assistant Principal, Academic Dean, Teachers	Boards	November 30		
Student data Folders	5.3	September 8 - June 11	Student data folder	Teachers, Students	Student data folder	November 30		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	
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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Desired Annual Outcome	With this prioritized focus, daily instruction will become more engaging, rigorous, and targeted for student academic growth. The campus instructional leadership team will work towards making a bigger impact on student achievement with focused practices.	In weekly PLCs, we want to see teachers utilizing data to make instructional decisions and planning for lessons that can meet the needs of all learners and provide interventions during designated times. Teachers should use this time to develop intervention plans and formative assessments to check for understanding.	
Desired 90-day Outcome	By the end of February, team leads will meet weekly during PLC to discuss lesson plans, using a protocol, and comment on alignment to the standards. Admin will facilitate for support. Final lesson plans will be turned in by Friday.	By the end of February, teachers will independently utilize data to make instructional decisions that will drive targeted intervention groups.	

Barriers to Address During this Cycle	Assuring lesson planning meets the backwards design model. Teachers are not formally trained in the PLC process.	Unit pacing is a barrier that impacts teachers time to create data squares.	
District Actions for this Cycle	We are receiving monthly district support from the Learning and Leadership Services Team through classroom walkthroughs, program walkthroughs, and Problem of practice support.	We are receiving monthly district support from the Learning and Leadership Team through classroom walkthroughs, program walkthroughs, and Problem of practice support.	
District Commitment Theory of Action	District policies and practices support effective instruction in schools. The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Continue to enhance district lesson plans to include student engagement by providing feedback during PLCs.	5.1	December 1 - February 26	ICLE, Lead4ward, PLC protocols, AVID - WICOR, CIR rubrics	Principal. Assistant Principal Academic Dean Lead teachers	Adjusted lesson plans. Walkthrough cycle	February 26		
Continue to implement the Walkthrough Cycle	5.1	December 1 - February 26	Observation tracker Eduphoria. Schedule of walkthroughs	Principal. Assistant Principal Academic Dean	Observation tracker Eduphoria. Schedule of walkthroughs. Data	February 26		
Continue holding Weekly Meetings on Fridays with Principal, Assistant Principal and Academic Dean	5.1	December 1 - February 26	Observation tracker Eduphoria. Schedule of walkthroughs. Data	Principal. Assistant Principal Academic Dean	Agenda and agenda notes	February 26		
PLC Institute	5.1	December 1 - February 26	Title 1 funds	Principal. Assistant Principal Academic Dean	Registration	February 26		
Continue weekly Meetings on Fridays with Principal, Assistant Principal and Academic Dean	5.3	December 1 - February 26	Observation tracker Eduphoria. Schedule of walkthroughs. Data	Principal. Assistant Principal Academic Dean	Agenda and agenda notes	February 26		
Continued scheduled weekly PLCs	5.3	December 1 - February 26	PLC protocols,	Principal. Assistant Principal Academic Dean	Master schedule, Agenda and notes	February 26		
Continue to utilize data squares to track data	5.3	December 1 - February 26	Data squares, assessment data	Principal. Assistant Principal Academic Dean Teachers	Data folder	February 26		
Continue to plan for Intervention based on data	5.3	December 1 - February 26	Data, Lesson Plans	Principal. Assistant Principal Academic Dean Teachers	Adjusted lesson plans, data, walkthrough data/feedback	February 26		

Continue to post data in classroom and hallways after assessments	5.3	December 1 - February 26	Data	Principal. Assistant Principal Academic Dean Teachers	Boards	February 26		
Student data folders will continue to be used and students will be familiar with their data.	5.3	December 1 - February 26	Student data folder	Teacher. Student	Student data folders	February 26		
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
<p>At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.</p>								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?				Carryover Action Steps			New Action Steps	

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Desired Annual Outcome	With this prioritized focus, daily instruction will become more engaging, rigorous, and targeted for student academic growth. The campus instructional leadership team will work towards making a bigger impact on student achievement with focused practices.	In weekly PLCs, we want to see teachers utilizing data to make instructional decisions and planning for lessons that can meet the needs of all learners and provide interventions during designated times. Teachers should use this time to develop intervention plans and formative assessments to check for understanding.	
Desired 90-day Outcome			

Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	District policies and practices support effective instruction in schools. The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?			
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Carryover Action Steps</td> <td style="width: 50%; text-align: center;">New Action Steps</td> </tr> </table>	Carryover Action Steps	New Action Steps
Carryover Action Steps	New Action Steps		

Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	#REF!	#REF!	#REF!
Desired Annual Outcome	#REF!	#REF!	#REF!
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas esf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			

<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>			
<p>Desired Annual Outcome</p>			
<p>Desired 90-Day Outcome</p>			
<p>How will the campus build capacity in this area? Who will you partner with?</p>			
<p>Barriers to Address throughout the year</p>			
<p>District Actions for this Cycle</p>			
<p>District Commitment Theory of Action</p>			
<p>ACTION PLAN</p>			

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -
 For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
 For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

ACTION ITEM: **Consideration and Approval of the District and Campus Performance Objectives for the 2020-21 School Year**

RECOMMENDATION: That the Board of Trustees approves the District and Campus Performance Objectives, as contained in the District and Campus Improvement Plans, for the 2020-21 school year.


