# Agenda of Regular Meeting

## The Board of Trustees
## Seguin ISD

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A Regular Meeting of the Board of Trustees of Seguin ISD will be held November 17, 2026, beginning at 6:00 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.
2. **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.
3. **Action Item:**
   A. Consideration and Possible Approval of an Order Canvassing the Returns and Declaring the Results of a Tax Ratification Election held on November 3, 2026 — 4
      Liz Banks
4. **Information Item:**
   A. Administer Statement of Elected Officers in: — 10
      District 2 - Alejandro R. Guerra
      District 5 - Denise Crettenden
      Dr. Jack Lee
   B. Administer Oath of Office to Elected Trustees in: — 11
      District 2 - Alejandro R. Guerra
      District 5 - Denise Crettenden
      Nancy Ramirez
5. **Public Hearing: FIRST Rating and Targeted Improvement Plans**
   A. Overview of the Annual Financial Management Report Regarding the District's 2025-2026 Financial Integrity Rating System (FIRST) Ratings Based on the School Year 2024-2025 Data — 12

The public is further invited to address questions or comments to the Staff and Board of Trustees at the Public Hearing.

Liz Banks

B. Hearing for Targeted Improvement Plans 33

The public is further invited to address questions or comments to the Staff and Board of Trustees at the Public Hearing.

Jessica Lee

6. **Pledges to the United States Flag and the Texas Flag, Followed by a Moment of Silence**
7. **Recognition/Campus Presentations**
   A. Superintendent Reports
   B. Board Member Reports
   C. Student/Staff/Board/Community Recognition 54

      Emily Allen and Dr. Jack Lee
   D. Campus Highlight 55

      Debra Reiley and Tanya Webb
8. **Closed Session**

   The 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.
      1. Discussion of Intruder Detection Audit Report

         Dr. Ruben Carrillo
   B. Pursuant to Texas Government Code Section § 551.074 - Discuss personnel matters, including appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of an employee(s).
   C. Pursuant to Texas Government Code Section § 551.072 - Discuss the sale, purchase, exchange, lease, or value of real property.
   D. Pursuant to Texas Government Code Section § 551.0821 - Deliberation regarding public school student.
9. **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).
10. **Reports/Information Items**
    A. Human Resources

Jeremy Nueman

1. Personnel Information - Professional Employees 56

B. Business Services

Liz Banks

1. Financial Statement for October 2026 57
2. Purchase Orders Over $50,000 62

11. **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 - October 27, 2026. 64

Nancy Ramirez

B. Approval of Tax Collection Reports for October 2026 70

Liz Banks

C. Acknowledge Public Information Act Requests October-November 2026 71

Emily Allen

12. **Action Items**

A. Approval to Purchase District Library Books 73

Jackie Silvius

B. Consideration and Approval of the 2026-2027 Targeted Improvement Plans and Local Improvement Plans 137

Jessica Lee

13. **Board Comments and Request**
14. **Adjourn**

1221 E. Kingsbury
Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

P: (830) 401-8600
F: (830) 379-0392
www.seguin.k12.tx.us

| | |
|---|---|
| **Action Item** | Consideration and Possible Approval of an Order Canvassing the Returns and Declaring the Results of a Tax Ratification Election held on November 3, 2026 |
| | |
| **Contact Person(s)** | Elizabeth Banks, Chief Financial Officer, RTSBA |
| **Background** | Seguin Independent School District held a Voter-Approval Tax Rate Election (VATRE) on November 3, 2026, to allow voters to consider approval of the District's adopted maintenance and operations (M&O) tax rate of $0.6978 per $100 of taxable property valuation.<br><br>The election was called in accordance with the Texas Education Code and applicable provisions of the Texas Election Code.<br><br>Under the Texas Election Code, the Board of Trustees is required to canvass the official election returns and formally declare the results of the election. The canvass includes reviewing the official vote totals provided by the election officials and adopting an order documenting the election results.<br><br>The proposed order canvassing the returns and declaring the results of the November 3, 2026, Voter-Approval Tax Rate Election is presented for the Board's consideration and approval. |
| **Fiscal Implication(s)** | N/A |
| **District Goals** | ☐ Challenging & Meaningful Learning Experiences<br>☐ Life-Ready Students<br>☒ Positive Community Culture<br>☐ Growth-Minded Personnel<br>☒ Strategic Operational Stewardship |
| **Administration's Recommendation** | The Administration recommends that the Board of Trustees approve the order canvassing the November 3, 2026 voter approval tax ratification election. |
| **Proposed Motion Language** | I move that the Board approve the order canvassing the returns and declaring the results of a tax ratification election held on November 3, 2026. |

AN ORDER CANVASSING THE RETURNS AND DECLARING THE RESULTS OF A VOTER APPROVAL TAX RATIFICATION ELECTION; AND OTHER MATTERS IN CONNECTION THEREWITH

WHEREAS, the Board of Trustees (the *Board*) of the Seguin Independent School District (the *District*) ordered an election to be held on November 3, 2026 (the *Election*) for the purpose of determining whether the resident, qualified voters of the District would approve the ad valorem tax rate as described in Proposition A below; and

WHEREAS, the Board has reviewed and investigated all matters pertaining to the Election, including the ordering, notices, election officers, holding, and returns thereof; and

WHEREAS, the Board has diligently inquired into the poll lists and the official election returns that were duly and lawfully made to the Board by the judges and clerks holding and conducting the Election; and

WHEREAS, the precinct returns are attached and incorporated for all purposes; and

WHEREAS, from these returns, this Board hereby finds that the following votes were cast in the Election by qualified voters of the District:

SEGUIN INDEPENDENT SCHOOL DISTRICT PROPOSITION A: THIS IS A TAX INCREASE

Ratifying the ad valorem tax rate of $1.0828 per $100 valuation in the Seguin Independent School District for the current year, a rate that will result in an increase of 2.8 percent in maintenance and operations tax revenue for the District for the current year as compared to the preceding year, which is an additional $942,852, for the purpose of recruiting and retaining qualified staff, funding safety and security at each campus, and continuing student programs and general operations of the District.

| | For | Against |
|---|---|---|
| Early Votes in Person | 5,515 | 5,187 |
| Early Votes by Mail (absentee) | 298 | 260 |
| Election Day Votes | 1,932 | 2,202 |
| TOTAL | 7,745 | 7,649 |

Under Votes, if any: ____1,021_____ Total Votes Cast: __15,394_____
Provisional Ballots, if any: Counted: ___N/A_____ Uncounted: __N/A_____

NOW, THEREFORE, IT IS RESOLVED BY THE BOARD OF TRUSTEES OF THE SEGUIN INDEPENDENT SCHOOL DISTRICT THAT:

SECTION 1: The Board officially finds, determines, and declares that the Election was properly ordered, that proper legal notice of the Election was given, that proper election officers

were appointed prior to the Election, that the Election was legally held, that all qualified voters of the District were permitted to vote at the Election, that returns of the results of the Election had been made and delivered, the Board has canvassed such returns, and that election records will be made publicly available pursuant to section 1.012 of the Texas Election Code, all in accordance with the state and federal laws and the order calling the Election.

SECTION 1: A MAJORITY of the qualified voters of the District voting in the Election, having voted FOR Proposition A, the Board hereby finds and determines that this Proposition carried at the Election and that the Board is hereby accordingly authorized to levy the tax in accordance with the authority granted in the Proposition and with law.

SECTION 2: The President of the Board is authorized to execute this Order, and the Secretary of the Board is authorized to certify this Order regardless of their participation in the quorum required by the Election Code.

SECTION 3: The recitals contained in the preamble of this Order are hereby found to be true, and such recitals are hereby made a part of this Order for all purposes and are adopted as a part of the judgment and findings of the Board.

SECTION 4: All orders and resolutions, or parts thereof, which are in conflict or inconsistent with any provision of this Order are hereby repealed to the extent of such conflict, and the provisions of this Order shall be and remain controlling as to the matters resolved herein.

SECTION 5: This Order shall be construed and enforced in accordance with the laws of the State of Texas and the United States of America.

SECTION 6: If any provision of this Order or the application thereof to any person or circumstance shall be held to be invalid, the remainder of this Order and the application of such provision to other persons and circumstances shall nevertheless be valid, and the Board hereby declares that this Order would have been enacted without such invalid provision.

SECTION 7: It is officially found, determined, and declared that the meeting at which this Order is adopted was open to the public and public notice of the time, place, and subject matter of the public business to be considered at such meeting, including this Order, was given, all as required by Chapter 551, as amended, Texas Government Code.

SECTION 8: This Order shall be in force and effect from and after its final passage and it is so resolved.

PASSED, ADOPTED, AND APPROVED on November 17, 2026.

SEGUIN INDEPENDENT SCHOOL DISTRICT

_____

Denise Crettenden
President, Board of Trustees

ATTEST:

_____

Grace Mueller
Secretary, Board of Trustees

# The County of Guadalupe


**Teresa Kiel**
**Guadalupe County Clerk**

3251 State Hwy 123, Seguin, Texas 78155 ♦ *www.guadalupe-elections.com* ♦ Phone: (830) 303-6363 / Fax: (830) 303-6373
1101 Elbel Road, Schertz, TX 78154 Phone: (210) 945-4199/ Fax: (210) 659-1225


I, **Teresa Kiel**, County Clerk of Guadalupe County, do hereby certify the returns for the SEGUIN ISD Election held on November 3, 2026 as shown on the attached reports, as true and correct.

Teresa Kiel

**TERESA KIEL**
**GUADALUPE COUNTY CLERK**

Date: 11.13.26

## SEGUIN INDEPENDENT SCHOOL DISTRICT PROPOSITION A Seguin

Vote For 1

| | TOTAL | Election Day | Early Voting | Absentee |
|---|---|---|---|---|
| For | 7,745 | 1,932 | 5,515 | 298 |
| Against | 7,649 | 2,202 | 5,187 | 260 |
| Overvotes | 1 | 0 | 0 | 1 |
| Undervotes | 1,021 | 332 | 639 | 50 |



Report generated with Electionware Copyright © 2007-2020

| | |
|---|---|
| **Information Item** | Administer Statement of Elected Officers in:<br>District 2 – Alejandro R. Guerra<br>District 5 – Denise Crettenden |
| **Contact Person(s)** | Dr. Jack Lee, Superintendent |
| **Background** | That the Statement of Elected Officers be sworn to and signed by newly elected trustees and person administering the oath (or affirmation) of office.<br><br>In accordance with the following codes: The Texas Government Code, The Texas Election Code and The Texas Education Code 11.061 and Board Policy BBB (LEGAL).<br><br>BBB (LEGAL) Board Members Elections |
| **Fiscal Implication(s)** | N/A |
| **District Goals** | ☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students<br>☒ Positive Community Culture ☐ Growth-Minded Personnel<br>☐ Strategic Operational Stewardship |
| **Administration's Recommendation** | The Administration recommends that the newly elected trustees be sworn to and sign the Statement of Elected Officers. |
| **Proposed Motion Language** | I move that the newly elected trustees be sworn to and signed by newly elected trustees and person administering the oath (or affirmation) of office. |

1221 E. Kingsbury
Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

P: (830) 401-8600
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| | |
|---|---|
| **Information Item** | Administer Oath of Office to Elected Trustees in:<br>District 2 – Alejandro R. Guerra<br>District 5 – Denise Crettenden |
| **Contact Person(s)** | Dr. Jack Lee, Superintendent |
| **Background** | That the newly elected trustees take the oath (or affirmation) of office. Trustees in Districts 2 and 5 are elected to three-year terms that will expire in 2029.<br><br>The oath is in accordance with Education Code 11.061 and Board Policy BBB (LEGAL).<br><br>BBB (LEGAL) Board Members Elections |
| **Fiscal Implication(s)** | N/A |
| **District Goals** | ☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students<br>☒ Positive Community Culture ☐ Growth-Minded Personnel<br>☐ Strategic Operational Stewardship |
| **Administration's Recommendation** | The Administration recommends that the newly elected trustees take the oath (or affirmation) of office in Single Member Districts 2 and 5. |
| **Proposed Motion Language** | I move that the newly elected trustees take the oath (or affirmation) of office in Single Member Districts 2 and 5. |

| | |
|---|---|
| **Public Hearing** | Overview of the Annual Financial Management Report regarding the District's 2025-2026 Financial Integrity Rating System of Texas (FIRST) ratings based on the school year 2024-2025 data. |
| **Contact Person(s)** | Elizabeth Banks, Chief Financial Officer, RTSBA |
| **Background** | The School Financial Integrity Rating System of Texas (School FIRST) is the Texas Education Agency's financial accountability system for public school districts. The annual financial management report provides the Board of Trustees and community with information regarding the District's financial accountability performance.<br><br>Seguin ISD received a Superior Achievement (A) rating with a score of 94 for the 2025–2026 School FIRST rating cycle, based on 2024–2025 financial data. This represents a two-point increase from the prior year's score of 92.<br><br>In accordance with 19 TAC §109.1001, the District will present its annual financial management report at a public hearing and provide an opportunity for public comments and questions regarding the report.. |
| **Fiscal Implication(s)** | N/A |
| **District Goals** | ☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students<br>☐ Positive Community Culture ☐ Growth-Minded Personnel<br>☒ Strategic Operational Stewardship |
| **Administration's Recommendation** | The Administration recommends that the Board of Trustees receive the FIRST report. |
| **Proposed Motion Language** | N/A |




# Seguin ISD 2025–2026 FIRST Rating

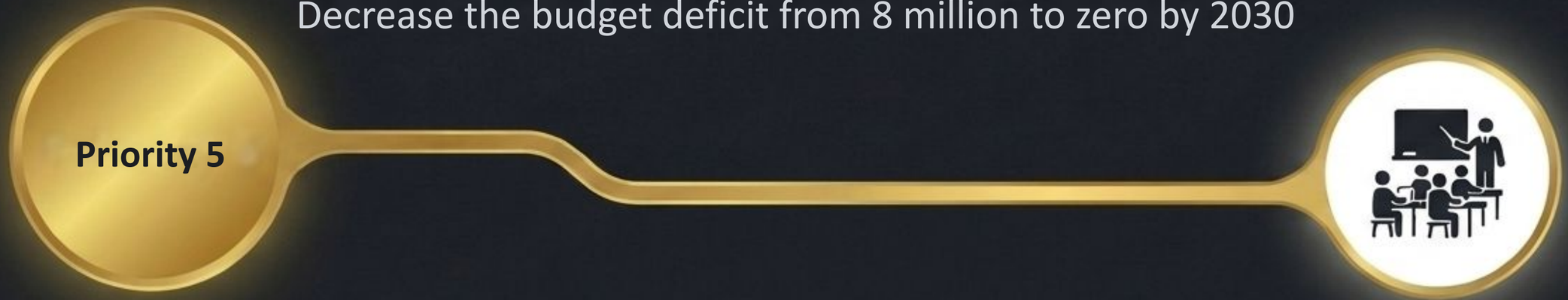
Based on 2024–2025 Financial Data

**Total Score 94 | Rating A (Superior Achievement)**

SEGUIN INDEPENDENT SCHOOL DISTRICT

# Driven by Strategic Priority 5: Strategic Operational Stewardship

Decrease the budget deficit from 8 million to zero by 2030




The Financial Integrity Rating System of Texas (FIRST) measures the quality of our financial management. At Seguin ISD, we view this not just as a state requirement, but as the foundation of that strategic priority.

**Superior financial stewardship ensures the maximum allocation of our resources goes exactly where it belongs: directly supporting instructional purposes and student success.**

# Translating 21 State Indicators into 4 Operational Priorities

## Core Compliance

(Indicators 1, 2, 3, 4, 17, 19) — Timeliness, Audit Integrity, Clean Opinions

## Cash & Liquidity

(Indicators 5, 6, 7, 8, 9) — Cash Reserves, Fund Balances, Asset Ratios

## Debt & Valuation

(Indicators 11, 12) — Assessed Property Values, Long-Term Solvency

## Operational Precision

(Indicators 10, 14, 15, 16) — Staffing/Attendance Alignment, Data Accuracy

# Core Compliance Indicators #1-4

**Timely Reporting:** Complete annual financial report and data submitted ahead of the deadline (Received 02/19/2026).

**Audit Integrity:** Received an 'Unmodified Opinion' (the highest level of assurance) on financial statements.

**Internal Controls:** Independent auditor reported zero instances of material weaknesses in internal controls.

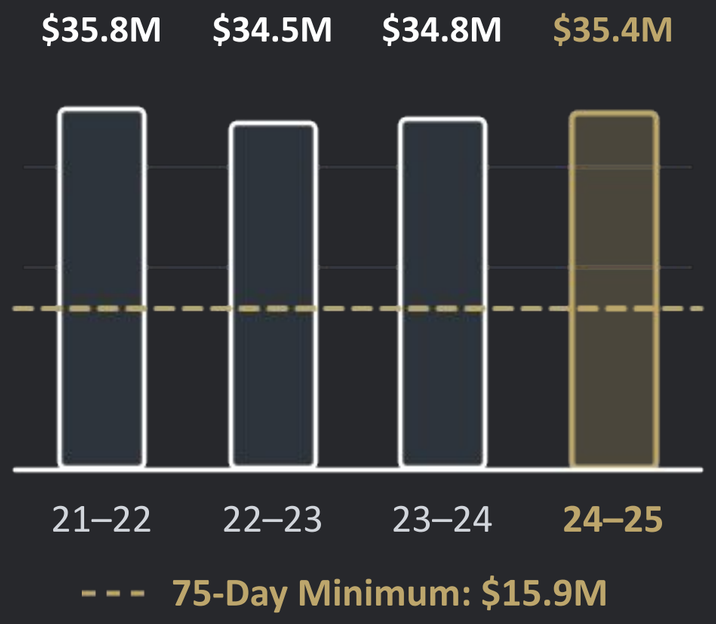
**Financial Obligations:** 100% compliance with all debt agreements and timely payments to TRS, TWC, and IRS.