RATIONALE: Texas Education Code 11.251(a) states that the Board of Trustees shall annually approve both the district and campus performance objectives. These objectives form the basis of the district and campus improvement plans, with strategies and activities that lead to attainment of the objectives developed by the District and Campus site councils.

REFERENCE and COMPLIANCE BQ(LEGAL) Planning and Decision-Making Process; Strategic Priority 1

BUDGET IMPACT/ INFORMATION: Items contained in the plans are budgeted in the respective campus and district budgets. Copies of the District Performance Objectives are available in the Office of Learning and Leadership Services at the Central Office. Additionally, the Campus Performance Objectives for each campus may be accessed at the principal's office of each campus. Upon Approval of District and Campus Performance Objectives by the Board of Trustees, improvement plans will be finalized and provided on district and campus websites.

EXHIBITS: District and Campus Performance Objectives Board Presentation; District and Campus Performance Objectives

RESOURCE PERSONNEL: Mark Cantú, Chief Academic Officer
Cindy Borden, Director of Federal and State Accountability

Submitted by:  Date Submitted: 10/27/20
(Signature) _____
(Name) Dr. Matthew Gutierrez, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

Seguin Independent School District

District Improvement Plan

Performance Objectives

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 27, 2020
Public Presentation Date: October 27, 2020

Mission Statement

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

Vision

Exceptional students to exceptional citizens

Core Beliefs

Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.

The learning experience should be engaging, relevant and collaborative to meet the needs of all.

Parent, community and industry partners are essential for student success

Teachers foster student curiosity and initiative through meaningful and relevant learning experiences.

Relationships that nurture student growth and development are key to success.

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Goals 5

- Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1). 5
- Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2). 5
- Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3). 6

Goals

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Seguin ISD will become a B-rated district.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 2: POST-SECONDARY READINESS: At the high school level, Seguin ISD will increase the targets met from 57% to 71% (5/7 components) in the School Quality Status (CCMR) component of Closing the Gap domain. At the middle and elementary schools, Seguin ISD will increase the targets met from 0% to 32% in the Academic Achievement component of the Closing the Gap domain.

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin ISD will increase opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning. By the end of the year, Seguin ISD will reflect a 10% increase in score from the Panorama BOY to EOY surveys.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Seguin ISD will increase the number of Facebook followers from 11,000 to 12,100 and the number of Twitter followers from 3,750 to 4,000 by June 2021.

Performance Objective 3: PARTNERSHIPS: Seguin ISD will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Seguin ISD will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10%

Seguin Independent School District
Ball Early Childhood Center
Performance Objectives
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

To provide a foundation for learners to become leaders in a safe environment.

Vision

Inspire all to play, love, learn.

Value Statement

We believe Seguin ISD is at its best when:

All students are successful
All students are prepared for life after graduation
All schools provide a caring and safe environment

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Goals 4

- Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1). 4
- Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2). 4
- Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3). 5

Goals

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Ball Early Childhood will show an increase in the percentage of students who achieve "On Track" for Kinder readiness in Overall Phonological Awareness 85%, Overall Math 95%, Overall Writing 88%.

Summative Evaluation: None

Next Year's Recommendation: Continue with the objective as stated based on the overall needs of the campus and defined district initiatives.

Performance Objective 2: POST-SECONDARY READINESS: At the PreK level, Ball ECC will increase College and Career Readiness.

Summative Evaluation: None

Next Year's Recommendation: Continue with College days once a month and pennants in the room.

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin ISD will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Ball ECC will increase attendance from 92.86% to 93.86%

Summative Evaluation: None

Next Year's Recommendation: Continue with objective to support the SEL needs of all students.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by having at least four academic centered parental involvement virtual events for the 20-21 school year.

Summative Evaluation: None

Next Year's Recommendation: Continue this Objective based on the Priority of the Campus and District

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Ball ECC will improve the public relations as measured by constructive feedback collected from social media.

Summative Evaluation: None

Next Year's Recommendation: Continue objective to create awareness of school events and promote Ball ECC.

Performance Objective 3: PARTNERSHIPS: Ball ECC will increase the number of business and community partnerships through active participation in community-based opportunities and events on campus.

Summative Evaluation: None

Next Year's Recommendation: Continue and increase the number of parents that attend workshops.

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Ball ECC will achieve a teacher turnover rate of less than 10% .

Summative Evaluation: None

Next Year's Recommendation: Continue objective to promote a positive environment for employees at Ball.

Seguin Independent School District
Jefferson Elementary School
Performance Objectives
2020-2021



Mission Statement

Read, Write, Think, and Play

Make Connections Every Day.

Vision

Inspiring hearts, transforming minds!

Value Statement

We believe in Seguin ISD is at its best when:

All students are successful

All students are prepared for life after graduation

All schools provide a caring and safe environment

All students and staff feel valued

Parents, staff, and community are committed to student success

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Goals 4

- Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1). 4
- Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2). 4
- Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3). 5

Goals

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Jefferson Elementary will become a B-rated campus.

Summative Evaluation: None

Next Year's Recommendation: Continue this Goal

Performance Objective 2: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin ISD will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Jefferson Avenue Elementary will increase attendance from 93.45% to 96.00% or higher.