# Fund Balance: Ceiling Indicator #6

**Was the average change in fund balance over 3 years less than a 25 percent decrease or did the current year's fund balance exceed 75 days of operational expenditures?**

3-Yr Change: -0.35% | Limit: -25.0%

**Only 0.35% Decrease in 3-Year Average Fund Balance**




Actual: $35.4M | 75-Day Min: $15.9M

**2.2× Required Reserves Exceeding 75 Days of Operating Expenses**

Scored 10 out of 10

# Cash & Liquidity: Operational Resilience

District cash and equivalents are actively managed to ensure we have a comfortable buffer against economic shocks or funding delays.

Cash & Equivalents: $31.9M | Expenditures: $77.3M

**Indicators #7 & #9**




**150 Days of Cash Reserves**

(Scoring 10 out of 10 points; 60 days above the TEA target).

# Cash & Liquidity: Asset Strength - Indicator #8

Our ability to cover short-term debt is exceptionally strong. To receive maximum points, the state requires a ratio of at least 3 to 1.

$146.8M in Assets vs. $37.6M in Liabilities

2026-2027 FIRST rating $94.5M Assets vs $31.2 Liabilities

2.9 ratio / 8/10 points




**3.9x Strong Liquidity Ratio**

(Scoring 10 out of 10 points).

# Debt & Valuation: Supporting Long-Term Solvency - Indicator # 12

This measures how we maintain our correlation between our future debt requirements and our assessed property value.




**Sufficient Tax Base to Comfortably Support District Debt**

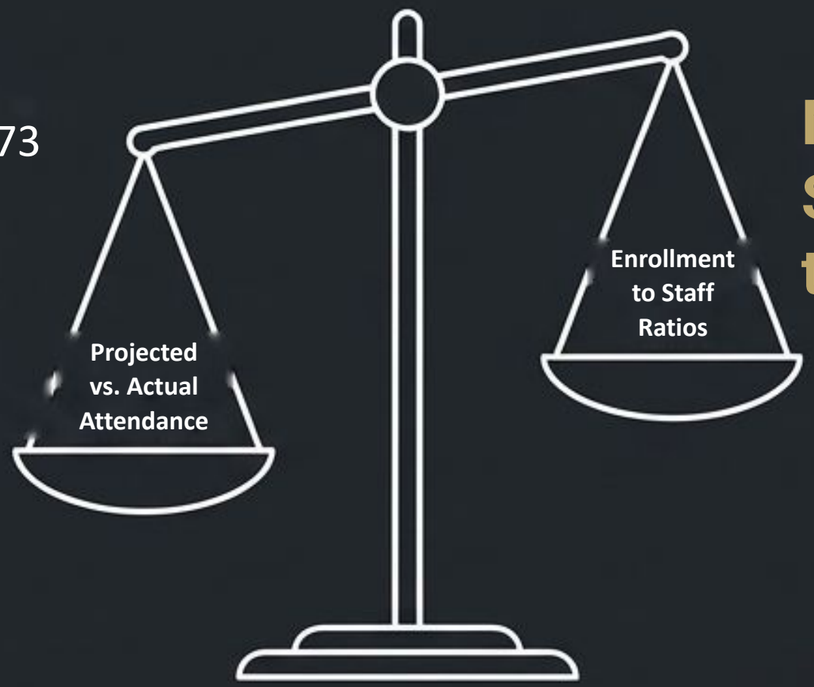
(Scoring 8 out of 10 points on correlation).

# Operational Precision: Alignment & Efficiency - Indicators 14 & 15

TEA ensures districts are staffing appropriately relative to their actual student populations. Seguin ISD demonstrates highly accurate biennial pupil projections and managed staffing levels.

Projected ADA: 6,345 | Actual ADA: 6,373

**Only 1% Variance in Average Daily Attendance**




**No decline in Student to Staff Ratio over the last three years**

# Operational Precision:
# Data Integrity - Indicator # 16

The accuracy of our Public Education Information Management System (PEIMS) data is compared against our Annual Financial Report (AFR) to detect discrepancies in our reported expenditures by function.



**0% PEIMS Data Variance.**

**Perfect alignment; Scoring a Pass on this ceiling indicator.**

# Strategic Operational Stewardship Achieved

## 2025-2026 Total FIRST Score: 94 (Superior Achievement)

| 100% | 150 Days | 3.9x | 0% |
|---|---|---|---|
| Core Compliance | Cash Reserves | Liquidity Ratio | Data Variance |

By prioritizing operational excellence, Seguin ISD ensures our financial integrity matches our commitment to educational excellence.

SEGUIN INDEPENDENT SCHOOL DISTRICT

# Questions?

## Superintendent's Current Employment Contract

A copy of the superintendent's current employment contract at the time of the School FIRST hearing is provided on the district website.

## Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period
Ended June 30, 2025

| Description of Reimbursements | Superintendent | Interim Superinter | Board Member 1 | Board Member 2 | Board Member 3 | Board Member 4 | Board Member 5 | Board Member 6 | Board Member 7 | |
|---|---|---|---|---|---|---|---|---|---|---|
| Meals | $ 33.00 | $ | $ 55.99 | $ 80.35 | $ 69.99 | $ 60.49 | $ 28.24 | $ | $ | |
| Lodging | $ 2,916.72 | $ - | $ 304.64 | $ 1,363.56 | $ 913.92 | $ 913.92 | $ - | $ - | $ | - |
| Transportation | $ 333.37 | $ - | $ 50.52 | $ 101.17 | $ 139.78 | $ - | $ 101.04 | $ - | $ | 50.52 |
| Motor Fuel | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ | - |
| Other | $ 1,851.22 | $ 24.00 | $ 420.25 | $ 981.99 | $ 595.75 | $ 435.00 | $ 415.00 | $ - | $ | 385.00 |
| Total | $5,134.31 | $24.00 | $831.40 | $2,527.07 | $1,719.44 | $1,409.41 | $544.28 | $0.00 | | $435.52 |

All "reimbursements" expenses, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order are to be reported. Items to be reported per category include:

Meals – Meals consumed out of town, and in-district meals at area restaurants (outside of board meetings, excludes catered board meeting meals).
Lodging - Hotel charges.
Transportation - Airfare, car rental (can include fuel on rental, taxis, mileage reimbursements, leased cars, parking and tolls).
Motor fuel – Gasoline.
Other: - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

## Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services

For the Twelve-Month Period
Ended June 30, 2025

| Name(s) of Entity(ies) | Amount Received $ |
|---|---|
| Total | $0.00 |

Compensation does not include business revenues generated from a family business (farming, ranching, etc.) that has no relation to school district business.

## Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any) (gifts that had an economic value of $250 or more in the aggregate in the fiscal year)

For the Twelve-Month Period
Ended June 30, 2025

| | Superintendent | Board Member 1 | Board Member 2 | Board Member 3 | Board Member 4 | Board Member 5 | Board Member 6 | Board Member 7 |
|---|---|---|---|---|---|---|---|---|
| Total | $ | $ | $ | $ | $ | $ | $ | $ |

**Note –** An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification for local officials.

## Business Transactions Between School District and Board Members

For the Twelve-Month Period
Ended June 30, 2025

| | Board Member 1 | Board Member 2 | Board Member 3 | Board Member 4 | Board Member 5 | Board Member 6 | Board Member 7 |
|---|---|---|---|---|---|---|---|
| Amounts | $ | $ | $ | $ | $ | $ | $ |

**Note -** The summary amounts reported under this disclosure are not to duplicate the items disclosed in the summary schedule of reimbursements received by board members.

Financial Integrity Rating System of Texas

## 2025-2026 RATINGS BASED ON SCHOOL YEAR 2024-2025 DATA - DISTRICT STATUS DETAIL

**Name:** **SEGUIN ISD**(**094901**)

**Status:** **Passed**

**Rating:** A = Superior Achievement

**District Score:** 94

**Publication Level 1:** 8/6/2026 3:21:50 PM

**Publication Level 2:** 8/7/2026 3:50:39 PM

**Last Updated:** 8/7/2026 3:50:39 PM

**Passing Score:** 70

| # | Indicator Description | Updated | Score |
|---|---|---|---|
| 1 | Was the complete annual financial report (AFR) and data submitted to the TEA on or before February 27, 2026? | 6/4/2026 6:18:43 PM | Yes |
| 2 | Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.) | 6/4/2026 6:18:43 PM | Yes |
| 3 | Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.) | 6/4/2026 6:18:43 PM | Yes |

| | | | |
|---|---|---|---|
| 4 | Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.) | 6/4/2026 6:18:43 PM | Yes<br><br>Ceiling Passed |
| | | | 1 Multiplier Sum |
| 5 | Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest and premiums for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.) | 6/4/2026 6:18:43 PM | Ceiling Passed |
| 6 | Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.) | 6/4/2026 6:18:43 PM | Ceiling Passed |
| 7 | Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section. | 6/4/2026 6:18:43 PM | 10 |
| 8 | Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section. | 6/4/2026 6:18:43 PM | 10 |

| | | | |
|---|---|---|---|
| 9 | Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section. | 6/4/2026 6:18:43 PM | 10 |
| 10 | Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years? | 6/4/2026 6:18:43 PM | 10 |
| 11 | Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.) | 6/4/2026 6:18:43 PM | 6 |
| 12 | What is the correlation between future debt requirements and the district's assessed property value? | 6/4/2026 6:18:43 PM | 8 |
| 13 | This indicator is not being evaluated. | | 10 |
| 14 | Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator. | 6/4/2026 6:18:43 PM | 10 |
| 15 | Was the school district's actual average daily attendance (ADA) within the allotted range of the district's biennial ADA projection submitted to TEA by the school district? If the school district did not submit ADA projections to TEA, it must certify TEA's projections to pass this indicator. See ranges below in the Determination of Points section. | 6/4/2026 6:18:43 PM | 5 |
| 16 | Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.) | 6/4/2026 6:18:43 PM | Ceiling Passed |
| 17 | Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails | 6/4/2026 6:18:43 PM | Ceiling Passed |

| | | | |
|---|---|---|---|
| | indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.) | | |
| 18 | Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.) | 6/4/2026 6:18:43 PM | 10 |
| 19 | Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end? | 6/4/2026 6:18:43 PM | 5 |
| 20 | Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget? | 6/4/2026 6:18:43 PM | Ceiling Passed |
| 21 | Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship? | 6/4/2026 6:18:43 PM | Ceiling Passed |
| | | | 94 Weighted Sum |
| | | | 1 Multiplier Sum |
| | | | (100 Ceiling) |
| | | | 94 Score |

## DETERMINATION OF RATING

**A.** Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.

**B.** Determine the rating by the applicable number of points.

**A = Superior Achievement** 90-100

| | |
|---|---|
| **B = Above Standard Achievement** | 80-89 |
| **C = Meets Standard Achievement** | 70-79 |
| **F = Substandard Achievement** | <70 |

**No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.**

The school district receives an **F** if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.

## CEILING INDICATORS

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 5, 6, 16, 17, 20, or 21? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

| **Determination of rating based on meeting ceiling criteria.** | **Maximum Points** | **Maximum Rating** |
|---|---|---|
| **Indicator 4** (Timely Payments) - School district was issued a warrant hold. | 95 | A = Superior Achievement |
| **Indicator 5** (Total Net Position) - Negative total net position and do not have 7% or more or 1,000 or more increase in growth in students in membership over 5 years. | 79 | C = Meets Standard Achievement |
| **Indicator 6** (Average Change in Fund Balance) - Response to indicator is *No*. | 89 | B = Above Standard Achievement |
| **Indicator 16** (PEIMS to AFR) - Response to indicator is *No*. | 89 | B = Above Standard Achievement |
| **Indicator 17** (Material Weaknesses) - Response to indicator is *No*. | 79 | C = Meets Standard Achievement |
| **Indicator 20** (Property Values and Tax Discussion) - Response to indicator is *No*. | 89 | B = Above Standard Achievement |

| | | |
|---|---|---|
| **Indicator 21** (FSP Repayment Plan) - Response to indicator is *Yes*. | 70 | C = Meets Standard Achievement |

1221 E. Kingsbury
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SEGUIN INDEPENDENT SCHOOL DISTRICT

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| | |
|---|---|
| **Public Hearing** | Targeted Improvement Plans |
| **Contact Person(s)** | Jessica Lee, Director of Assessment & Accountability |
| **Background** | Targeted Improvement Plan Hearing (Sec. 39A.057)<br>1. Review of insufficient Performance of campuses<br>2. Review of improvements in performance expected by TEA<br>3. Intervention measures or sanctions that may be imposed under Sec. 39A.057 if performance does not improve<br>4. Overview of the Targeted and Local Improvement Plans<br>5. Solicitation of Public Comment |
| **Fiscal Implication(s)** | N/A |
| **District Goals** | ☒ Challenging & Meaningful Learning Experiences ☒ Life-Ready Students<br>☐ Positive Community Culture ☐ Growth-Minded Personnel<br>☐ Strategic Operational Stewardship |
| **Administration's Recommendation** | The Administration recommends that the Board of Trustees receive the Targeted Improvement Plan. |
| **Proposed Motion Language** | N/A |




# SEGUIN ISD
# TARGETED & LOCAL ACCOUNTABILITY IMPROVEMENT PLANS

## PUBLIC HEARING - BOARD MEETING - NOVEMBER 2026

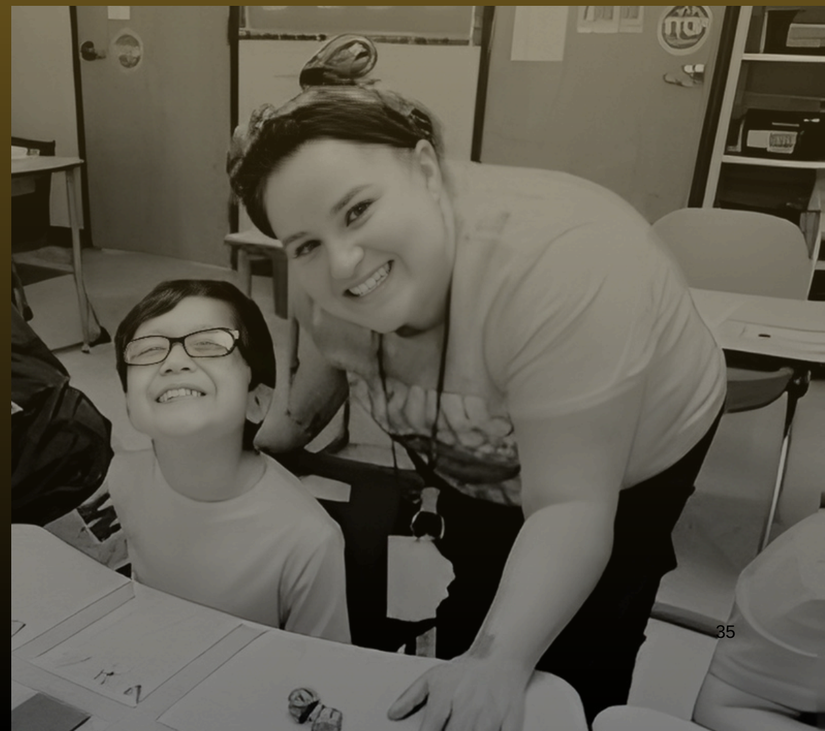
SEGUIN
INDEPENDENT SCHOOL DISTRICT

# PUBLIC HEARING AGENDA

- Review of insufficient Performance of campuses
- Review of improvements in performance expected by TEA
- Intervention measures or sanctions that may be imposed if performance does not improve
- Overview of the Targeted and Local Improvement Plans
- Solicitation of Public Comment










# PURPOSE OF THE PLANS

To strategically improve the academic performance of campuses through targeted interventions with a critical focus on leadership development and teacher support.

Campuses will be leveled based on their average accountability ratings over the past three years.

Targeted Improvement Plans and Local Improvement Plans have the same components, with specific campus goals.

# ACCOUNTABILITY RATINGS AND PLAN SUBMISSIONS

| CAMPUSES | 26-27 LEVEL | 2026 ACCOUNTABILITY RATING | 3 YEAR AVERAGE ACCOUNTABILITY | STATE/FEDERAL REQUIRED PLANS |
|---|---|---|---|---|
| BALL EARLY CHILDHOOD CENTER | TWO | C (75) | 78.00 | |
| BRIESEMEISTER MIDDLE SCHOOL | THREE | D (69) | 70.33 | LOCAL IMPROVEMENT PLAN (LIP) |
| JEFFERSON AVE ELEMENTARY | THREE | D (69) | 68.33 | TARGETED IMPROVEMENT PLAN (TIP) |
| JIM BARNES MIDDLE SCHOOL | THREE | D (66) | 60.33 | TARGETED IMPROVEMENT PLAN (TIP) |
| KOENNECKE ELEMENTARY | TWO | C (75) | 75.00 | LOCAL IMPROVEMENT PLAN (LIP) |
| MCQUEENEY ELEMENTARY | TWO | C (75) | 77.00 | |
| MERCER-BLUMBERG LEARNING CENTER | ONE | A (93) | 91.00 | |
| ORALIA R RODRIGUEZ ELEMENTARY | THREE | D (69) | 73.00 | LOCAL IMPROVEMENT PLAN (LIP) |
| PATLAN ELEMENTARY | ONE | B (84) | 85.67 | |
| SEGUIN HIGH SCHOOL | THREE | C (70) | 67.67 | TARGETED IMPROVEMENT PLAN (TIP) |
| VOGEL ELEMENTARY | TWO | C (71) | 70.00 | TARGETED IMPROVEMENT PLAN (TIP) |
| WEINERT ELEMENTARY | TWO | C (74) | 70.33 | |

*NOTE: All campuses are required to submit a campus improvement plan each year.*

# SCHOOL IMPROVEMENT IDENTIFICATIONS

Under the federal Every Student Succeeds Act (ESSA), the Texas Education Agency identifies campuses for three levels of school improvement support based primarily on performance in Domain 3: Closing the Gaps.

The biggest difference is whether the concern involves consistently underperforming student groups or broader campus performance.

**1. Targeted Support and Improvement (TSI):**
The campus has one or more student groups demonstrating persistent academic performance gaps over three consecutive years. Improvement efforts focus on the identified student groups.

**2. Additional Targeted Support (ATS)**:
The campus meets TSI criteria, but the performance of at least one identified student group is especially low—below the CSI performance threshold. This represents a more serious student-group performance concern.

**3. Comprehensive Support and Improvement (CSI)**:
The campus meets criteria for more comprehensive intervention. For most elementary and middle schools, this means a Title I campus ranks in the bottom 5% of its school type for Domain 3 performance. The campus must implement a TEA-required improvement plan with greater state oversight.

# TARGETED IMPROVEMENT PLANS

| CAMPUSES | 26-27 LEVEL | 2026 ACCOUNTABILITY RATING | 3 YEAR AVERAGE ACCOUNTABILITY | REASON FOR STATE/FEDERAL REQUIRED PLANS |
|---|---|---|---|---|
| JEFFERSON AVE ELEMENTARY | THREE | D (69) | 68.33 | **FIRST YEAR D RATING** - EXITED COMPREHENSIVE SUPPORT |
| JIM BARNES MIDDLE SCHOOL | THREE | D (66) | 60.33 | **CSI PROGRESS:** NOT MEETING DOMAIN III TARGETS IN SPECIFIC SUBPOPS FOR FEDERAL ACCOUNTABILITY - HOWEVER - PROGRESS HAS BEEN MADE - NEEDS TO BE 2 YEARS IN A ROW TO EXIT AND WE HAVE ONLY MET ONE YEAR, MOVING FROM A F(47) TO A D (69). |
| SEGUIN HIGH SCHOOL | THREE | C (70) | 67.67 | **CSI - COMPREHENSIVE SUPPORT & IMPROVEMENT**: LOW PERFORMANCE OVERALL - DOMAIN III SCALE SCORE IN THE BOTTOM 5% OF CAMPUSES. |
| VOGEL ELEMENTARY | TWO | C (71) | 70.00 | **TSI - TARGETED SUPPORT IDENTIFIED**: SPED DOMAIN III - MATH, READING, GROWTH RLA, AND STUDENT SUCCESS |

# LOCAL IMPROVEMENT PLANS

| CAMPUSES | 26-27 LEVEL | 2026 ACCOUNTABILITY RATING | 3 YEAR AVERAGE ACCOUNTABILITY | REASON FOR STATE/FEDERAL REQUIRED PLANS |
|---|---|---|---|---|
| BRIESEMEISTER MIDDLE SCHOOL | THREE | D (69) | 70.33 | **FIRST YEAR D RATING** - FOLLOWING AN ACCEPTABLE RATING |
| KOENNECKE ELEMENTARY | TWO | C (75) | 75.00 | **ATS - ADDITIONAL TARGETED SUPPORT**: 15% BELOW THE CUTPOINT OF THE BOTTOM 5%) FOR SPED IN 3 COMPONENTS - ACADEMIC ACHIEVEMENT RLA AND MATH, STUDENT SUCCESS |
| ORALIA R RODRIGUEZ ELEMENTARY | THREE | D (69) | 73.00 | **SECOND YEAR D RATING** |

# CAMPUS IMPROVEMENT PLANS

| CAMPUSES | 26-27 LEVEL | 2026 ACCOUNTABILITY RATING | 3 YEAR AVERAGE ACCOUNTABILITY |
|---|---|---|---|
| BALL EARLY CHILDHOOD CENTER | TWO | C (75) | 78.00 |
| MCQUEENEY ELEMENTARY | TWO | C (75) | 77.00 |
| MERCER-BLUMBERG LEARNING CENTER | ONE | A (93) | 91.00 |
| PATLAN ELEMENTARY | ONE | B (84) | 85.67 |
| WEINERT ELEMENTARY | TWO | C (74) | 70.33 |

# 26-27 TIP PLAN OVERVIEW

- **Needs Assessment & Stakeholder Engagement**: Identify root causes of low performance, gather stakeholder input, and obtain Board approval.
- **School Improvement Strategy**: Implement a focused curriculum and instruction improvement strategy emphasizing high-quality instructional materials, effective instruction, weekly PLCs, and targeted student interventions.
- **Capacity Building**: Provide differentiated coaching and professional development based on teacher effectiveness and experience, including observation and feedback.
- **Milestones**: Establish 8–10 measurable milestones with timelines, responsible individuals, evidence of completion, and identified supports.
- **Performance Management**: Monitor implementation and student progress at least monthly with district leadership and quarterly with the superintendent, making adjustments as needed.
- **Student Outcome Goals**: Establish measurable RLA and Math goals, as well as goals in Domain 3 designed to move the campus to a C rating or higher within one year.

# TEA IMPROVEMENT SUCCESS CRITERIA

## ACHIEVE A “C” RATING OR HIGHER

Establish AND achieve one-year STAAR performance goals in Reading Language Arts and Mathematics, as well as Domain III targets, designed to move the campus to a C rating or higher.

## DEMONSTRATE ACADEMIC GROWTH

Monitor student achievement throughout the year and show progress toward established STAAR performance targets.

## IMPROVE INSTRUCTIONAL QUALITY

Demonstrate consistent implementation of high-quality instructional materials, effective teaching practices, and targeted interventions.

## MEET MILESTONES

Successfully complete 8–10 measurable improvement milestones throughout the school year.

## DEMONSTRATE TEACHER IMPROVEMENT

Show evidence of teacher growth through differentiated coaching, classroom observations, and feedback.

## DEMONSTRATE CONTINUOUS PROGRESS

Review student outcomes and implementation data, identify areas of insufficient progress, and make timely instructional adjustments.



TEA expects campuses under a TIP to demonstrate measurable academic improvement, effective implementation of improvement strategies, earn a C rating or higher within one school year.



# POTENTIAL SANCTIONS

Under TEC §39A.051, §39A.054, and §39A.102, as well as 19 TAC §97.1070, TEA has authority to increase interventions when campus performance is insufficient.

Possible actions include:

- Requiring additional needs assessments and revisions to improvement strategies.
- Providing or requiring technical assistance and additional monitoring.
- Recommending changes to campus operations, instructional practices, or allocation of resources.
- Requiring interventions involving individual administrators or teachers.
- Appointing a monitor, conservator, or management team under applicable statutory authority.
- Escalating sanctions when a campus continues to demonstrate insufficient improvement.

At the turnaround stage, TEC §39A.102 also generally requires appointment of a conservator unless the commissioner determines one is unnecessary or the applicable exit condition is met.

# LEVEL THREE

Any campus with a 69 or lower 3 year accountability average OR a D/F rating in the current year.

***Five Campuses***

## CAMPUS LEADERSHIP DEVELOPMENT

- Targeted goal setting and monitoring
- Guided Leadership Program with consultant
  - Monthly virtual leadership coaching
  - Monthly onsite leadership coaching
- Monthly coaching with principal supervisor
- Monthly instructional rounds
- Monthly instructional leadership development

*external consultant & principal supervisor*

## PERFORMANCE MONITORING

- Set academic performance goals and scorecard measures
- Accountability meetings every six weeks
- Review of Performance Data in June
- Annual T-PESS evaluation

## TEACHER DEVELOPMENT

- Monthly Prinicpal-led faculty meetings to develop intructional quality
- All core teachers in tested subjects:
  - Monthly instructional coaching
  - 2x/Monthly for all 0 year teachers
  - Monthly administrative feedback cycles

## TEACHER MONITORING

- T-TESS goal setting at the BOY
- T-TESS goal review at the MOY
- Monthly T-TESS walkthroughs
- Two T-TESS observations (Fall/Spring) for tested subjects
- 2x/Monthly curriculum calibration walks by CIA Department

## INSTRUCTIONAL EXPECTATIONS

- Adherence to the curriculum management plan, district curriculum and adopted HQIM
- Twice a week PLCs (instruction/data)
- Implementation of the TLAC Instructional Strategies (Turn & Talk, Work the Clock, Exit Tickets)

## INSTRUCTIONAL SUPPORT

- Instructional Coaching Support:
  - SHS: 2 coaches, 4 days & 3 days
  - AJB: 1 coach 4 days + 1 extra day
  - Barnes: 1 coach, 4 days
  - Rodriguez: 1 coach, 3 days
  - Jefferson: 1 coach, 2 days

*Coaching is based on numbers of students and teachers and campus needs.*

# LEVEL TWO

Any campus with a 70-79 3-year accountability average.

***Five Campuses***

## CAMPUS LEADERSHIP DEVELOPMENT

- Targeted goal setting and monitoring
- Monthly virtual leadership coaching with external consultant
- Monthly coaching with principal supervisor
- Monthly instructional rounds
- Monthly instructional leadership development

*external consultant & principal supervisor*

## PERFORMANCE MONITORING

- Set academic performance goals and scorecard measures
- Accountability meetings every nine weeks
- Review of Performance Data in June
- Annual T-PESS evaluation

## TEACHER DEVELOPMENT

- Monthly Prinicpal-led faculty meetings to develop intructional quality
- All core teachers in tested subjects:
  - Bi-Monthly instructional coaching
  - 2x/Monthly for all 0 year teachers
  - Monthly administrative feedback cycles, supported by LIFT

## TEACHER MONITORING

- T-TESS goal setting at the BOY
- T-TESS goal review at the MOY
- Monthly T-TESS walkthroughs
- Two T-TESS observations (Fall/Spring) for tested subjects
- Monthly curriculum calibration walks by CIA Department

## INSTRUCTIONAL EXPECTATIONS

- Adherence to the curriculum management plan, district curriculum and adopted HQIM
- Twice a week PLCs (instruction/data)
- Implementation of the TLAC Instructional Strategies (Turn & Talk, Work the Clock, Exit Tickets)

## INSTRUCTIONAL SUPPORT

- Instructional Coaching Support: 1 coach, 2 days a week:
  - Ball
  - Weinert
  - Koennecke
  - McQueeney
  - Vogel

# LEVEL ONE

Any campus with an 80-100 3-year accountability average.

***Two Campuses***

## CAMPUS LEADERSHIP DEVELOPMENT

- Targeted goal setting and monitoring
- Monthly coaching with principal supervisor
- Quarterly instructional rounds
- Monthly instructional leadership development

*principal supervisor*

## PERFORMANCE MONITORING

- Set academic performance goals and scorecard measures
- Accountability meetings at beginning, middle, and end of year
- Review of Performance Data in June
- Annual T-PESS evaluation

## TEACHER DEVELOPMENT

- Monthly Prinicpal-led faculty meetings to develop intructional quality
- All core teachers in tested subjects:
  - 2x/Monthly for all 0 year teachers
  - Monthly administrative feedback cycles, supported by LIFT

## TEACHER MONITORING

- T-TESS goal setting at the BOY
- T-TESS goal review at the MOY
- Monthly T-TESS walkthroughs
- Annual T-TESS observations
- Quarterly curriculum calibration walks

## INSTRUCTIONAL EXPECTATIONS

- Adherence to the curriculum management plan, district curriculum and adopted HQIM
- Twice a week PLCs (instruction/data)
- Implementation of the TLAC Instructional Strategies (Turn & Talk, Work the Clock, Exit Tickets)

## INSTRUCTIONAL SUPPORT

- Instructional Coaching Support:
  - Patlan: 1 coach, 1 day
  - MBLC: By request

# ADDITIONAL SUPPORTS

## Central Office Development

- Monthly CIA virtual leadership coaching and on-site support days:
  - CAO
  - Director of Academic Programs
  - Director of Curriculum & Instruction
  - Director of Digital Learning & Data Compliance
  - Director of Assessment & Accountability
  - Coordinator of Professional Learning

## Leadership Training

- Monthly instructional leadership development, including:
  - Campus principals
  - Instructional coaches
  - CIA leaders
  - Principal supervisor
  - DCSI
- Instructional Coaching Academy:
  - 5 sessions through out the year to develop the skills of the instructional coaches

## LASO/LIFT

- Monthly support for campuses, campus leaders, and CIA leaders:
  - PLC Implementation
  - Bluebonnet Math & RLA HQIM training
  - Lesson Internalization
  - Observation & Feedback
  - RBIS (Research Based Instructional Strategies)
  - Instructional Frameworks

# MILESTONES FOR TIP AND LIP PLANS

| | | |
|---|---|---|
| M1: HQIM Curriculum Internalization and Research-Based Instructional Strategies | M2: HQIM Fidelity and Instructional Practice Implementation | M3: Data-Driven PLC Implementation and Student Growth Monitoring |
| M4: Instructional-Focused PLC Protocol Implementation | M5: Assessment Plan Integration and Targeted Intervention Implementation | M6: Differentiated Teacher Coaching and Novice Teacher Support |
| M7: Instructional Leadership Development and Accountability | M8: Instructional Observation and Feedback Cycles | |



# SCHEDULED PD

| PD TOPIC | MONTH |
|---|---|
| TURNAROUND LEADERSHIP: LEAD LIKE A TEACHER | SEPTEMBER |
| THE HUMAN ELEMENT: MEANINGFUL FEEDBACK<br>OBSERVATION & FEEDBACK: WALKTHROUGH TOOL | OCTOBER |
| DATA-INFORMED DIALOGUE:<br>AN EVIDENTIARY APPROACH<br>OBSERVATION & FEEDBACK: ACTION STEPS | NOVEMBER |
| DATA-INFORMED DIALOGUE: DATA STORYTELLING | DECEMBER |
| THE HUMAN ELEMENT: COMMUNICATION & CONFLICT | JANUARY |
| THE HUMAN ELEMENT: BUILDING TEACHER EFFICACY | FEBRUARY |
| SYSTEMS APPROACH: CONTROLLING THE CHAOS | MARCH |
| THE HUMAN ELEMENT: BUILDING THE RIGHT TEAM | APRIL |



# UNDERSTANDINGS

- Strategic goal setting
- Higher expectations and regular monitoring
- Increased data collection and analysis
- Defined academic plans and practices
- Adherence to the Curriculum Managment Plan
- Strategic abandonment of ineffective resources and programs
- Earned instructional autonomy



# THANK YOU

## BOARD MEETING - NOVEMBER 2026

SEGUIN INDEPENDENT SCHOOL DISTRICT

1221 E. Kingsbury
Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

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| | |
|---|---|
| **Recognition Item** | Student/Staff/Board/Community Recognition |
| **Contact Person(s)** | Emily Allen, Executive Director of Communications |
| **Background** | 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.<br><br>Superintendent's Students of the Month from:<br>- Ball Early Childhood Center<br>- Rodriguez Elementary School<br><br>Matador Marching Band State Qualifiers<br><br>Cross Country State Qualifier<br><br>Superintendent's Apple Award |
| **Fiscal Implication(s)** | N/A |
| **District Goals** | ☒ Challenging & Meaningful Learning Experiences<br>☒ Life-Ready Students<br>☒ Positive Community Culture<br>☒ Growth-Minded Personnel<br>☒ Strategic Operational Stewardship |
| **Administration's Recommendation** | The Administration recommends that the Board of Trustees recognize positive accomplishments of students, staff, trustees, and community partners during a board meeting to be apprised of the many successes that contribute to a nurturing academic environment in Seguin ISD schools. |
| **Proposed Motion Language** | N/A |