Summative Evaluation: None

Next Year's Recommendation: Focus on improving attendance will be crucial especially given CDC guidelines and uncertainty related to Covid 19.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 25%.

Summative Evaluation: None

Next Year's Recommendation: Increasing Parental Involvement should be the top priority for this campus.

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Jefferson Avenue Elementary will improve the public image as measured by constructive feedback collected from social media and parent/community surveys.

Summative Evaluation: None

Next Year's Recommendation: Continue presence on FaceBook and Twitter

Performance Objective 3: PARTNERSHIPS: Jefferson Avenue will increase the number of business and community partnerships through active participation in community-based opportunities and events by 20% from 4 partnerships to 5 partnerships.

Summative Evaluation: None

Next Year's Recommendation: Continue partnerships with TLU and expand to other opportunities

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

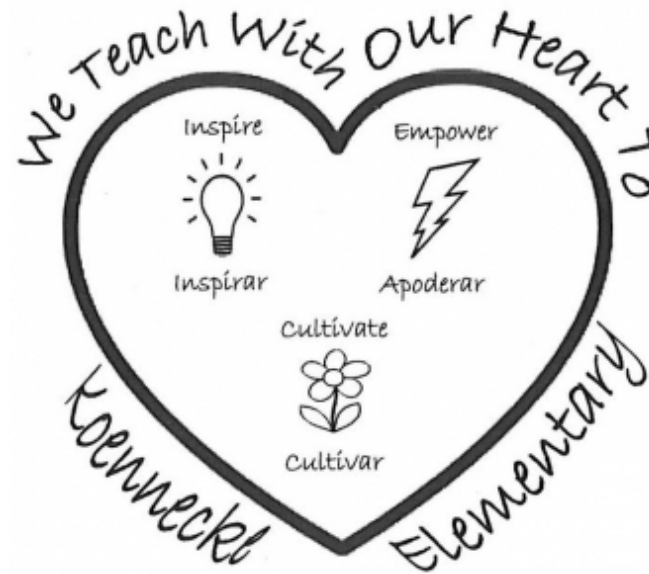
Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Jefferson Avenue Elementary will achieve a teacher turnover rate of less than 15%.

Summative Evaluation: None

Next Year's Recommendation: Support teachers to reduce turnover

Seguin Independent School District
Koennecke Elementary School
Performance Objectives
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

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

Vision

Exceptional students to exceptional citizens.

Value Statement

We believe Seguin ISD is at its best when:

- 1) All students are successful
- 2) All students are prepared for life after graduation
- 3) All schools provide a caring and safe environment
- 4) All staff feel valued
- 5) The entire community takes pride in our accomplishments

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Goals 4

- Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1). 4
- Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2). 4
- Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3). 5

Goals

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Koennecke Elementary will become an A-Rated campus in 2020-2021.

Performance Objective 2: POST-SECONDARY READINESS: Koennecke Elementary will maintain a minimum of 86% of the targets met in the Academic Achievement component of the Closing the Gap domain.

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Koennecke Elementary will increase opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning. By the end of the year, Koennecke will reflect a 10% increase in score from the Panorama BOY to EOY surveys

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Koennecke Elementary will increase the number of Facebook followers from 767 to 800 and the number of Twitter followers from 335 to 375.

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Koennecke Elementary will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10%

Seguin Independent School District
McQueeney Elementary School
Performance Objectives
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

We Succeed.

No Excuses.

No Exceptions.

Vision

Empowering tomorrow's leaders.

Value Statement

We believe McQueeney Elementary is at its best when:

All students are successful

All students are prepared for life after graduation

All schools provide a caring and safe environment

All students and staff feel valued

Parents, staff, and community are committed to student success

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Goals 4

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1). 4

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish McQueeney Elementary as an integral part of the community (Strategic Priority 2). 4

Goal 3: Create the conditions at McQueeney Elementary to recruit, retain and engage employees (Strategic Priority 3). 5

Goals

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, McQueeney will become an A-rated campus, moving from 80/45/22 to a 90/60/30 Approaches/Meets/Masters performance level.

Summative Evaluation: None

Next Year's Recommendation: Continue to focus on student achievement and growth

Performance Objective 2: POST-SECONDARY READINESS: McQueeney Elementary will increase the targets met to 100% in the Academic Achievement component of the Closing the Gap domain.

Summative Evaluation: None

Next Year's Recommendation: Continue this goal, due to COVID-19 closures

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: McQueeney Elementary School will increase opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning. By the end of the school year, McQueeney Elementary School will reflect a 10% increase in score from the Panorama BOY to EOY surveys.

Summative Evaluation: None

Next Year's Recommendation: Continue goal, focus on improving attendance

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish McQueeney Elementary as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Summative Evaluation: None

Next Year's Recommendation: Due to COVID interruption, program will be reinitiated in 2020-2021.

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: McQueeney Elementary will increase the number of Facebook followers from 750 to 825 and the number of Twitter followers from 326 to 359 by June 2021.

Summative Evaluation: None

Next Year's Recommendation: Goals not accomplished will be rolled over to 2020-2021 school year due to COVID shut down.

Performance Objective 3: PARTNERSHIPS: McQueeney Elementary will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Summative Evaluation: None

Next Year's Recommendation: On-going goals will be rolled over to 2020-2021 school year due to COVID shut down.

Goal 3: Create the conditions at McQueeney Elementary to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: McQueeney Elementary will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10%

Seguin Independent School District
Patlan Elementary School
Performance Objectives
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Success for all students.

Vision

Our vision is to establish a positive , inclusive, collaborative, destination campus that is accessible to ALL!

Value Statement

We believe Patlan Elementary is at its best when:

1. All students are successful.
2. All students are prepared for life after graduation.
3. Our school provides a caring and safe environment.
4. All staff feel valued.
5. The entire community takes pride in our accomplishments.

Patlan Matadors work hard and never give up.

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Goals 4

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1). 4

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2). 4

Goal 3: Create the conditions at Seguin ISD to recruit, retain and engage employees (Strategic Priority 3). 5

Goals

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Patlan Elementary will become a B-rated campus.

Performance Objective 2: POST-SECONDARY READINESS: Patlan Elementary will increase the targets met from 13% to 40% in the Academic Achievement component of the Closing the Gap domain.

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Patlan Elementary will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Patlan Elementary will increase attendance from 96.41% to 97.0%, and decrease out of school suspensions by 10%.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Patlan Elementary will improve the public relations as measured by constructive feedback collected from social media and parent/community surveys.

Performance Objective 3: PARTNERSHIPS: Patlan Elementary will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Goal 3: Create the conditions at Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Patlan Elementary will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10%

Seguin Independent School District
Rodriguez Elementary School
Performance Objectives
2020-2021



Mission Statement

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

Vision

Exceptional students to exceptional citizens!

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Goals 4

- Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1). 4
- Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2). 4
- Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3). 5

Goals

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Rodriguez Elementary will show an increase in the percentage of students who achieve the Approaches/Meets/Masters performance levels from 61%/26%/9% in 2018-2019 to 71%/36%/15% in 2019-2020. (Student Achievement Domain)

Performance Objective 2: POST-SECONDARY READINESS: At the campus level, Rodriguez Elementary will increase the targets met from 6% (1 out of 16) to 43.75% (7 out of 16) in the Academic Achievement component of the Closing the Gap domain.

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Rodriguez Elementary will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations.

Rodriguez Elementary will increase attendance from 95.17% to 96.3%.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Rodriguez Elementary will improve the public relations as measured by constructive feedback collected from social media and parent/community surveys.

Performance Objective 3: PARTNERSHIPS: Rodriguez Elementary will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Rodriguez Elementary will achieve a teacher turnover rate of less than 15%.(District level)/ (7% campus level)

Seguin Independent School District
Vogel Elementary School
Performance Objectives
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Empower all learners to new discoveries by creating an innovative, engaging, and safe learning environment.

Vision

Inspiring life-long learners

Value Statement

Core Beliefs

Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.

The learning experience should be engaging, relevant and collaborative to meet the needs of all.

Parent, community and industry partners are essential for student success.

Teachers foster student curiosity and initiative through meaningful and relevant learning experiences.

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Goals 4

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1). 4

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2). 4

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3). 5

Goals

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Vogel Elementary will receive a "B" rated campus.

Performance Objective 2: POST-SECONDARY READINESS: Vogel will increase the targets met from 0% to 28% in the Academic Achievement component of the Closing the Gap domain.

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Vogel will increase opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Vogel Elementary will increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families.

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Vogel Elementary will ensure all parents communicate with teachers through SeeSaw our new online learning platform. We will increase the number of Facebook and Twitter followers by 25% by June 2021.

Performance Objective 3: PARTNERSHIPS: Vogel Elementary will increase the number of business and community partnerships through active participation in community-based opportunities and events.

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Vogel Elementary will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10%

Seguin Independent School District
Weinert Elementary School
Performance Objectives
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 27, 2020

Mission Statement

To empower, foster, and inspire students to reach their full potential

Vision

Passionate family of thinkers, doers, and leaders

Value Statement

We believe Weinert Elementary is at its best when:

1. All students are successful.
2. All students are prepared for life after graduation.
3. Our school provides a caring and safe environment.
4. All staff feel valued.
5. The entire community takes pride in our accomplishments.

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Goals 4

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1). 4

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2). 4

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3). 5

Goals

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Weinert will become a B-rated School.

Summative Evaluation: None

Next Year's Recommendation: Continue our intervention schedule where we focused on individual students and their needs. Growth for every student is our goal. PLC revolved around how we would improve each students' academic performance.

Performance Objective 2: CLOSING THE GAPS: Weinert will increase the targets met in academic growth within the Closing the Gap domain from 50% to 75% focusing on improving math performance.

Summative Evaluation: None

Next Year's Recommendation: Continue to review math data and provide support through the intervention block.

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Weinert will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Weinert will increase attendance from 95% to 96%, and decrease out of school suspensions by 10% .

Summative Evaluation: None

Next Year's Recommendation: We will have quarterly attendance and behavior incentives for the 20-21 school year.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: Performance Objective :PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%

Summative Evaluation: None

Next Year's Recommendation: Contact each parent once a week using See Saw.