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| | |
|---|---|
| **Recognition Item** | Campus Highlight |
| **Contact Person(s)** | Emily Allen, Executive Director of Communications |
| **Background** | The purpose of this presentation is to recognize the performance and effort put forth daily by Seguin ISD students, staff, and campus administrators. Campuses will have the opportunity to share an example of an activity that fosters academic achievement and refines instructional focus during 2026-27 regular board meetings.<br><br>Ball Early Childhood Center will focus on how its staff supports the whole child by offering engaging, hands-on learning environments that foster cognitive, social-emotional, creative, and physical growth. Principal Debra Reiley will share details on the specialized programs and services that help empower young learners to play, learn, and grow in a supportive, well-rounded environment.<br><br>Principal Tanya Webb will also highlight the work underway at Rodriguez Elementary, where the staff is focused on strengthening Tier 1 instruction, increasing meaningful feedback for teachers, and ensuring alignment to the district curriculum. This presentation will explore the foundation the school has built through student data analysis, identifying instructional gaps, and implementing targeted strategies to address student needs. |
| **Fiscal Implication(s)** | N/A |
| **District Goals** | ☒ Challenging & Meaningful Learning Experiences<br>☒ Life-Ready Students<br>☒ Positive Community Culture<br>☒ Growth-Minded Personnel<br>☒ Strategic Operational Stewardship |
| **Administration's Recommendation** | The Administration recommends that the Board of Trustees recognize positive campus-based activities, initiatives, and accomplishments during a board meeting to be apprised of the many activities that contribute to a nurturing academic environment in Seguin ISD schools. |
| **Proposed Motion Language** | N/A |

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| | |
|---|---|
| **Information Item** | Personnel Information - Professional Employees |
| **Contact Person(s)** | Jeremy Nueman, Chief Human Resources Officer |
| **Background** | **BOARD'S ACKNOWLEDGEMENT OF RESIGNATIONS:**<br><br>**Booth, Sharon, Seguin High School, effective December 31, 2026**<br>Ms. Booth, CTE Teacher, has resigned and elected to retire.<br>Ms. Booth has been with Seguin ISD for 9 years.<br><br>**Goff, Steven, McQueeney Elementary, effective November 6, 2026**<br>Mr. Goff, Kindergarten Teacher, has resigned due to contract abandonment.<br>Mr. Goff has been with Seguin ISD for 3 months.<br><br>**REFERENCE and COMPLIANCE:** DC (LEGAL), DC (LOCAL), Employment Practices |
| **Fiscal Implication(s)** | N/A |
| **District Goals** | ☐ Challenging & Meaningful Learning Experiences<br>☐ Life-Ready Students<br>☒ Positive Community Culture<br>☒ Growth-Minded Personnel<br>☐ Strategic Operational Stewardship |
| **Administration's Recommendation** | The Administration recommends that the Board of Trustees recognize and acknowledge the resignations for the 2026-2027 academic year. |
| **Proposed Motion Language** | N/A |

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| | |
|---|---|
| **Information Item** | Financial Statements for October 2026 |
| **Contact Person(s)** | Elizabeth Banks, Chief Financial Officer, RTSBA<br>Sally Eckhart, Budget Coordinator |
| **Background** | The District's official budget includes the General Fund, Child Nutrition Fund, and Debt Service Fund. The attached 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. |
| **Fiscal Implication(s)** | N/A |
| **District Goals** | ☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students<br>☐ Positive Community Culture ☐ Growth-Minded Personnel<br>☒ Strategic Operational Stewardship |
| **Administration's Recommendation** | The Administration recommends that the Board of Trustees receive the financial statement information as presented. |
| **Proposed Motion Language** | N/A |

## 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**
**Financial Statements**

# General Operating Fund

**October 2026**

| | | | | Month 4 of 12 | 0.33% | Prior Year for Comparison Only | |
|---|---|---|---|---|---|---|---|
| **REVENUE** | Adopted Budget | **October 31, 2026** Amended Budget | **October 31, 2026** Year to Date Actual Revenues | Budget Remaining | Percent Collected | **October 31, 2025** Amended Budget | **October 31, 2025** Year to Date Actual Revenues |
| Local | | | | | | | |
| Property Taxes-Current | 32,854,699 | 32,854,699 | - | 32,854,699 | 0.00% | 36,705,360 | - |
| Property Taxes-Delinquent | 1,000,000 | 1,000,000 | 672,883 | 327,117 | 67.29% | 1,000,000 | 640,225 |
| Property Taxes-Penalty & Interest | 450,000 | 450,000 | 104,747 | 345,253 | 23.28% | 629,000 | 161,412 |
| Interest Income | 900,000 | 900,000 | 246,782 | 653,218 | 27.42% | 900,000 | 414,444 |
| Other Local Income | 340,000 | 381,403 | 304,362 | 77,041 | 79.80% | 2,475,000 | 2,302,126 |
| State | 46,495,748 | 46,495,748 | 16,895,469 | 29,600,279 | 36.34% | 41,380,154 | 18,669,406 |
| Federal | 667,000 | 667,000 | 58,293 | 608,707 | 8.74% | 767,000 | 56,553 |
| **REVENUE** | **82,707,447** | **82,748,850** | **18,282,537** | **64,466,313** | **22.09%** | **83,856,514** | **22,244,166** |

| **EXPENSE BY FUNCTION (BOARD APPROVED)** | Adopted Budget | **October 31, 2026** Amended Budget | **October 31, 2026** Year to Date Actual Expenditures | Budget Remaining | Percent Expended | **October 31, 2025** Amended Budget | **October 31, 2025** Year to Date Actual Expenditures |
|---|---|---|---|---|---|---|---|
| 11 - Instruction | 50,110,126 | 50,371,771 | 10,494,809 | 39,876,962 | 20.83% | 48,881,308 | 9,653,437 |
| 12 - Instructional Resources & Media Svcs | 1,081,643 | 1,081,643 | 196,876 | 884,767 | 18.20% | 1,093,524 | 241,529 |
| 13 - Curr & Instructional Staff Development | 549,269 | 598,486 | 149,270 | 449,216 | 24.94% | 605,963 | 162,431 |
| 21 - Instructional Leadership | 2,717,005 | 2,564,143 | 814,875 | 1,749,268 | 31.78% | 2,179,212 | 686,725 |
| 23 - School Leadership | 5,517,691 | 5,369,489 | 1,421,769 | 3,947,720 | 26.48% | 5,538,326 | 1,441,517 |
| 31 - Guidance & Counseling Services | 3,887,549 | 3,883,049 | 991,172 | 2,891,877 | 25.53% | 3,201,944 | 864,218 |
| 32 - Social Work Services | 791,844 | 814,594 | 241,022 | 573,572 | 29.59% | 680,944 | 203,839 |
| 33 - Health Services | 871,098 | 888,075 | 172,925 | 715,150 | 19.47% | 914,098 | 191,071 |
| 34 - Student Transportation | 3,734,487 | 3,711,628 | 1,119,692 | 2,591,936 | 30.17% | 3,661,300 | 1,031,749 |
| 35 - Food Service | - | - | | - | | - | - |
| 36 - Co-curricular Activities | 2,208,922 | 2,141,461 | 730,608 | 1,410,853 | 34.12% | 2,284,561 | 663,594 |
| 41 - General Administration | 3,534,984 | 3,349,529 | 1,175,562 | 2,173,967 | 35.10% | 3,571,281 | 1,392,540 |
| 51 - Plant Maintenance & Operations | 9,343,263 | 9,173,166 | 3,805,428 | 5,367,738 | 41.48% | 10,551,154 | 3,544,000 |
| 52 - Security & Monitoring Services | 1,662,135 | 1,577,135 | 430,938 | 1,146,197 | 27.32% | 1,639,295 | 524,094 |
| 53 - Data Services | 2,484,927 | 2,442,927 | 870,761 | 1,572,166 | 35.64% | 2,718,042 | 1,052,035 |
| 61 - Community Services | 26,845 | 31,095 | 4,256 | 26,839 | 13.69% | 26,845 | 930 |
| 71 - Debt Services | - | 665,000 | 665,000 | - | 100.00% | 665,000 | 665,000 |
| 81 - Facilities Acquisition & Construction | - | - | - | - | 0.00% | 1,080,594 | 752,141 |
| 93 - Payments to Fiscal Agent/SSA | - | - | - | - | 0.00% | 1,762,670 | - |
| 99 - Intergovmntl Charges (Appraisal Servs) | 999,940 | 899,940 | 102,197 | 797,744 | 11.36% | 954,500 | 143,790 |
| **EXPENSE** | **89,521,728** | **89,563,131** | **23,387,159** | **66,175,972** | **26.11%** | **92,010,561** | **23,214,640** |
| **REVENUE OVER/(UNDER) EXPENSE** | **$ (6,814,281)** | **$ (6,814,281)** | **(5,104,622)** | | | **$ (8,154,047)** | **(970,474)** |
| Other Sources | - | - | - | | | - | - |
| Other Uses | - | - | | | | - | |
| **OTHER SOURCES AND USES** | **$ -** | **$ -** | **$ -** | | | **$ -** | **$ -** |
| **RESULT OF ACTIVITIES** | **$ (6,814,281)** | **$ (6,814,281)** | **$ (5,104,622)** | | | **$ (8,154,047)** | **$ (970,474)** |

| **EXPENSE BY OBJECT (INFORMATION ONLY)** | Adopted Budget | **October 31, 2026** Amended Budget | **October 31, 2026** Year to Date Actual Expenditures | Budget Remaining | Percent Expended | **October 31, 2025** Amended Budget | **October 31, 2025** Year to Date Actual Expenditures |
|---|---|---|---|---|---|---|---|
| 6100 - Salaries | 69,038,453 | 68,206,318 | 15,363,051 | 52,843,267 | 22.52% | 65,510,949 | 14,381,435 |
| 6144 - TRS On-Behalf Payments | 4,807,700 | 4,807,700 | 1,108,112 | 3,699,588 | 23.05% | 4,807,700 | 1,095,165 |
| 6200 - Purchased & Contracted Services | 9,544,270 | 9,629,690 | 3,509,160 | 6,120,530 | 36.44% | 11,893,127 | 3,400,373 |
| 6300 - Supplies & Materials | 4,198,214 | 4,309,964 | 1,434,805 | 2,875,159 | 33.29% | 4,397,480 | 1,867,776 |
| 6400 - Other Operating Costs | 1,890,819 | 1,841,622 | 1,221,512 | 620,110 | 66.33% | 3,518,654 | 1,042,762 |
| 6500 - Debt Service | - | 665,000 | 665,000 | - | 100.00% | 665,000 | 665,000 |
| 6600 - Capital Outlay | 42,272 | 102,837 | 85,518 | 17,319 | 83.16% | 1,217,651 | 762,129 |
| **EXPENSE** | **89,521,728** | **89,563,131** | **23,387,159** | **66,175,972** | **26.11%** | **92,010,561** | **23,214,640** |



As of 11/17/2026

SOURCE: SISD Financial Records

**Seguin Independent School District**
**Financial Statements**

# Child Nutrition Fund

**October 2026**

Month 4 of 12 | 0.33%

| REVENUE | Adopted Budget | October 31, 2026 Amended Budget | October 31, 2026 Year to Date Actual Revenues | Budget Remaining | Percent Collected | Prior Year for Comparison Only: October 31, 2025 Amended Budget | Prior Year for Comparison Only: October 31, 2025 Year to Date Actual Revenues |
|---|---|---|---|---|---|---|---|
| Local | | | | | | | |
| Property Taxes-Current | - | - | - | - | | - | - |
| Property Taxes-Delinquent | - | - | - | - | | - | - |
| Property Taxes-Penalty & Interest | - | - | - | - | | - | - |
| Interest Income | 40,000 | 40,000 | 8,589 | 31,411 | 21.47% | 100,000 | 24,268 |
| Other Local Income | 340,500 | 340,500 | 56,637 | 283,863 | 16.63% | 340,500 | 77,459 |
| State | 55,500 | 55,500 | - | 55,500 | 0.00% | 55,500 | - |
| Federal | 7,234,000 | 7,234,000 | 1,102,821 | 6,131,179 | 15.24% | 7,174,000 | 1,904,983 |
| **REVENUE** | **7,670,000** | **7,670,000** | **1,168,047** | **6,501,953** | **15.23%** | **7,670,000** | **2,006,710** |

| EXPENSE BY FUNCTION (BOARD APPROVED) | Adopted Budget | October 31, 2026 Amended Budget | October 31, 2026 Year to Date Actual Expenditures | Budget Remaining | Percent Expended | October 31, 2025 Amended Budget | October 31, 2025 Year to Date Actual Expenditures |
|---|---|---|---|---|---|---|---|
| 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 | 7,643,500 | 7,643,500 | 1,287,200 | 6,356,300 | 16.84% | 7,643,500 | 2,423,678 |
| 36 - Co-curricular Activities | - | - | | - | | - | - |
| 41 - General Administration | - | - | | - | | - | - |
| 51 - Plant Maintenance & Operations | 19,500 | 19,500 | 5,642 | 13,858 | 28.93% | 19,500 | 3,960 |
| 52 - Security & Monitoring Services | 7,000 | 7,000 | 221 | 6,779 | 3.15% | 7,000 | 221 |
| 53 - Data Services | - | - | - | - | | - | - |
| 61 - Community Services | - | - | - | - | | - | - |
| 71 - Debt Services | - | - | - | - | | - | - |
| 81 - Facilities Acquisition & Construction | - | - | - | - | | - | - |
| 93 - Payments to Fiscal Agent/SSA | - | - | - | - | | - | - |
| 99 - Intergovmntl Charges (Appraisal Servs) | - | - | - | - | | - | - |
| **EXPENSE** | **7,670,000** | **7,670,000** | **1,293,063** | **6,376,937** | **16.86%** | **7,670,000** | **2,427,859** |
| **REVENUE OVER/(UNDER) EXPENSE** | **$ -** | **$ -** | **(125,016)** | | | **$ -** | **(421,149)** |
| Other Sources | - | - | - | | | - | - |
| Other Uses | - | - | | | | - | |
| **OTHER SOURCES AND USES** | **$ -** | **$ -** | **$ -** | | | **$ -** | **$ -** |
| **RESULT OF ACTIVITIES** | **$ -** | **$ -** | **$ (125,016)** | | | **$ -** | **$ (421,149)** |

| EXPENSE BY OBJECT (INFORMATION ONLY) | Adopted Budget | October 31, 2026 Amended Budget | October 31, 2026 Year to Date Actual Expenditures | Budget Remaining | Percent Expended | October 31, 2025 Amended Budget | October 31, 2025 Year to Date Actual Expenditures |
|---|---|---|---|---|---|---|---|
| 6100 - Salaries | 3,124,000 | 3,124,000 | 669,355 | 2,454,645 | 21.43% | 3,124,000 | 752,810 |
| 6144 - TRS On-Behalf Payments | - | - | | - | | - | - |
| 6200 - Purchased & Contracted Services | 239,300 | 239,300 | 42,108 | 197,192 | 17.60% | 239,000 | 113,713 |
| 6300 - Supplies & Materials | 4,187,177 | 4,187,177 | 524,132 | 3,663,045 | 12.52% | 4,191,000 | 1,265,139 |
| 6400 - Other Operating Costs | 50,700 | 50,700 | 13,349 | 37,351 | 26.33% | 65,100 | 11,473 |
| 6500 - Debt Service | - | - | | - | | - | - |
| 6600 - Capital Outlay | 68,823 | 68,823 | 44,119 | 24,704 | 64.11% | 50,000 | 284,724 |
| **EXPENSE** | **7,670,000** | **7,670,000** | **1,293,063** | **6,376,937** | **16.86%** | **7,669,100** | **2,427,859** |



SOURCE: SISD Financial Records

As of 11/17//2026

**Seguin Independent School District**
**Financial Statements**

# Debt Service Fund

**October 2026**

Month 4 of 12 | 0.33%

| REVENUE | Adopted Budget | October 31, 2026 Amended Budget | October 31, 2026 Year to Date Actual Revenues | Budget Remaining | Percent Collected | Prior Year for Comparison Only: October 31, 2025 Amended Budget | Prior Year for Comparison Only: October 31, 2025 Year to Date Actual Revenues |
|---|---|---|---|---|---|---|---|
| Local | | | | | | | |
| Property Taxes-Current | 20,055,000 | 20,055,000 | - | 20,055,000 | 0.00% | 20,585,821 | - |
| Property Taxes-Delinquent | 300,000 | 300,000 | 388,770 | - | 129.59% | 300,000 | 359,763 |
| Property Taxes-Penalty & Interest | 200,000 | 200,000 | 59,994 | 140,006 | 30.00% | 200,000 | 84,344 |
| Interest Income | 400,000 | 400,000 | 160,362 | 239,638 | 40.09% | 400,000 | 129,369 |
| Other Local Income | - | - | - | - | | - | - |
| State | 2,912,055 | 2,912,055 | - | - | 0.00% | 2,100,000 | - |
| Federal | - | - | - | - | | - | - |
| **REVENUE** | **23,867,055** | **23,867,055** | **609,127** | **23,257,928** | **2.55%** | **23,585,821** | **573,476** |

| EXPENSE BY FUNCTION (BOARD APPROVED) | Adopted Budget | October 31, 2026 Amended Budget | October 31, 2026 Year to Date Actual Expenditures | Budget Remaining | Percent Expended | October 31, 2025 Amended Budget | October 31, 2025 Year to Date Actual Expenditures |
|---|---|---|---|---|---|---|---|
| 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 | 23,867,055 | 23,867,055 | 10,150,527 | 13,716,528 | 42.53% | 23,585,821 | 9,236,083 |
| 81 - Facilities Acquisition & Construction | | | | - | | | |
| 93 - Payments to Fiscal Agent/SSA | | | | - | | | |
| 99 - Intergovmntl Charges (Appraisal Servs) | | | | - | | | |
| **EXPENSE** | **23,867,055** | **23,867,055** | **10,150,527** | **13,716,528** | **42.53%** | **23,585,821** | **9,236,083** |
| **REVENUE OVER/(UNDER) EXPENSE** | **$ -** | **$ -** | **(9,541,400)** | | | **$ -** | **(8,662,607)** |
| Other Sources | - | - | - | | | - | - |
| Other Uses | - | - | - | | | - | - |
| **OTHER SOURCES AND USES** | **$ -** | **$ -** | **$ -** | | | **$ -** | **$ -** |
| **RESULT OF ACTIVITIES** | **$ -** | **$ -** | **$ (9,541,400)** | | | **$ -** | **$ (8,662,607)** |

| EXPENSE BY OBJECT (INFORMATION ONLY) | Adopted Budget | October 31, 2026 Amended Budget | October 31, 2026 Year to Date Actual Expenditures | Budget Remaining | Percent Expended | October 31, 2025 Amended Budget | October 31, 2025 Year to Date Actual Expenditures |
|---|---|---|---|---|---|---|---|
| 6100 - Salaries | | | | - | | | |
| 6144 - TRS On-Behalf Payments | | | | - | | | |
| 6200 - Purchased & Contracted Services | | | | - | | | |
| 6300 - Supplies & Materials | | | | - | | | |
| 6400 - Other Operating Costs | | | | - | | | |
| 6500 - Debt Service | 23,867,055 | 23,867,055 | 10,150,527 | 13,716,528 | 42.53% | 23,585,821 | 9,236,083 |
| 6600 - Capital Outlay | | | | - | | | |
| **EXPENSE** | **23,867,055** | **23,867,055** | **10,150,527** | **13,716,528** | **42.53%** | **23,585,821** | **9,236,083** |