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Weinert will increase the number of Facebook followers from 150 to 300 and the number of Twitter followers from 319 to 500 by June 2020.

Summative Evaluation: None

Next Year's Recommendation: Continue to promote our Social Media Outlets.

Performance Objective 3: PARTNERSHIPS: Weinert will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Summative Evaluation: None

Next Year's Recommendation: Make a more conscious effort to include business and community partners on a monthly basis.

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Weinert will achieve a teacher turnover rate of less than 10%.

Summative Evaluation: None

Next Year's Recommendation: We will continue to provide support to teachers during the PLC process.

Seguin Independent School District

Jim Barnes Middle School

Performance Objectives

2020-2021

Mission Statement

Bridging the Gap: Empower, Inspire, Achieve

Vision

A Collaborative Learning Environment equals Accountable and Student Growth

Value Statement

Jim Barnes Middle School is at the best when:

1. All students are present
2. All teachers collaborate to develop high quality instruction
3. All stakeholders contribute to a safe and secure environment
4. All students are college ready and able to perform at the next level
5. There is a strong partnership between parents, staff and community

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Goals 4

- Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1). 4
- Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2). 4
- Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3). 5

Goals

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Seguin ISD will become a B-rated district.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 2: POST-SECONDARY READINESS: At the high school level, Seguin ISD will increase the targets met from 57% to 71% (5/7 components) in the School Quality Status (CCMR) component of Closing the Gap domain. At the middle and elementary schools, Seguin ISD will increase the targets met from 0% to 32% in the Academic Achievement component of the Closing the Gap domain.

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin ISD will increase opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning. By the end of the year, Seguin ISD will reflect a 10% increase in score from the Panorama BOY to EOY surveys.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Seguin ISD will increase the number of Facebook followers from 11,000 to 12,100 and the number of Twitter followers from 3,750 to 4,000 by June 2021.

Performance Objective 3: PARTNERSHIPS: Seguin ISD will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Seguin ISD will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10%

Seguin Independent School District
A.J. Briesemeister Middle School
Performance Objectives
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 28, 2020

Mission Statement

To cultivate, inspire and empower the AJB community to grow and learn.

Vision

To make AJB the place to be!

Collective Commitments

Collective Commitments

1. We will make AJB an emotionally and physically safe place to be.
2. We will ensure that learning is rigorous, engaging and relevant for all.
3. We will set aside specific time for ourselves to reflect so that we can stay positive and refreshed.
4. We will build relationships through collaboration and communication with our immediate and extended AJB Family.

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Goals 4

- Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1). 4
- Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2). 4
- Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3). 5

Goals

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, AJB Middle School will become a "B" rated campus in 2021.

Performance Objective 2: POST-SECONDARY READINESS: AJB Middle School will increase the targets met from 0% to 11% in the Academic Achievement component of the Closing the Gap domain.

Summative Evaluation: None

Next Year's Recommendation: Continue the goal due to COVID interruption

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin ISD will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. AJB Middle School will increase attendance from 93.99% to 95.00%, and decrease out of school suspensions by 10% from 101 to 91.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: AJB Middle School will increase the number of Facebook followers from 410 to 500 and the number of Twitter followers from 365 to 400.

Performance Objective 3: PARTNERSHIPS: AJB Middle School will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: AJB Middle School will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10%

Summative Evaluation: None

Next Year's Recommendation: Continue the goal due to COVID interruption

Seguin Independent School District

Seguin High School

Performance Objectives

2020-2021

Transformation



Mission Statement

Campus Mission Statement

Transformation Starts Here

Vision

Vision

Transformational Learning to Innovative Thinkers

Value Statement

Value Statement

Seguin ISD believes that:

Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.

The learning experience should be engaging, relevant and collaborative to meet the needs of all.

Parent, community and industry partners are essential for student success.

Teachers foster student curiosity and initiative through meaningful and relevant learning experiences. Relationships that nurture student growth and development are key to success.

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Goals 4

Goal 1: Improve student learning through improved instructional practice. 4

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin High School as an integral part of the community. 4

Goal 3: Create the conditions at Seguin High School to recruit, retain, and engage employees. 5

Goals

Goal 1: Improve student learning through improved instructional practice.

Performance Objective 1: By focusing on purposeful planning, curriculum alignment, instructional practices, ICLE Rigor and Relevance Framework, instructional technology for remote learners and support for special programs and sub-populations, Seguin High School will become a B-Rated Campus.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 2: POST-SECONDARY READINESS: Seguin High School will increase the targets met from 57% to 71% in the School Quality Status (CCMR) component of Closing the Gap domain.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin High School will increase learning opportunities that support and reinforce the health and well-being of all students by addressing on campus COVID-19 safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Seguin High School will increase attendance from 92 % to 94 %, and decrease out of school suspensions by 10%. Seguin High School will see a 10% increase in score from the Panorama BOY and EOY Suveys.

Performance Objective 4: Seguin High School will reduce the report card failure rate by 5% each grading period.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin High School as an integral part of the community.

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Seguin High School will improve the public relations as measured by constructive feedback collected from social media and parent/community surveys.

Performance Objective 3: PARTNERSHIPS: Seguin High School will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Goal 3: Create the conditions at Seguin High School to recruit, retain, and engage employees.

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Seguin High School will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10% .

**Seguin Independent School District
Mercer-Blumberg Learning Center
Performance Objectives
2020-2021**

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Empowering exceptional students to make a positive impact on their lives and community

Vision

Making Believers and Lifelong Citizens

Value Statement

We believe Seguin ISD is at its best when:

- All students are successful
- All students are prepared for life after graduation
- All schools provide a caring and safe environment
- All students and staff feel valued
- Parents, staff, and community are committed to student success

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Goals 4

- Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1). 4
- Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2). 4
- Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3). 5

Goals

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, Blended Learning, and support for special programs and sub-populations, MBLC will increase in the percentage of students who pass all English EOC exams from 28% to 35% in 2020-2021 and from 35% to 50% in 2021-2022.

Performance Objective 2: POST-SECONDARY READINESS: MBLC will increase the targets met from 0% to 20% in the School Quality Status (CCMR) component of Closing the Gap domain.

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: MBLC will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. MBLC will increase attendance from 84.29% to 87%, and decrease the amount of DAEP placements to under 2 students.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: MBLC will increase its presence on the social media platforms of Facebook and Twitter while making sure that our website is up to date and increasing the number of followers.

Performance Objective 3: PARTNERSHIPS: MBLC will increase the number of business and community partnerships through active participation in community-based opportunities of service and public speaking events.

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: MBLC will achieve a teacher turnover rate of less than 10% and an administrator turnover rate of 0%

Seguin Independent School District

DAEP at Saegert

Performance Objectives

2020-2021



Mission Statement

Our mission: To provide every child an excellent education in a supportive environment so they achieve their highest potential and become leaders and contributors in the global community through rigorous and relevant learning in partnership with committed staff, parents, and community.

Vision

Our vision is a culture of excellence within our schools and community.

Core Beliefs

We believe Seguin ISD is at its best when:

- Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.
- The learning experience should be engaging, relevant and collaborative to meet the needs of all.
- Parent, community and industry partners are essential for student success.
- Teachers foster student curiosity and initiative through meaningful and relevant learning experiences.
- Relationships that nurture student growth and development are key to success.

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Goals 4

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1). 4

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2). 4

Goal 3: Create the conditions at Seguin ISD to recruit, retain and engage employees (Strategic Priority 3). 5

Goals

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Seguin ISD Alternative School will support the district increase in the percentage of students who achieve the Approaches/Meets/Masters performance levels from 67%/38%/15% to 73%/41%/18% in 2019 and 78%/45%/20% in 2020.

Performance Objective 2: POST-SECONDARY READINESS: At the high school level, Seguin ISD Alternative School will support the increase the targets met from 22% to 33% in the School Quality Status (CCMR) component of Closing the Gap domain. At the middle and elementary schools, Seguin ISD Alternative School will support the increase in the district targets met from 18% to 32% in the Academic Achievement component of the Closing the Gap domain.

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin ISD Alternative School will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Seguin ISD Alternative School will increase attendance from 74.83% to 76%, and decrease out of school suspensions by 50% from 337 to 168.

Summative Evaluation: None

Next Year's Recommendation: Continue to work towards this goal next school year.

Performance Objective 4: RESPONSE TO INTERVENTION (RtI): Seguin ISD Alternative School will support the district's reduction in the percentage of students who meet at risk criteria in reading (using APEX) by 4 percentage points from 25% to 21% and Math (using <25th %ile in TEMI) by 4 percentage points from 24% to 20%.

Summative Evaluation: None

Next Year's Recommendation: Due to Covid interruption, we will continue with this goal next year.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Summative Evaluation: None

Next Year's Recommendation: Continue to Seek Innovative Ways to Solicity Two-Way Communication with Families

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Saegert Alternative School will improve the public relations as measured by constructive feedback collected from social media and parent/community surveys.

Summative Evaluation: None

Next Year's Recommendation: Discover ways to communicate that do not divulge the confidentiality of students placed at the DAEP

Performance Objective 3: PARTNERSHIPS: Saegert Alternative School will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Summative Evaluation: None

Next Year's Recommendation: Continue to Seek Partnership Opportunities

Goal 3: Create the conditions at Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Saegert Alternative School will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10%

Summative Evaluation: None

Next Year's Recommendation: Continue to motivate and provide relevant professional development

District and Campus Improvement Plans

*October 27, 2020 Board of Trustees Meeting
Presented by Mark Cantu, Chief Academic Officer*

Continuous Improvement Process

1. Data Analysis
2. Comprehensive Needs Assessment
 - a. Demographics
 - b. Academic Achievement
 - c. Processes & Programs
 - d. Perceptions
3. District & Campus Improvement Planning
4. Implementation & Evaluation



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TEC 11.251(a) states that the Board of Trustees shall annually approve both the district and campus performance objectives.

Strategic Priorities = Board Goals

Goal 1: Improve student learning through improved instructional practice.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community.

Goal 3: Create the conditions in Seguin ISD to recruit, retain, and engage employees.

Goal 1: Improve student learning through improved instructional practice.

Performance Objective 1

Teaching & Learning

By focusing on curriculum alignment, instructional practices, and support for special programs and sub populations, Seguin ISD will become a B-rated district.