SOURCE: SISD Financial Records

As of 11/17/2026

1221 E. Kingsbury
Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

P: (830) 401-8600
F: (830) 379-0392
www.seguin.k12.tx.us

| | |
|---|---|
| **Information Item** | Purchase Orders Over $50,000 |
| **Contact Person(s)** | Elizabeth Banks, Chief Financial Officer, RTSBA<br>Jennifer Martinez, Purchasing Coordinator, RTSBA |
| **Background** | To provide the Board of Trustees with regular updates on purchases made greater than $50,000.<br><br>CH(LEGAL) and CH(LOCAL) Purchasing and Acquisition |
| **Fiscal Implication(s)** | N/A |
| **District Goals** | ☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students<br>☐ Positive Community Culture ☐ Growth-Minded Personnel<br>☒ Strategic Operational Stewardship |
| **Administration's Recommendation** | The Administration recommends that the Board of Trustees receive the purchase information as presented. |
| **Proposed Motion Language** | N/A |

SEGUIN INDEPENDENT SCHOOL DISTRICT

## PURCHASE ORDERS OVER $50,000

| VENDOR/DOLLAR AMOUNT/PO Date | CONTRACT | REFERENCE | GOODS/SERVICES PURCHASED | FUNDING SOURCE |
|---|---|---|---|---|
| TYLER TECHNOLOGIES, INC<br>$57,000<br>10/07/26 | SOURCEWELL PURCHASING COOPERATIVE | 060624-TTI<br>SOFTWARE & SERVICES FOR GOVERNMENT AND SCHOOLS | MUNIS ARCHIVE DATABASE & HOSTING FEES | LOCAL FUNDS (199) |
| GUNN CHEVROLET, LTD<br>$73,602<br>10/14/26 | TIPS PURCHASING COOPERATIVE | 260204<br>BUSES & OTHER TRANSPORTATION VEHICLES | CHEVY TAHOE FOR SECURITY | BOND FUNDS (623) |
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# 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, October 27, 2026, beginning at 6:00 p.m. in the Board Room, 1221 E. Kingsbury, Seguin, Texas.

Present: Joshua Bright, Lisa Burns, Denise Crettenden, Linda Duncan, William Dwyer, Alejandro R. Guerra, Grace Mueller, and Dr. Jack Lee, Superintendent

Absent:

Also Present: Elizabeth Banks, Chief Financial Officer; Dr. Ruben Carrillo, Chief of Technology and Security; Dr. Esmeralda Munoz, Chief Academic Officer; Jeremy Nueman, Chief Human Resources Officer; Emily Allen, Executive Director of Communications; Dr. Kenneth Vogel, Chief of Leadership and Student Services; Roberto Arriola, Director of Multilingual Education; Jessica Lee, Director of Assessment and Accountability; Andrew Mason, Jim Barnes Middle School Principal; Maria Guerra, Jefferson Elementary School Principal; and Nancy Ramirez, Superintendent Secretary.

1. **Call to Order**
   A. Mrs. Crettenden called the meeting to order at 6:01 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.

2. **Audience with the Board**
   Paul Bain Martin signed up to address the Board regarding ecological literacy.
   Seguin Mayor Donna Dodgen signed up to thank the district for an enjoyable Kickoff Party experience.

3. **Closed Meeting:** The Board went into closed session at 6:13 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 an employee(s).

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

   D. Pursuant to Texas Government Code Section § 551.0821 – Deliberation regarding public school student.

4. **Reconvene to Open Meeting:** The Board reconvened at 7:18 p.m.
   Possible action to approve professional personnel, including appointment, employment, evaluation, assignment, duties, discipline or dismissal of employee(s).

   The Board did not take action on this item.

5. **The pledges were led by Khalia Carter, a fifth-grade student from Jefferson Elementary, followed by a moment of silence.**

6. **Recognition/Campus Presentations**

**A. Superintendent Reports**

Dr. Lee provided the board and community with highlights, upcoming key dates and event information since the last board meeting, which included recognizing staff and student achievements, and successes from across the district.

**B. Board Member Reports**

The Board provided updates and information on recent activities, meetings, conferences, and school events they have participated in or attended.

**C. Student/Staff/Board/Community Recognition**

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

- **Superintendent's Students of the Month from Jefferson Elementary School and Jim Barnes**
  Dr. Lee was honored to recognize Khalia Carter, a fifth-grade student at Jefferson Elementary, and Chrystal Gill, an eighth-grade student at Jim Barnes Middle School, as leaders and exceptional students in and out of the classroom. They both are excellent role models working hard to achieve their goals while assisting their peers.

- **National Merit Scholarship Program**
  Dr. Lee was honored to recognize Seguin High School senior Avery McCown for her performance in the U.S. National Merit Scholarship program. Avery placed among the top 50,000 students who took the 2025 Preliminary SAT/National Merit Scholarship Qualifying Test, making her one of 34,000 students to be recognized as a Commended Student.

- **International Thespian Festival Participants**
  Dr. Lee was honored to recognize past and present members of Seguin High School's Matador Theatre for their participation in the 2026 International Thespian Festival. Twelve students earned a National Qualifier designation and competed at the Festival. 2026 graduate Eleanor Crettenden also earned a Thespy, which is the Festival's highest honor.

- **Superintendent's Apple Award**
  Dr. Lee was honored to recognize Ms. ChaWanda Jackson, a teacher at Patlan Elementary, as the October recipient of the Superintendent's Apple Award for going above and beyond daily duties to cultivate, inspire, and empower her students, colleagues, staff, and the Seguin ISD community.

**D. Campus Highlight**

The presentations were provided courtesy of Jefferson Elementary and Jim Barnes Middle School.

Principal Maria Guerra and Principal Andrew Mason shared information highlighting how their schools' staff and students are working to continue last year's academic growth. They also shared details about their campus programs, including setting goals and consistent progress monitoring.

**7. Reports/Information Items:**

**1. Seguin ISD Bilingual/English as a Second Language (ESL) Program Evaluation and Texas English Language Proficiency Assessment (TELPAS) Results**The Board of Trustees received a report from Robert Arriola on the Seguin ISD Bilingual/ESL Program Evaluation and TELPAS results.

**B. Board**

**1. Report on Board of Trustees Continuing Education Hours** The Board of Trustees received information regarding the continuing education hours for the Seguin ISD Board of Trustees. In accordance with HB 2563 and Texas Education Code, Section 11.159(b), official board meeting minutes recorded prior to a trustee election must state whether each board member has completed or is deficient. 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.

- **William Dwyer - District 1 – Exceeded Required Training Hours**
- **Alejandro R. Guerra - District 2 – Exceeded Required Training Hours**
- **Grace Mueller - District 3 – Exceeded Required Training Hours**
- **Linda Duncan - District 4 – Exceeded Required Training Hours**
- **Denise Crettenden - District 5 – Exceeded Required Training Hours**
- **Lisa Burns - District 6 – Exceeded Required Training Hours**
- **Joshua Bright - District 7 – Exceeded Required Training Hours**

**C. Human Resources Personnel Information – Professional Employees**

The Board of Trustees received information regarding the following new hires and resignations for the 2026-2027 academic year listed below:

**New Hire Elections:**

| Name | Location | Title | Effective Date |
|---|---|---|---|
| Edwards, Cerilisa | Ball Early Childhood Center | Early Childhood Center Special Education Teacher | 9/28/26 |
| Gonzalez, Ashley | Rodriguez Elementary | 5th Grade Teacher | 9/28/26 |
| Hernandez, Carmen | Maintenance Department | District Custodial Supervisor | 10/13/26 |
| Vasquez, Yuri | Matador Special Services Department | Bilingual Speech-Language Pathologist | 9/21/26 |

*returning employee

**Resignations:** **Doan, Carrie, Seguin High School, effective September 28, 2026**
Ms. Doan, Math Teacher, has resigned due to personal reasons.
Ms. Doan has been with Seguin ISD for 1 month.

**Jackson, Jason, Seguin High School, effective November 2, 2026**
Mr. Jackson, Senior Naval Science Instructor, has resigned due to personal reasons.
Mr. Jackson has been with Seguin ISD for 2 years.

**Lehmann, Ariann, Child Nutrition Department, effective October 30, 2026**
Ms. Lehmann, Nutrition & Operations Administrator, has resigned due to personal reasons.
Ms. Lehmann has been with Seguin ISD for 2 years.

**Rogers, Lawrence, Seguin High School, effective December 18, 2026**
Mr. Rogers, Special Education Teacher, has resigned and elected to retire.
Mr. Rogers has been with Seguin ISD for 2 years.

**Shoultz, Diane, Curriculum, Instruction & Assessment Department, effective September 24, 2026**
Ms. Shoultz, Instructional Coach, has resigned due to medical reasons.
Ms. Shoultz has been with Seguin ISD for 4 years.

**B. Business Services**

**1. Financial Statements for September 2026**
The Board of Trustees received an update regarding the financial statements for the General Fund, Child Nutrition Fund, and Debt Service Fund for September 2026.

**2. Purchase Orders Over $50,000**
The Board of Trustees received an update regarding purchase orders over $50,000.

**8. Consent Agenda Items – Consider and Possible Approval:**

**A. Approval of Board Minutes for:**
Regular Meeting, September 22, 2026

**B. Approval of Tax Collection Reports for September 2026**
The Board of Trustees approved the Guadalupe County Tax Office Monthly Recap from Daryl John, Guadalupe County Tax Assessor-Collector for September 2026. The Texas Property Tax Code requires the collector of taxes for a taxing unit to 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.

**D. Approval of Investment Report for the First Quarter Ended September 30, 2026**
The Board of Trustees approved the Investment Report for the First Quarter ended September 30, 2026. This report is designed to allow the Board of Trustees to review the investment activity for the First Quarter Ended September 30, 2026. The District's earnings rates, investment position, and yield information are presented for the period.

**E. Approval of Donations Received September 2026**
The Board of Trustees approved the donations received by the District during the month of September 2026 in the amount of $3,000.00 from various businesses and individuals. 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."

**F. Adopt the Revised Board Operating Procedures**
The Board of Trustees adopted the revised Board Operating Procedures.

**G. Acknowledge Public Information Act Requests September – October 2026**
The Board of Trustees received information regarding the Public Information Act requests received

through October 16, 2026. The purpose of this agenda item is to keep trustees apprised of the District's Public Information program.

**Ms. Duncan moved, seconded by Mr. Bright, to approve Consent Agenda Items excluding agenda item C.:**
**A. Approval of Board Minutes for: Regular Meeting, September 22, 2026**
**B. Approval of Tax Collection Reports for September 2026**
**D. Approval of Investment Report for the First Quarter Ended September 30, 2026**
**E. Approval of Donations Received September 2026**
**F. Adopt the Revised Board Operating Procedures**
**G. Acknowledge Public Information Act Requests September – October 2026**

**Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, Guerra, and Mueller**
**Nays: None**

**Mrs. Burns requested Consent Agenda Item C. pulled for further discussion.**
**C. Approval of Proposed Budget Amendments for October 2026**
Mr. Guerra moved, seconded by Ms. Duncan, to approve the proposed budget amendments for the General Fund, Child Nutrition Fund, and Debt Service Fund as of October 2026.

**Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, Guerra, and Mueller**
**Nays: None**

**9. Action Items:**

**A. Consideration and Approval of the 2026-2027 Campus Improvement Plans Performance Objectives**
Mr. Dwyer moved, seconded by Ms. Duncan, to approve the Campus Performance Objectives as contained in the Campus Improvement Plans for the 2026-2027 school year.

**Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, Guerra, and Mueller**
**Nays: None**

**B. Consideration and Possible Action to Amend Board Policy CFB(LOCAL) Regarding Capitalization Thresholds**
Mrs. Mueller moved, seconded by Mrs. Burns, to approve the amendment to board policy CFB(LOCAL) as presented.

**Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, Guerra, and Mueller**
**Nays: None**

**10. Board Comments and Request**

Mr. reminded the community to go out and exercise their right to vote. In addition, he thanked Dr. Lee for completing more than forty presentations on the district's Voter-Approval Tax Ratification Election (VATRE), also known as Proposition A.
Dr. Lee thanked Emily Allen and Tanisha Hearn from the Communications Department, as well as Chief Financial Officer Liz Banks, for their work to coordinate and organize the VATRE presentations.
Mrs. Crettenden also encouraged everyone to support the Seguin High School Band at their State UIL performance on Monday morning at the Alamodome.

All prior Board requests have been addressed.

**11. Adjourn**

Mr. Bright moved, seconded by Mr. Dwyer, to adjourn the meeting. The meeting adjourned at 8:55 p.m.

**Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, Guerra, and Mueller**
**Nays: None**

Secretary/November 17, 2026

President/November 17, 2026

1221 E. Kingsbury
Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

P: (830) 401-8600
F: (830) 379-0392
www.seguin.k12.tx.us

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|---|---|
| **Consent Action Item** | Approval of Tax Collection Report for October 2026 |
| **Contact Person(s)** | Elizabeth Banks, Chief Financial Officer, RTSBA<br>Sally Eckhart, Budget Coordinator |
| **Background** | The Texas Property Tax Code requires the collector of taxes for a taxing unit to 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. |
| **Fiscal Implication(s)** | 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.<br><br>Total Tax Collections for the month of October 2026:<br><br>Current $ 0<br>Delinquent 226,474<br>Penalty and Interest 21,982<br>Total Monthly Collections $ 248,456<br><br>Total Tax Collections Year to Date $ 1,226,395<br><br>Delinquent Tax Levy $ 3,687,563<br>Percent Collected through October 2026 33.26%<br>Percent of Tax Levy Collected last year 33.20% |
| **District Goals** | ☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students<br>☐ Positive Community Culture ☐ Growth-Minded Personnel<br>☒ Strategic Operational Stewardship |
| **Administration's Recommendation** | The Administration recommends that the Board of Trustees approve the Guadalupe County Tax Office monthly recap from Daryl John, Guadalupe County Tax Assessor-Collector for October 2026. |
| **Proposed Motion Language** | I move to approve the Tax collection report for the month of October 2026. |