Key Strategies

- ❖ Continue to implement and monitor PLCs
- ❖ Use of assessments to support data-driven instruction
- ❖ Provide timely, meaningful feedback to teachers
- ❖ Use of Rigor/Relevance Framework & Collaborative Instructional Review (CIR) process

Goal 1: Improve student learning through improved instructional practice.

Performance Objective 2

Post-Secondary Readiness

At the High School level, SISD will increase the targets met from 57% to 71% in the School Quality (CCMR) component of the Closing the Gaps domain.

At the 3-8 grade levels, SISD will increase the targets met from 0% to 36% in the Academic Achievement component of the Closing the Gaps domain.

Key Strategies

- ❖ Increase course offerings and licensure programs in the CTE program
- ❖ Increase student participation in AVID and Dual Credit, AP and advanced courses
- ❖ Increase student participation in SAT and TSIA

Goal 1: Improve student learning through improved instructional practice.

Performance Objective 3

Whole Child SEL

SISD will increase opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning.

By the end of the year, SISD will reflect a 10% increase in score from the Panorama BOY to EOY score.

Key Strategies

- ❖ Provide mental health services to students through Communities in Schools
- ❖ Provide support to students, families, and campuses to increase attendance
- ❖ Continue to expand the LiINK program throughout all elementary campuses
- ❖ Promote clubs and activities to underrepresented student groups

Goal 2: Engage parents, industry and community partners

Performance Objective 1

Parental and Family Engagement

SISD will increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Key Strategies

- ❖ Establish Parent Empowerment Series to engage and educate parents in matters relating to academic achievement, education programs, and student wellness.
- ❖ Provide district-level coordination for Parent/Family engagement activities on campuses

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Goal 2: Engage parents, industry and community partners

Performance Objective 2

Key Strategies

Public Relations & Communications

SISD will increase the number of Facebook followers from 11,000 to 12,100 and the number of Twitter followers from 3,750 to 4,000 by June 2021

- ❖ Promote communication through district social media outlets
- ❖ Promote the use of social media for communication on campuses
- ❖ Provide training to faculty members as needed on the use of social media for education

Goal 2: Engage parents, industry and community partners

Performance Objective 3

Partnerships

SISD will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Key Strategies

- ❖ Collaborate with Seguin Area Chamber of Commerce, Seguin Economic Development Corporation, and CTTC to create community partnerships
- ❖ Identify opportunities for Leadership Staff to participate in campus and community based events
- ❖ Increase our partnerships with community-based mental health organizations

450

Goal 3: Create the conditions in SISD to recruit, retain, and engage employees

Performance Objective 1

Recruit, retain, and engage effective teacher and administrators

SISD will achieve a turnover rate of less than 15% and an administrator turnover rate of less than 10%

Key Strategies

- ❖ Provide research-based continuing leadership development programs
- ❖ Provide research-based mentor programs
- ❖ Provide competitive compensation packets
- ❖ Provide targeted professional learning opportunities for new and returning teachers
- ❖ Provide instructional support to support teachers in the virtual/learning environment

Questions?



ACTION ITEM: **Approval of Local Criteria for Identification of Students at Risk of Dropping Out of School**

RECOMMENDATION: That the Board of Trustees adopt the local criteria for identification of students at risk of dropping out of school.

RATIONALE: One goal of the State Compensatory Education Program (SCE) is to provide funding to reduce disparity in performance on assessment instruments between at-risk students and all other students. The state provides 14 criteria used to identify at-risk students. In addition to serving at-risk students defined by state criteria, LEAs may serve students who meet local eligibility criteria if the local criteria have been adopted by the board of trustees.

Nearly 50% of students in grades PreK-5 are remote learners. While online learning is a beneficial option for many families, there are drawbacks including social isolation, limited interaction, limited academic feedback, lack of face-to-face communication, and more. For these reasons, Seguin ISD proposes to adopt online students (grades PreK-5) as an additional criterion to identify at-risk students.


REFERENCE and COMPLIANCE: §TEC 29.081
Strategic Priority 1 – Improve student learning through improved instructional practice.

PAPERWORK IMPACT: Adopted local criteria must be clearly defined in the district improvement plan.

BUDGET IMPACT/ INFORMATION: Adopting this local criteria would allow Seguin ISD to direct SCE funding to serve online students.

EXHIBITS: None

RESOURCE PERSONNEL: Cynthia Borden, Director of Federal & State Accountability
Mark Cantu, Chief Academic Officer

Submitted by:  Date Submitted: 10/27/20
(Signature) _____
(Name) Dr. Matthew Gutierrez Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

ACTION ITEM:

Consideration of the Submission of a Class Size Waiver to the Texas Education Agency

RECOMMENDATION:

That the Board of Trustees approve the submission of a class size waiver to the Texas Education Agency for the 2020-2021 academic year.

RATIONALE:

Each semester, a school district must conduct a class size enrollment survey for kindergarten through grade 4. If the survey indicates that any class exceeds the allowable limit of 22:1, the district must submit a waiver request and a compliance plan to the Texas Education Agency (TEA). With the grade level registration for the 2020-2021 school year many virtual classes have exceeded the 22 student limit for elementary students assigned to one teacher. The exhibit contains a breakdown of virtual classes that exceed the 22 student limit.

With classes exceeding the 22:1 ratio, a waiver request must be submitted to TEA. All other elementary grade level classrooms throughout the district are currently at or under the allowable limit.

REFERENCE and COMPLIANCE:

Priority 1: Improve student learning through improved instructional practice.

PAPERWORK IMPACT:

Paperwork for the waiver request will be filed with the Texas Education Agency.

BUDGET IMPACT INFORMATION:

None

EXHIBITS:

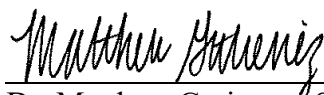
Compliance Report

RESOURCE PERSONNEL:

Cynthia J. Moreno, Chief Human Resource Officer

Submitted by:

(Signature)



Date Submitted: 10/27/20

(Name)

Dr. Matthew Gutierrez, Superintendent

(Address)

1221 E. Kingsbury St., Seguin, Texas 78155

(Telephone)

(830) 401-8614

Seguin Independent School District 2020-2021

Compliance Plan for K-5 elementary staffing:

Seguin Independent School District is requesting a class size waiver for six kindergarten classes, two first grade classes, six second grade classes, six third grade classes, six fourth grade classes, and five fifth grade classes (campuses are listed below).

In response to the COVID-19 pandemic, Seguin ISD has offered our community the option for face to face instruction or remote learning to help lessen the number of students in our schools and slow the spread of the virus. In providing the two options in mode of instruction, several elementary virtual classes have exceeded the 22:1 requirement. Increasing the general staffing allocations is currently not feasible with recent changes in the legislature and Pandemic Response Expenditures.

It is expected that the campuses will be in compliance with the 22:1 requirement for the 2021-2022 school year.

Campus	Teacher	Enrollment	Mode	Gr
Jefferson	Kirsten Deiley	23	Virtual	KG
	Felicia Cordes	25	Virtual	4th
Koennecke	Emily Koenig	23	23 virtual	KG
	Nevada Hill	26	26 virtual	2nd
	Brandy Aguilar	25	11 f2f/14 virtual	3rd
	Sarai Dominguez	23	13 f2f/10 virtual	Bil 3rd
	Miranda Martinez	31	31 virtual	3rd
	Danielle Stanfield	33	33 virtual	4th
	Stephanie DuBose	34	19 f2f/15 virtual	5th
	Daniel Guardiola	36	20 f2f/16 virtual	5th
McQueeneey	Adrianna Moreno	25	25 virtual	KG
	Gwendolyn Gustafson	31	31 virtual	2nd
	Abigail Reder	25	25 virtual	3rd
	Dorian Forrester	27	27 virtual	4th
Patlan	Angela Bennett	25	25 virtual	KG
	Chawanda Jackson	23	23 virtual	2nd
	Natalie Bader	25	25 virtual	3rd
	Julie Krueger	24	24 virtual	Bil 4th
	Marie Cevallos	32	32 virtual	5th
Rodriguez	Amanda Carrasco	36	36 virtual	Bil 1st
	Kimberly Hagan	28	28 virtual	2nd
	Shelia Ramirez	34	34 virtual	Bil 2nd
	Resa Cunningham	31	31 virtual	3rd
	Candyce Hartman	25	25 virtual	4th
	Allison James	31	31 virtual	5th
Vogel	Sarah Kent	32	32 virtual	KG
	Mary Arnold	25	25 virtual	4th
	Kristen Lee	28	28 virtual	5th
Weinert	Adam Westerfield	33	33 virtual	KG
	Maria Peralez	32	32 virtual	1st
	Carol Muenich	30	30 virtual	2nd

ACTION ITEM:

Personnel Action Professional Employees

RECOMMENDATION:

The Board of Trustees approves the new professional hires for the 2020 – 2021 school year and the resignations listed below.

**FOR BOARD'S
ACKNOWLEDGMENT
ELECTIONS:
TEACHERS:**

Name	Campus	Effective
Driver, Daniel	AJB Middle School	10/16/2020
Hernandez, Rosalva	Koennecke Elementary	10/5/2020
Terrill, Randee	Barnes Middle School	10/1/2020

**FOR BOARD'S
ACKNOWLEDGEMENT**

RESIGNATIONS:

Dement, Steve, Barnes Middle School, effective 8/28/2020

Mr. Dement, AVID Teacher, has resigned due to medical reasons.

Soefje, Kelly, Seguin High School, effective 10/23/2020

Ms. Soefje, CNA Instructor/Health Science Teacher, has resigned to accept a position in the private sector.

RATIONALE:

Strategic Priority 3: Create the conditions in Seguin to recruit, retain and engage employees.

**REFERENCE and
COMPLIANCE:**

DC (LEGAL), DC (LOCAL), Employment Practices

**BUDGET IMPACT/
INFORMATION:**

None

**PAPERWORK
IMPACT:**

This item will result in follow-up communication with the Employee.

EXHIBITS:

Information Sheet

**RESOURCE
PERSONNEL:**

Cynthia Moreno, Chief of Human Resource Officer

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)



Date Submitted: 10/27/2020

Dr. Matthew Gutierrez, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614