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|---|---|
| **Consent Information Item** | Acknowledge Public Information Act Requests for October – November 2026 |
| **Contact Person(s)** | Emily Allen, Executive Director of Communications |
| **Background** | The purpose of this agenda item is to keep trustees apprised of the District's Public Information program.<br><br>Reference and Compliance: GB(LEGAL) Public Information Program |
| **Fiscal Implication(s)** | N/A |
| **District Goals** | ☒ Challenging & Meaningful Learning Experiences ☒ Life-Ready Students<br>☒ Positive Community Culture ☒ Growth-Minded Personnel<br>☒ Strategic Operational Stewardship |
| **Administration's Recommendation** | The Administration recommends that the Board of Trustees acknowledge the Public Information Act requests received between October 17 and November 6, 2026. |
| **Proposed Motion Language** | N/A |

| Seguin ISD PIA Requests received from October 17 - November 6, 2026 | | | | |
|---|---|---|---|---|
| **Date** | **Requester** | **Requested Documents** | **Status** | **Action** |
| 061 October 19, 2026 | Matt Zehnbauer, Hank Solutions, Inc. | Staff directory information | Completed | Document shared |
| 062 October 21, 2026 | Baylee Smith, Univ. of Mary Hardin-Baylor | Staff directory information | Completed | Document shared |
| 063 October 22, 2026 | Vincent Mutolo, Argo Agent | District purchase orders from 9/4/21-9/4/26 | Completed | Documents shared |
| 064 November 6, 2026 | Matt Zehnbauer, Hank Solutions, Inc. | Staff directory, hires, and separations | In progress | |
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|---|---|
| **Action Item** | Approval to Purchase District Library Books |
| **Contact Person(s)** | Jackie Silvius, Coordinator of Library Services and Instructional Materials |
| **Background** | With the implementation of SB13, the board shall consider the list of library materials that have been donated or proposed by the Seguin ISD Librarians and approved by the School Library Advisory Council (SLAC) for procurement.<br><br>Exhibit:<br>Book list |
| **Fiscal Implication(s)** | N/A |
| **District Goals** | ☒ Challenging & Meaningful Learning Experiences<br>☒ Life-Ready Students<br>☒ Positive Community Culture<br>☒ Growth-Minded Personnel<br>☒ Strategic Operational Stewardship |
| **Administration's Recommendation** | The Administration recommends that the Board of Trustees approve the purchase of the district library books. |
| **Proposed Motion Language** | I move to approve the purchase of district library books. |

| Published to SISD Website: October 8, 2026 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Title** | **Author** | **Interest Le** | **Campus Le** | **ISBN** | **ISBN** | **ISBN** | **ISBN** | **ISBN** |
| ¡Pasa La Pelota, Pipo! | Adler, David A. a | K to 3 | Elementary | | 979-82-17-05030-7 | 978-0-8479-0492-1 | | |
| 10-minute true ghost encounter stories | Atwood, Megan | 3-6 | Elementary | | 9798875281631 | | 9798875281587 | |
| 100% unofficial MVP legends. Lionel Messi | Putnam, Will | 3-6 | Elementary | 9798318952029 | | | 9781835554579 | |
| 20 fun facts about Independence Day | Kawa, Katie | 3-6 | Elementary | 9798368720722 | 9781482466195 | | 9781482466188 | 9781482466201 |
| 20 things you didn't know about basketball | Lake, Theia | 3-6 | Elementary | 9798368797960 | 9781499450330 | | 9781499450323 | 9781499450347 |
| A beetle's life cycle | Rice, Jamie | K-3 | Elementary | | 9781636908199 | | 9781636908205 | 9781636908212 |
| A boy, a dog, a frog and a friend | Mayer, Mercer | K-3 | Elementary | 9780758721419 | | 9780803728820 | 9780140546101 | |
| A butterfly is patient | Aston, Dianna H | K-3 | Elementary | 9781489871176 | | 9780811864794 | 9781452141244 | 9781452133126 |
| A butterfly's life cycle | Rice, Jamie | K-3 | Elementary | | 9781636908229 | | 9781636908236 | 9781636908243 |
| A chicken's life cycle | Rice, Jamie | K-3 | Elementary | | 9781636908250 | | 9781636908267 | 9781636908274 |
| A child's introduction to Greek mythology : the stories of the gods, goddesses, heroes, monsters, and other mythical creatures | Alexander, Heatl | 3-6 | Elementary | 9780329989279 | | 9781579128678 | | |
| A Colony of Rabbits | Denega, Danielle | K-3 | Elementary | 1-338-85337-6 | 978-1-338-85337-7 | | | |
| A day off school | Jeffers, Oliver | K-3 | Elementary | | | 9798217039999 | | 9798217040018,9798217340033 |
| A dog's life cycle | Rice, Jamie | K-3 | Elementary | | 9781636908281 | | 9781636908298 | 9781636908304 |
| A dolphin's life cycle | Rice, Jamie | K-3 | Elementary | | 9781636908311 | | 9781636908328 | 9781636908335 |
| A fishboy named... Sashimi | Santat, Dan | 3-6 | Elementary | 9798368783666 | | 9781250359995 | 9781250360007 | 9781250474667 |
| A frog's life cycle | Rice, Jamie | K-3 | Elementary | | 9781636908342 | | 9781636908359 | 9781636908366 |
| A great big cuddle : poems for the very young | Rosen, Michael | K-3 | Elementary | | | 9780763681166 | | |
| A magical birthday | Punset, Ana | K-3 | Elementary | 9798368753331 | | 9781536240986 | 9781536240993 | 9781536242102 |
| A new friend | Lukoff, Kyle | K-3 | Elementary | 9781668875858 | | 9781338794984 | 9781338794977 | 9781338794991 |
| A not so perfect start | Ludwig, Trudy | K-3 | Elementary | | 9798217028689 | 9798217028672 | | 9798217028696 |
| A pie for us! | Fang, Vicky | K-3 | Elementary | 9781516059515 | | 9781338865585 | 9781338865578 | 9781338865592 |
| A piglet named Mercy | DiCamillo, Kate | K-3 | Elementary | 9798368793474 | | | 9781536244373 | |
| A Pinecone! | Yoon, Helen | K-3 | Elementary | 9798318960864 | | 9781536226263 | 9781536255065 | 9781536240498 |
| A royal guide to monster slaying | Armstrong, Kelle | 5-8 | Elementary | 9781544452227 | | 9780735265356 | 9780735265370 | 9780735265363 |
| A salmon's life cycle | Rice, Jamie | K-3 | Elementary | | 9781636908373 | | 9781636908380 | 9781636908397 |
| A shell is cozy | Aston, Dianna H | K-3 | Elementary | | | 9781797212470 | | 9781797215365 |
| A stone sat still | Wenzel, Brendar | K-3 | Elementary | | 9798896850212 | 9781452173184 | | 9781452173368,9781452179131 |

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|---|---|---|---|---|---|---|---|---|
| A strange thing happened in Cherry Hall | Warga, Jasmine | 3-6 | Elementary | 9798318935091 | | 9780062956705 | 9780062956712 | 9780062956729 |
| A stroll through the seasons | Barnham, Kay | K-3 | Elementary | | | 9781438050416 | | |
| A Supreme friendship : the unlikely bond between Ruth Bader Ginsburg and Antonin Scalia | Murphy, Debbie | K-3 | Elementary | | | 9781534113343 | | |
| A tiger or a tiger shark? = Un tigre o un tiburon tigre? | Pallotta, Jerry | K-3 | Elementary | 9798318906220 | | | 9798225030223 | 9798225043261 |
| A troll lot of trouble | Miedoso, Andres | 3-6 | Elementary | 9781668852224 | | 9781665914123 | 9781665914116 | 9781665914130 |
| A turtle's life cycle | Rice, Jamie | K-3 | Elementary | | 9781636908403 | | 9781636908410 | 9781636908427 |
| A wonderful world of weather | Barnham, Kay | K-3 | Elementary | 9781713723820 | | | 9780778782506 | 9781427126191 |
| Abuela's letter | Zapata, Debbie | K-3 | Elementary | | | 9781433843686 | | 9781433845741 |
| Abuelo's flower shop | Morera, Jackie | K-3 | Elementary | | | 9781506487557 | | |
| Acadia Discovery | Fulton, C.R. | 3 to 6 | Elementary | 1-09-825686-7 | 978-1-09-825686-9 | | | |
| Ada Lace Gets Famous | Calandrelli, Emil | 1 to 4 | Elementary | 1-665-93116-7 | 978-1-665-93116-8 | 978-0-8000-4566-1 | | |
| Adventure and Other Stories | Jarvis | K to 3 | Elementary | 1-536-23545-8 | 978-1-536-23545-6 | 978-0-8000-9968-8 | | |
| Adventure in Mermaid Land | Punset, Ana | K-3 | Elementary | 9798318944864 | | 9781536252361 | 9781536252378 | 9781536254273 |
| Adventure in Witch Land | Punset, Ana | 3-6 | Elementary | 9798318947742 | | 9781536252385 | 9781536252392 | 9781536255836 |
| After the Rain | Spicer Rice, Ele | P-2 | Elementary | 9781536236385 | | | | |
| Ahhh, Milk!: The Many Ways Milk Is Made | Starr, Abbe | k-3 | Elementary | 9781957655512 | | | | |
| Ai Told You So | Miedoso, Andres | K-3 | Elementary | | | 9781665990462 | 9781665990455 | 9781665990479 |
| Airplanes | Zobel, Derek | K-3 | Elementary | | 9781644873182 | | 9781681038056 | 9781648343117 |
| Aisha the sapphire treasure dragon | Mara, Maddy | 3-6 | Elementary | 9781713770411 | | | 9781338680676 | 9781338743609 |
| Aladdin | Weiss, Bobbi JG | 2-8 | Elementary | 9781532145339 | | | | |
| Alex and the Squid | Duff, Meghan W | K-3 | Elementary | 9798318957710 | | 9798888599143 | 9798898591687 | |
| All About Ellie | Barkley, Callie | 1 to 4 | Elementary | 1-442-45788-0 | 978-1-442-45788-1 | 978-0-605-71528-8 | | |
| All the Books | Rocco, Hayley | K to 3 | Elementary | 0-316-51274-5 | 978-0-316-51274-9 | 978-0-8479-1151-6 | | |
| All the Hulk Feels | Santat, Dan | K-3 | Elementary | 1-419-77613-4 | 978-1-419-77613-7 | | | |
| All Through the Night: Important Jobs that get done at night | Faber, Polly | P-2 | Elementary | 9781536227512 | | | | |
| Alligator or crocodile? | Zimmerman, Ad | K-3 | Elementary | | 9781636903347 | | 9781636903354 | 9781636903361 |
| Alligators | Kenan, Tessa | K-3 | Elementary | | 9798896624738 | | | |
| Amazing Daisies | Girl Scouts, Girl | P to 2 | Elementary | 0-06-331789-3 | 978-0-06-331789-5 | 978-0-8479-0016-9 | | |
| Amazing Daisies Hunt for Colors | Girl Scouts, Girl | P to 2 | Elementary | 0-06-331792-3 | 978-0-06-331792-5 | 978-0-8479-0018-3 | | |
| Amy and the Missing Puppy | Barkley, Callie | 1 to 4 | Elementary | 1-442-45769-4 | 978-1-442-45769-0 | 978-0-605-71529-5 | | |
| Amy Is a Little Bit Chicken | Barkley, Callie | 1 to 4 | Elementary | 1-481-45174-X | 978-1-481-45174-1 | 978-0-605-93561-7 | | |
| Amy Meets Her Stepsister | Barkley, Callie | 1 to 4 | Elementary | 1-442-48215-X | 978-1-442-48215-9 | 978-0-605-72820-2 | | |

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|---|---|---|---|---|---|---|---|---|
| Amy on Park Patrol | Barkley, Callie | 1 to 4 | Elementary | 1-481-49432-5 | 978-1-481-49432-8 | 978-0-605-98498-1 | | |
| Ana, el dragon y la nube aspirador | Oro, Begona | K-3 | Elementary | 9781516063963 | | | 9788448863746 | 9788448864958 |
| Anacondas | Zimmerman, Ad | K-3 | Elementary | | 9798896624769 | | | 9798896624783 |
| And they walk on | Maillard, Kevin N | K-3 | Elementary | | | 9781250821980 | | 9781250456557 |
| Animals in fall | Harvey, Norrie | K-3 | Elementary | | 9798896624400 | | 9798896624417 | |
| Anime and manga mega handbook. | | 3-6 | Elementary | 9781516060245 | | | 9781339017464 | 9781339018294 |
| Another monster at the end of this book | Stone, Jon | K-3 | Elementary | | | 9780307987693 | | |
| Answers to Dog | Hautman, Pete | 4 to 7 | Elementary | 1-536-24446-5 | 978-1-536-24446-5 | 978-0-8000-9514-7 | | |
| Antes Hay Una Semilla / Before There is a seed | Clima, Gabriele | K-3 | Elementary | 9788855060318 | | | | |
| Anthony Rizzo | Duling, Kaitlyn | K-3 | Elementary | | 9781641282048 | | 9781641282055 | 9781641282062 |
| Ants | Zimmerman, Ad | K-3 | Elementary | | 9798896623854 | | 9798896623861 | 9798896623878 |
| Archery | Ridge, Yolanda | 3-6 | Elementary | 9798318916083 | 9798874526443 | | 9798874526450 | 9798874526474 |
| Arches Legend | Fulton, C.R. | 3 to 6 | Elementary | 1-09-825688-3 | 978-1-09-825688-3 | | | |
| Arts & crafts hobbies : painting, drawing, sewing & more | Daniels, Ruby | 5-8 | Elementary | | 9781098297725 | | | 9798384930532 |
| Ash the Blaze Dragon | Mara, Maddy | 2 to 5 | Elementary | )-01992-2, 979836874 | 978-1-339-01992-5 | 978-0-8000-7967-3 | 9781339019925 | 9781546140061 |
| Asteroid vs. comet | Kuchner, Marc J | 3-6 | Elementary | 9781516088164 | | 9781536227352 | 9781536236637 | 9781536237108 |
| Astrid & Apollo and the awesome dance audition | Bidania, V. T | K-3 | Elementary | | 9781666337440 | | 9781666337402 | |
| Astrid & Apollo and the Awesome Dance Audition | Bidania, V.T. | K to 3 | Elementary | 1-666-33744-7 | 978-1-666-33744-0 | | | |
| Astrid & Apollo and the blast from the past | Bidania, V. T | K-3 | Elementary | | 9781484675595 | | 9781484675557 | |
| Astrid & Apollo and the brilliant book report | Bidania, V. T | K-3 | Elementary | | 9781484675380 | | 9781484675342 | |
| Astrid & Apollo and the cutest canine contest | Bidania, V. T | K-3 | Elementary | | 9781484692370 | | 9781484692417 | |
| Astrid & Apollo and the family fun fair day | Bidania, V. T | K-3 | Elementary | | 9781666337464 | | 9781666337426 | |
| Astrid & Apollo and the Family Fun Fair Day | Bidania, V.T. | K to 3 | Elementary | 1-666-33746-3 | 978-1-666-33746-4 | | | |
| Astrid & Apollo and the fishing flop | Bidania, V. T | K-3 | Elementary | | 9781515861232 | | 9781515861270 | 9781515889014 |
| Astrid & Apollo and the giant geography project | Bidania, V. T | K-3 | Elementary | | 9781484675526 | | 9781484675489 | |
| Astrid & Apollo and the happy New Year | Bidania, V. T | K-3 | Elementary | | 9781515861256 | | 9781515861294 | 9781515889021 |
| Astrid & Apollo and the ice fishing adventure | Bidania, V. T | K-3 | Elementary | | 9781666337471 | | 9781666337433 | |

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| Astrid & Apollo and the soccer celebration | Bidania, V. T | K-3 | Elementary | | 9781515861249 | | 9781515861331 | 9781515889038 |
| Astrid & Apollo and the starry campout | Bidania, V. T | K-3 | Elementary | 1-515-86122-8 | 9781515861225 | | 9781515861317 | 9781515889045 |
| Astrid & Apollo and the sticky noodle situation | Bidania, V. T | K-3 | Elementary | | 9781484692363 | | 9781484692462 | |
| Astrid & Apollo and the super staycation | Bidania, V. T | K-3 | Elementary | 1-666-33745-5 | 9781666337457 | | 9781666337419 | |
| Astrid & Apollo and the wonderful wax museum | Bidania, V. T | K-3 | Elementary | | 9781484675458 | | 9781484675410 | |
| Astrid & Apollo tae kwon do champs | Bidania, V. T | K-3 | Elementary | | 9781663908759 | | 9781663920188 | |
| Atlanta Alibi | Kelly, David A. | 1 to 4 | Elementary | 0-593-12627-0 | 978-0-593-12627-1 | 978-0-8000-1360-8 | | |
| Attack on Pearl Harbor | Messner, Kate | 2 to 5 | Elementary | 1-338-53796-2 | 978-1-338-53796-3 | 978-0-605-02907-1 | | |
| Audi | Schuh, Mari C | K-3 | Elementary | | 9798896622475 | | 9798896622482 | |
| Axolotl and Axolittle | Hitchman, Jess | K-3 | Elementary | | | 9781464237904 | | 9781464237911 |
| Axolotl x Wooper | Hansen, Grace | P-2 | Elementary | 9798384909835 | | | | |
| Axolotls | Daniels, Ruby & | 2-5 | Elementary | 9781098295103 | | | | |
| Azmina the gold glitter dragon | Mara, Maddy | 3-6 | Elementary | 9781713760337 | | | 9781338680638 | 9781338743432 |
| Baa, baa, black sheep | Cabrera, Jane | K-3 | Elementary | | | | | 9780823436316 |
| Baboon | Gillespie, Katie | K-3 | Elementary | 9798318919060 | 9798874524784 | | 9798874524791 | 9798874524821 |
| Baby Chameleons | Murray, Julie | K-3 | Elementary | 9781098245207 | | | | |
| Baby Flamingos | Murray, Julie | K-3 | Elementary | 9781098245214 | | | | |
| Baby Gray Wolves | Murray, Julie | K-3 | Elementary | 9781098245221 | | | | |
| Baby Grizzly Bears | Murray, Julie | K-3 | Elementary | 9781098245238 | | | | |
| Baby Lions | Murray, Julie | K-3 | Elementary | 9781098245245 | | | | |
| Baby Orangutans | Murray, Julie | K-3 | Elementary | 9781098245252 | | | | |
| Baby-sitters on board! | Martin, Ann M | 3-6 | Elementary | 9781668818640 | | | 9781338814668 | |
| Baby-sitters' summer vacation | Martin, Ann M | 3-6 | Elementary | 9781668893876 | | | 9781338814682 | |
| Baby-sitters' winter vacation | Martin, Ann M | 3-6 | Elementary | 9781516059546 | | | 9781338875669 | |
| Back to school | Harvey, Norrie | K-3 | Elementary | | 9798896624431 | | 9798896624448 | |
| Back to School | Twiddy, Robin | K-3 | Elementary | | 9798899132407 | | 9798899133466 | |
| Backhoes | Pettiford, Rebec | K-3 | Elementary | | 9781636908434 | | 9781636908441 | 9781636908458 |
| Bad Kitty does not like Easter | Bruel, Nick | K-3 | Elementary | | | 9781250884770 | | 9781250363008 |
| Bake Sale: With Four Phonics Stories | Rae, Elspeth and | 1 to 4 | Elementary | 1-459-82496-2 | 978-1-459-82496-6 | 978-0-8000-3597-6 | | |
| Baking with mi abuelita | Mora, Julissa | K-3 | Elementary | 9781516069057 | 9780593651971 | | 9780593651964 | 9780593651988 |
| Bald eagles | Koestler-Grack, | K-3 | Elementary | | 9798892131018 | | 9798892131025 | |

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|---|---|---|---|---|---|---|---|---|
| Band Camp! 4 Books in 1! (A Little Bee Graphic Novel Series for Kids) | Smith, Brian Sm | K-3 | Elementary | 9798318969201 | | | 9781499818758 | |
| Barbara Park's Junie B. Jones and a little monkey business : the graphic novel | Venable, Colleer | K-3 | Elementary | 9798368792149 | 9780593645673 | 9780593706718 | 9780593645666 | 9780593645680 |
| Barbara Park's Junie B. Jones and her big fat mouth : the graphic novel | Venable, Colleer | K-3 | Elementary | 9798318950896 | 9780593645703 | 9780593706725 | 9780593645697 | 9780593645710 |
| Baseball | Burdick, Mason | K-3 | Elementary | 9780329912307 | 9781433964329 | | 9781433964343 | |
| Baseball | Durrie, Karen | K-3 | Elementary | 9781713735984 | 9781791127282 | | 9781791127435 | 9781791171285 |
| Baseball | Leatherland, Noa | K-3 | Elementary | 9798318914973 | 9798894710600 | | 9798894710808 | 9798894711171 |
| Baseball's greatest hitters : from Ty Cobb to Miguel Cabrera | Kramer, Sydelle | K-3 | Elementary | 9781489894922 | | | 9780553539103 | 9780553539110 |
| Basketball | Leatherland, Noa | K-3 | Elementary | 9798318914980 | 9798894710617 | | 9798894710815 | 9798894711188 |
| Basketball | Lemke, Christina | 3-6 | Elementary | 9781518154348 | | | 9781681918570 | |
| Basketball | Riley, Elliot | K-3 | Elementary | 9781725412903 | | | 9781643690865 | |
| Basketball : score with STEM! | Kelley, K. C | 3-6 | Elementary | 9798368709666 | 9781636911809 | | 9781636911878 | 9781636911946 |
| Bat x Zubat | Hansen, Grace | P-2 | Elementary | 9798384909842 | | | | |
| Bath time for the Crayons | Daywalt, Drew | K-3 | Elementary | | | 9780593694879 | | 9780593694893 |
| Batman, Teenage Mutant Ninja Turtles adventures | Manning, Matthe | 5-8 | Elementary | 9798368791906 | | | 9798887243399 | |
| Bats : learning to fly | Koch, Falynn | 3-6 | Elementary | 9781518171260 | | | 9781626724082 | 9781250154484 |
| Battle of the Super Rabbit Boys! | Flintham, Thoma | K-3 | Elementary | 9798318914287 | | 9781546183679 | 9781546183655 | 9781546183709 |
| Battle of the Super Rabbit Boys! | Flintham, Thoma | K to 3 | Elementary | 1-546-18365-5 | 978-1-546-18365-5 | 978-0-8479-1177-6 | | |
| Battle Royale Lethal Warriors: Zombies vs. Aliens | Loh-Hagan, Virg | 4-7 | Elementary | 1-534-15937-1 | 978-1-534-15937-2 | | | |
| Be a king : Dr. Martin Luther King Jr.'s dream and you | Weatherford, Ca | K-3 | Elementary | 9781668805350 | | 9780802723680 | 9781547608973 | 9781681191959 |
| Be My Brave Sunflower | Simmonds, Kath | P-2 | Elementary | 9781536235432 | | | | |
| Bea's Bad Day | Percival, Tom | K-3 | Elementary | 9798318944888 | | 9781547614684 | 9781547618514 | 9781547614691 |
| Beach Day! | Lyons, Kelly Sta | P to 2 | Elementary | 0-06-295113-0 | 978-0-06-295113-7 | 978-0-8000-2266-2 | | |
| Beagles | Duling, Kaitlyn | K-3 | Elementary | | 9781624967641 | | | 9781624967658 |
| Bear hair | Mack, Jeff | K-3 | Elementary | | | 9781250409676 | | 9781250479853 |
| Bearded dragons | Schuh, Mari C | K-3 | Elementary | | 9798896624790 | | | |
| Beast mode unleashed | Miedoso, Andres | K-3 | Elementary | 9798368781419 | | 9781665966733 | 9781665966726 | 9781665966740 |
| Beat I Drum | Bowling, Dusti | 5 to 9 | Elementary | 1-454-95706-9 | 978-1-454-95706-5 | 978-0-8000-8263-5 | | |
| Beatrice likes the dark | Tucholke, April C | K-3 | Elementary | | | 9781643751573 | | |
| Beaver | Wiseman, Blaine | K-3 | Elementary | 9781713735885 | 9781791120993 | | 9781791121006 | 9781791171254 |

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| Beaver kits in the wild | Chanez, Katie | K-3 | Elementary | | 9798885244039 | | 9798885244046 | 9798885244053 |
| Because I'm Your Mom | Zappa, Ahmet | K-3 | Elementary | 0-316-33821-4 | 978-0-316-33821-9 | | | |
| Because of a Shoe | Fogliano, Julie | P-2 | Elementary | 9780593707401 | | | | |
| Because of our student teacher | Buyea, Rob | 3-6 | Elementary | | | 9798217028085 | | 9798217028108 |
| Bee or wasp? | Zimmerman, Ad | K-3 | Elementary | | 9781636903378 | | 9781636903385 | 9781636903392 |
| Beehive | Hurley, Jorey | K-3 | Elementary | 9781665969802 | | | | |
| Beginning, Middle, and End | Burgerman, Jon | P-2 | Elementary | 9781454713234 | | | | |
| Being a cat : a tail of curiosity | Gianferrari, Mari | K-3 | Elementary | | | 9780063067929 | | |
| Beluga whales | Chanez, Katie | K-3 | Elementary | | 9798885245869 | | 9798885245876 | 9798885245883 |
| Ben Yokoyama and the Cookie of Destiny | Swanson, Matth | 4 to 7 | Elementary | 0-593-70468-1 | 978-0-593-70468-4 | 978-0-8000-9647-2 | | |
| Ben Yokoyama and the Cookie War | Swanson, Matth | 4 to 7 | Elementary | 0-593-70464-9 | 978-0-593-70464-6 | 978-0-8000-9646-5 | | |
| Best Buds Forever | Maker, Martha | 1 to 4 | Elementary | 1-534-46355-0 | 978-1-534-46355-4 | | | |
| Besties. Crush it! | Miller, Kayla | 3-6 | Elementary | | | 9780063285644 | 9780063285620 | 9780063285637 |
| Betsy Ross | White, Becky | P-2 | Elementary | 0-8234-4523-2 | 978-0-8234-4523-3 | 978-0-7804-6290-8 | | |
| Betty the Yeti and the Babysitter Problem | Marx, Mandy R. | K to 3 | Elementary | | 979-88-7521-281-9 | | | |
| Betty the Yeti and the Birthday Bummer | Marx, Mandy R. | K to 3 | Elementary | | 979-8-87527-510-4 | | | |
| Betty the Yeti and the Picture Day Panic | Marx, Mandy R. | K to 3 | Elementary | | 979-8-87527-502-9 | | | |
| Betty the Yeti Dreads the Dentist | Marx, Mandy R. | K to 3 | Elementary | | 979-88-7521-273-4 | | | |
| Betty the Yeti Has a Snow Day | Marx, Mandy R. | K to 3 | Elementary | | 979-88-7521-257-4 | | | |
| Betty the Yeti Loses Confetti | Marx, Mandy R. | K to 3 | Elementary | | 979-88-7521-265-9 | | | |
| Beware of the dino-snake | Tan, Susan | K-3 | Elementary | 9798368783802 | | 9781546180265 | 9781546180258 | 9781546180272 |
| Beware the werewolf | Miedoso, Andres | 3-6 | Elementary | 9781713725930 | | 9781534479562 | 9781534479555 | 9781534479579 |
| Bibsy Cross and the bad apple | Scanlon, Liz Gar | K-3 | Elementary | 9798368756578 | 9780593644423 | 9780593644416 | 9780593644409 | 9780593644430 |
| Bibsy Cross and the bike-a-thon | Scanlon, Liz Gar | K-3 | Elementary | 9798368756585 | 9780593644461 | 9780593644454 | 9780593644447 | 9780593644478 |
| Bibsy Cross and the creepy-crawlies | Scanlon, Liz Gar | K-3 | Elementary | 9798368751252 | 9780593644508 | 9780593644492 | 9780593644485 | 9780593644515 |
| Big Bad Badgers | McDonald, Mega | 2 to 5 | Elementary | 1-536-24303-5 | 978-1-536-24303-1 | 978-0-8000-7856-0 | | |
| Big Bike, Little Bike | Gillis, Kellie DuB | K to 3 | Elementary | 0-06-331523-8 | 978-0-06-331523-5 | 978-0-8479-1487-6 | | |
| Big Dog and Little Dog | Pilkey, Dav | K-3 | Elementary | 9798318942693 | | | 9780063483330 | |
| Big Enough | Linke, Regina | K to 3 | Elementary | 0-316-53115-4 | 978-0-316-53115-3 | 978-0-8479-1486-9 | | |
| Big Nate: Genius Mode | Pierce, Lincoln | 3-7 | Elementary | 9781098256821 | | | | |
| Big Nate: Mr. Popularity | Pierce, Lincoln | 3-7 | Elementary | 9781098256838 | | | | |

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| Big Nate. Curse of the puffy shorts! | Peirce, Lincoln | 3-6 | Elementary | 9798318968594 | | | 9798881602437 | 9798881615949 |
| Bird | Siemens, Jared | K-3 | Elementary | 9798318919428 | 9781791155766 | | 9781791155773 | 9781791177751 |
| Bird Behavior | Lim, Angela | 2-5 | Elementary | 9781098291006 | | | | |
| Bitsy Bat, School Star | Windness, Kaz | K to 3 | Elementary | 1-665-90505-0 | 978-1-665-90505-3 | 978-0-8000-9816-2 | | |
| Bitsy Bat, Team Star | Windness, Kaz | K to 3 | Elementary | 1-665-94755-1 | 978-1-665-94755-8 | | | |
| Bitsy Murciélago, Estrella Escolar | Windness, Kaz a | K to 3 | Elementary | 1-665-97065-0 | 978-1-665-97065-5 | | | |
| Black Panther: uprising | Smith, Ronald L | 3-6 | Elementary | 9781668894965 | | 9781368073004 | 9781368081566 | 9781368082266 |
| Black widows | Gleisner, Jenna | K-3 | Elementary | | 9781624967887 | | | 9781624967894 |
| Blacktip reef sharks | Lundgren, Julie I | K-3 | Elementary | 9781713797340 | 9781427158246 | | 9781427158253 | |
| Bling! : 100 fun facts about rocks and gems | Berne, Emma C | K-3 | Elementary | 9781713719021 | 9781426338915 | | 9781426338908 | |
| Blizzard | Rocco, John | P to 2 | Elementary | 1-423-17865-3 | 978-1-423-17865-1 | | | |
| Block by Block | Lyons, Kelly Sta | P to 2 | Elementary | 0-06-335981-2 | 978-0-06-335981-9 | 978-0-8479-2146-1 | | |
| Blood!: Not Just a Vampire Drink | McAnulty, Stacy | K-3 | Elementary | 1-250-30405-9 | 978-1-250-30405-6 | 978-0-8000-2980-7 | | |
| Blue Bison needs a haircut | Rothman, Scott | K-3 | Elementary | | | 9780593428160 | | 9780593428184 |
| Blue jays | Koestler-Grack, | K-3 | Elementary | | 9798892131049 | | 9798892131056 | |
| Blue whales | Das, Priyanka | K-3 | Elementary | 9798318919640 | 9798874525941 | | 9798874525958 | 9798874525989 |
| Blue whales | Leahy, Eliza | K-3 | Elementary | | 9798885245890 | | 9798885245906 | 9798885245913 |
| Bluey Would You Rather? | Author not listed | K-3 | Elementary | 9798318948831 | | | 9798217145102 | |
| Bluey. BBQ. | Author not listed | K-3 | Elementary | 9798318948800 | | | 9798217145089 | 9798217243587 |
| Bluey. Bus | Author not listed | K-3 | Elementary | 9798368762760 | | | 9780593891353 | 9798217049868 |
| Bluey. Camping. | Author not listed | K-3 | Elementary | 9781668832721 | | | 9780593519103 | 9780593520512 |
| Bluey. Copycat. | Author not listed | K-3 | Elementary | 9798318906718 | | | 9798217051687 | 9798217052431 |
| Bluey. Cricket. | Author not listed | K-3 | Elementary | 9798368766140 | | | 9780593891315 | 9798217049882 |
| Bluey. Easter. | Author not listed | K-3 | Elementary | 9781668882825 | | | 9780593658383 | 9780593658758 |
| Bluey. Good night, fruit bat. | Author not listed | K-3 | Elementary | 9781713724711 | | | 9780593224564 | 9780593225530 |
| Bluey. Granny mobile. | Author not listed | K-3 | Elementary | 9798318906831 | | 9798217051670 | 9798217051663 | 9798217052455 |
| Bluey. Hammerbarn. | Author not listed | K-3 | Elementary | 9798368766157 | | 9780593891476 | 9780593891346 | 9798217049905 |
| Bluey. Mum School. | Author not listed | K-3 | Elementary | 9781668882832 | | | 9780593658413 | 9780593658772 |
| Bluey. Road trip. | Author not listed | K-3 | Elementary | 9798368762753 | | | 9780593891384 | 9798217049929 |
| Bluey. Shadowlands. | Author not listed | K-3 | Elementary | 9798368713151 | | | 9780593752494 | 9780593753699 |
| Bluey. Swim school. | Author not listed | K-3 | Elementary | 9798368713120 | | 9780593752807 | 9780593752791 | 9780593753712 |
| Bluey. Taxi | Author not listed | K-3 | Elementary | 9798318948824 | | | 9798217145126 | 9798217243693 |
| Bluey. The beach. | Author not listed | K-3 | Elementary | 9781713764304 | | | 9780593226094 | 9780593383209 |
| Bluey. The Creek. | Author not listed | K-3 | Elementary | 9781713724704 | | | 9780593224571 | 9780593225554 |
| Bluey. The decider. | Author not listed | K-3 | Elementary | 9798368763545 | | | 9780593888926 | 9780593890370 |
| Bluey. Trains | Author not listed | K-3 | Elementary | 9798368762777 | | | 9780593891360 | 9798217049950 |
| BMW | Schuh, Mari C | K-3 | Elementary | | 9798896620112 | | 9798896620129 | |

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| Boa constrictors | Sterling, Charlie | K-3 | Elementary | | 9798896624820 | | | 9798896624844 |
| Boa Constrictors | Murray, Julie | K-3 | Elementary | 9781098247799 | | | | |
| Book of Rules | Knight, Tom | P to 2 | Elementary | 0-374-31454-3 | 978-0-374-31454-5 | 978-0-8000-7853-9 | | |
| Border Collies | Murray, Julie | P-2 | Elementary | 9798384907497 | | | | |
| Bored | Sala, Felicita | k-3 | Elementary | 9780823461141 | | | | |
| Bored panda | Bender, Mike | K-3 | Elementary | | 9780593433614 | 9780593433607 | | 9780593433621 |
| Boxers | Higgins, Nadia | K-3 | Elementary | | 9781624967665 | | | 9781624967672 |
| Brainbow (A Graphic Novel) | Henderson, May | 3-6 | Elementary | 9798318956973 | | 9780316579223 | 9780316579193 | 9780316579230 |
| Brave | Alvitre, Weshoyc | PreK-4 | Elementary | 0-593-53160-4 | 0-593-53160-4 | | | |
| Brazil | Van, R.L. | 2-5 | Elementary | 9781532199554 | | | | |
| Breaking the Piggy Bank | Maker, Martha | 1 to 4 | Elementary | 1-534-42903-4 | 978-1-534-42903-1 | | | |
| Breathe like a bear : first day of school worries | Willey, Kira | K-3 | Elementary | | | 9780593486726 | | 9780593486733 |
| Bridges : engineering masterpieces | Zettwoch, Dan | 3-6 | Elementary | 9781668855430 | | 9781250216892 | 9781250216908 | 9781250890191 |
| Brown bats | Gleisner, Jenna | K-3 | Elementary | | 9798896621874 | | 9798896621881 | |
| Buenos Dias, Zorrito! / Good morning, Little Fox | Clima, Gabriele | K-3 | Elementary | 9788868909161 | | | | |
| Buffalo Fluffalo and Puffalo | Kalb, Bess | K-3 | Elementary | | 9780593810316 | 9780593810309 | | 9780593810323,9798217157150 |
| Bugatti | Schuh, Mari C | K-3 | Elementary | | 9798896622505 | | 9798896622512 | |
| Bugs, butterflies, beetles & bees | Dowds, Ben Ffra | 5-8 | Elementary | | | 9798217134199 | | 9798217310388 |
| Built for speed | Fang, Vicky | K-3 | Elementary | 9781725487505 | | 978-0-605-02890-6 | 9781338582925 | 9781338582956 |
| Bull sharks | Lundgren, Julie I | K-3 | Elementary | 9781713797357 | 9781427158307 | | 9781427158314 | |
| Bulldozers | Leaf, Christina | K-3 | Elementary | | 9781644873199 | | | 9781648343124 |
| Bulldozers | Pettiford, Rebec | K-3 | Elementary | | 9781636908465 | | 9781636908472 | 9781636908489 |
| Bumblebee bats | Gleisner, Jenna | K-3 | Elementary | | 9798896621904 | | 9798896621911 | |
| Bunny slopes | Rueda, Claudia | K-3 | Elementary | | | 9781452141978 | | 9781452148533 |
| Butt or face? Vol. 4,Ador-a-butts! | Lavelle, Kari | K-3 | Elementary | | | 9781464233067 | | 9781464233074 |
| Butt or face? Vol. 5,Rainbow butts | Lavelle, Kari | K-3 | Elementary | | | 9798886083767 | | 9798886083774 |
| Butt Sandwich & Tree | King, Wesley | 3-6 | Elementary | 9781516052936 | | 9781665902618 | 9781665902625 | 9781665902632 |
| Butterflies | Zimmerman, Ad | K-3 | Elementary | | 9798896623885 | | 9798896623892 | 9798896623908 |
| Butterfly or moth? | Zimmerman, Ad | K-3 | Elementary | | 9781636903408 | | 9781636903415 | 9781636903422 |
| Caitlin Clark | Cucini, Sara | 3-6 | Elementary | 9798318919893 | 9798874517571 | | 9798874517588 | 9798874517618 |
| Caitlin Clark : record-breaking basketball player | Rose, Rachel | K-3 | Elementary | 9798368780764 | 9798895770375 | | 9798895774625 | 9798895771549 |
| Camp frenemies. Bunkmates for never | Montague, Liz | 3-6 | Elementary | 9798318950582 | | 9780593806265 | 9780593806289 | 9780593806272 |
| Camp-Out | Lyons, Kelly Sta | P to 2 | Elementary | 0-06-308365-5 | 978-0-06-308365-3 | 978-0-8000-6617-8 | | |

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| Campfire stories | Miedoso, Andres | 3-6 | Elementary | | 9781532149863 | 9781534433519 | 9781534433502 | 9781534433526 |
| Camping in the clouds | Punset, Ana | K-3 | Elementary | 9798318944871 | | 9781536252286 | 9781536252293 | 9781536254280 |
| Can You Survive the Wonderful Wizard of Oz? | Jacobson, Ryan | 4-7 | Elementary | 1-940647-71-1 | 978-1-940647-71-5 | 978-0-8000-3187-9 | | |
| Can't Live Without You | Hanlon, Abby | 1 to 4 | Elementary | 0-593-61599-9 | 978-0-593-61599-7 | 978-0-8000-9780-6 | | |
| Candy Corn Christmas | Fenske, Jonatha | K-3 | Elementary | 1-66597-366-8 | 978-1-66597-366-3 | | | |
| Cape Buffalo | Daniels, Ruby | 3-9 | Elementary | 9781098296308 | | | | |
| Captain Awesome and the smile snatcher | Kirby, Stan | K-3 | Elementary | 9798368723938 | | 9781665958271 | 9781665958264 | 9781665958288 |
| Captain Awesome is a spy! | Kirby, Stan | K-3 | Elementary | 9781516052776 | | 9781665932837 | 9781665932820 | 9781665932844 |
| Captain Awesome vs. the evil ice cream jingle | Kirby, Stan | K-3 | Elementary | 9781668840184 | | 9781665916967 | 9781665916950 | 9781665916974 |
| Captain Superlative | Puller, J. S | 3-6 | Elementary | 9781549096778 | | | 9781368005630 | 9781368026109 |
| Capybaras | Daniels, Ruby & | 2-5 | Elementary | 9781098295110 | | | | |
| Cardinals | Koestler-Grack, | K-3 | Elementary | | 9798892131070 | | 9798892131087 | |
| Casting April | Lu, Wendy | 3-6 | Elementary | | | 9798217030286 | | 9798217030309 |
| Cat | Nugent, Samant | K-3 | Elementary | 9798318919435 | 9781791155797 | | 9781791155803 | 9781791177768 |
| Cat & Cat Adventures Double Trouble | Yi, Susie | K-3 | Elementary | 9798318974922 | | 9780063465497 | 9780063465480 | |
| Cat & cat adventures. 1,The quest for snacks | Yi, Susie | 3-6 | Elementary | 9781713786665 | | 9780063083813 | 9780063083806 | 9780063083820 |
| Cat & cat adventures. 2,The Goblet of Infinity | Yi, Susie | 3-6 | Elementary | 9781668835920 | | 9780063083844 | 9780063083837 | 9780063083851 |
| Cat & cat adventures. 3,Journey into Unibear City | Yi, Susie | 3-6 | Elementary | 9781668886359 | | 9780063083875 | 9780063083868 | 9780063083882 |
| Cat & cat adventures. 4,The staff of knowledge | Yi, Susie | 3-6 | Elementary | 9798368710259 | | 9780063381377 | 9780063381360 | 9780063381384 |
| Cat & cat adventures. 5,Magic at the mansion | Yi, Susie | 3-6 | Elementary | 9798368777955 | | 9780063381421 | 9780063381414 | 9780063381438 |
| Cat & cat adventures. 6,The lair of the owl king | Yi, Susie | 3-6 | Elementary | 9798318910548 | | 9780063381452 | 9780063381445 | 9780063381469 |
| Cat & cat adventures. 7,Realms collide | Yi, Susie | 3-6 | Elementary | | | 9780063465466 | 9780063465459 | 9780063465473 |
| Cat nap | Lies, Brian | K-3 | Elementary | | | 9780062671288 | | |
| Cat Problems | John, Jory | P to 2 | Elementary | 0-593-30213-3 | 978-0-593-30213-2 | | | |
| Catastrophe | Winston, Sherri | 1 to 4 | Elementary | 0-06-297599-4 | 978-0-06-297599-7 | 978-0-8000-1510-7 | | |
| Cats | Galat, Joan Mari | K-3 | Elementary | 9781537956695 | | | 9781426328831 | |
| Cats | Phillips-Bartlett, | K-3 | Elementary | 9798368796529 | 9781952455353 | | 9781952455919 | 9781952455711 |
| Cats | Rebman, Nick | K-3 | Elementary | 9781549066351 | 9781635178463 | | 9781635179477 | 9781641851503 |
| Cats | Simon, Seymour | K-3 | Elementary | 9781428727816 | | | 9780064462549 | |
| Cats close up | Lynch, Seth | K-3 | Elementary | 9781668847978 | 9781538281215 | | 9781538281192 | 9781538281222 |
| Cave and Other Stories | Jarvis | K to 3 | Elementary | 1-536-24647-6 | 978-1-536-24647-6 | 978-0-8000-8312-0 | | |
| Cece Loves Science | Derting, Kimberl | K to 3 | Elementary | 0-06-249960-2 | 978-0-06-249960-8 | 978-0-7804-6789-7 | | |

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|---|---|---|---|---|---|---|---|---|
| Cece Loves Science and Adventure | Derting, Kimberly | K to 3 | Elementary | 0-06-249963-7 | 978-0-06-249963-9 | 978-0-7804-9307-0 | | |
| Center of the Universe | Hanlon, Abby | 1 to 4 | Elementary | 0-593-85758-5 | 978-0-593-85758-8 | 978-0-8479-1966-6 | | |
| Charlie & Mouse Even Better | Snyder, Laurel | 1 to 4 | Elementary | 1-452-17065-7 | 978-1-452-17065-7 | 978-0-7804-3404-2 | | |
| Charlie Hernandez & the Golden Dooms | Calejo, Ryan | 5-8 | Elementary | 9781516052660 | | 9781534484214 | 9781534484221 | 9781534484238 |
| Charlie Hernandez & the hand of darkness | Calejo, Ryan | 5-8 | Elementary | 9798318921575 | | 9781665942942 | 9781665942959 | 9781665942966 |
| Charlie Hernandez & the phantom of time | Calejo, Ryan | 5-8 | Elementary | 9798368755458 | | 9781665942911 | 9781665942928 | 9781665942935 |
| Charlotte the rose dragon | Mara, Maddy | 3-6 | Elementary | 9798318914195 | | 978-0-8479-1181-3 | 9798225018351 | 9798225024529 |
| Cheetah | Gillespie, Katie | K-3 | Elementary | 9798318919077 | 9798874524838 | | 9798874524845 | 9798874524876 |
| Cheetah or leopard? | Rice, Jamie | K-3 | Elementary | | 9781636903439 | | 9781636903446 | 9781636903453 |
| Cheetahs | Andrews, Elizab | K-3 | Elementary | 9781098246884 | | | | |
| Chicka chicka peep peep | Chung, Julien | K-3 | Elementary | 1-66599-064-3 | | 9781665990646 | | 9781665990653 |
| Chicka chicka tricka treat | Chung, Julien | K-3 | Elementary | | | 9781665954785 | | 9781665954792 |
| Chicka Chicka Tricka Treat | Chung, Julien | P-2 | Elementary | 9781665954785 | | | | |
| Chickens on the farm | Harris, Bizzy | K-3 | Elementary | | 9781645277019 | | | 9781645277026 |
| Chinchilla | Ridge, Yolanda | K-3 | Elementary | 9798318919442 | 9798874505776 | | 9798874505783 | |
| Chip gets swimmer shivers | Frost, Maddie | K-3 | Elementary | 9798368777962 | | 9780063306516 | 9780063306509 | 9780063306561 |
| Chooch ayudo | Rogers, Andrea | K-3 | Elementary | | | 9781646146284 | | 9781646146383,9781646146406 |
| Christian McCaffrey | Adamson, Thom | 3-6 | Elementary | | 9798893045284 | | | 9798893046663 |
| Christmas Is Here! | Schultz, Charles | P-2 | Elementary | 1-534-45056-4 | 978-1-534-45056-1 | | | |
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| City Farm | Koon, Julie | k-3 | Elementary | 9781478887966 | | | | |
| City of wishes | Soontornvat, Ch | 3-6 | Elementary | 9798368749556 | | | 9781546150893 | 9781338759204 |
| City trains | Gleisner, Jenna | K-3 | Elementary | | 9781645272380 | | | |
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| Claudia and the sad good-bye | Martin, Ann M | 3-6 | Elementary | 9781516059621 | | | 9781338875652 | |
| Claw of the Diamond Dragon | West, Tracey | 1 to 4 | Elementary | | 979-8-225-00336-4 | 978-0-8479-2969-6 | | |
| Click Clack...Tooth Fairy | Cronin, Doreen, | K-3 | Elementary | | | 9798347114702 | | |
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| Clothesline clues to the first day of school | Heling, Kathryn | K-3 | Elementary | 9781725419438 | | 9781580898249 | 9781580895798 | 9781632897138 |

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| Clydeo Versus Peanut Butter | Aniston, Jennifer | K to 3 | Elementary | 0-06-337240-1 | 978-0-06-337240-5 | 978-0-8000-9627-4 | | |
| Code Name Angel (Disney Stitch) | Author not listed | K-3 | Elementary | 9798318970924 | | | 9780736448789 | |
| Codzilla | Zeltser, David | K-3 | Elementary | | | 9780062570673 | | |
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| Color Monster: A Story About Emotions | Llenas, Anna | P to 2 | Elementary | 0-316-45001-4 | 978-0-316-45001-0 | 978-0-8000-6705-2 | | |
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| Concrete mixers | Pettiford, Rebec | K-3 | Elementary | | 9781636908526 | | 9781636908533 | 9781636908540 |
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| Cranes | McDonald, Amy | K-3 | Elementary | | 9781644873687 | | | 9781648340697 |
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| Cupcake fix | Fang, Vicky | K-3 | Elementary | 9781713757955 | | | 9781338582970 | 9781338582994 |

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| Flashlight | Boyd, Lizi | K-3 | Elementary | 9781489871695 | | 9781452118949 | | |
| Flat Cat, the class pet | Lazar, Tara | K-3 | Elementary | | | 9780593404607 | | 9780593404621 |
| Flick! The Truth About Lizards | Wipple, Annette | K-3 | Elementary | 1-478-88781-8 | 978-1-478-88781-2 | 978-0-8479-0641-3 | | |
| Florida Panthers | Cunningham, Ke | 3-6 | Elementary | 979-88-926003-3-0 | | | | |
| Flower Thief | Hemming, Alice | K to 3 | Elementary | 1-464-23950-9 | 978-1-464-23950-2 | | | |
| Flying foxes | Austen, Lily | K-3 | Elementary | | 9798896621935 | | 9798896621942 | |
| Flying High | Cargill, Perdita a | 1 to 4 | Elementary | 1-664-34073-4 | 978-1-664-34073-2 | 978-0-8000-5527-1 | | |
| Flying machines : how the Wright Brothers soared | Wilgus, Alison | 3-6 | Elementary | 9781537962924 | | | 9781626721395 | 9781250169419 |
| Football : score with STEM! | Kelley, K. C | 3-6 | Elementary | 9798368709673 | 9781636911755 | | 9781636911823 | 9781636911892 |
| Forbidden city | Ponti, James | 3-6 | Elementary | 9781668884072 | | 9781534479210 | 9781534479227 | 9781534479234 |
| Forces and magnets | Mason, Paul | K-3 | Elementary | 9798318903397 | 9781978544703 | | 9781978544697 | 9781978544710 |
| Forests | Higgins, Nadia | K-3 | Elementary | | 9781620316788 | | 9781620317310 | 9781624965555 |
| Forests | Beckerman, Nell | K-3 | Elementary | | | 9781546130970 | | 9781546130987 |
| Forever Rogue | McMann, Lisa | 4 to 7 | Elementary | 0-593-69880-0 | 978-0-593-69880-8 | | | |
| Formula 1 cars | Harris, Bizzy | K-3 | Elementary | | 9781636906874 | | 9781636906881 | 9781636906898 |
| Fossa | Murray, Julie | P-2 | Elementary | 9798384903048 | | | | |
| Fox and the Bike Ride | Tabor, Corey R. | K to 3 | Elementary | 0-06-239875-X | 978-0-06-239875-8 | | | |
| Fox catches a wave | Tabor, Corey R | K-3 | Elementary | 9798318910647 | | 9780063370951 | 9780063370944 | 9780063370975 |
| Fox Is Late | Tabor, Corey R. | P to 2 | Elementary | 0-06-239872-5 | 978-0-06-239872-7 | | | |
| Fox kits in the wild | Chanez, Katie | K-3 | Elementary | | 9798885244060 | | 9798885244077 | 9798885244084 |
| Fox plays ball | Tabor, Corey R | K-3 | Elementary | 9798368736976 | | 9780063370920 | 9780063370913 | 9780063370937 |
| Fox, Fox, and More Fox | Tabor, Corey R. | K to 3 | Elementary | 0-06-341634-4 | 978-0-06-341634-5 | | | |
| Framed in Paris! | Yaccarino, Dan | K-3 | Elementary | | | 9781665980630 | 9781665980623 | 9781665980647 |
| Framed! | Ponti, James | 3-6 | Elementary | 9781537950006 | | 9781481436304 | 9781481436311 | 9781481436328 |
| Frank and the Skunk: With Four Phonics Stories | Rae, Elspeth | 1 to 4 | Elementary | 1-459-82493-8 | 978-1-459-82493-5 | 978-0-8000-3596-9 | | |
| Franklin Endicott and the Third Key | DiCamillo, Kate | 1 to 4 | Elementary | 1-536-22604-1 | 978-1-536-22604-1 | 978-0-8000-1453-7 | | |
| Freight trains | Gleisner, Jenna | K-3 | Elementary | | 9781645272403 | | | |
| French bulldogs | Spanier, Kristine | K-3 | Elementary | | 9781624967702 | | | 9781624967719 |
| Fridays Are for Churros | Alvarado, Jenny | K to 3 | Elementary | 0-8234-5833-4 | 978-0-8234-5833-2 | | | |
| Frog | Siemens, Jared | K-3 | Elementary | 9798318919480 | 9781791155971 | | 9781791155988 | 9781791177829 |
| Frog meets Dog = Rana conoce Perro | Trasler, Janee | K-3 | Elementary | 9781544458557 | | | 9781338715514 | 9781338718300 |

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| Frog or toad? | Rice, Jamie | K-3 | Elementary | | 9781636903460 | | 9781636903477 | 9781636903484 |
| Frogs : awesome amphibians | Prince, Liz | 3-6 | Elementary | 9798368707433 | | | 9781250268860 | 9781250357687 |
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| Fuera Del Huevo Hay / Outside the Egg there is... | Clima, Gabriele | k-3 | Elementary | 9788855060301 | | | | |
| Gal Gadot | Duling, Kaitlyn | K-3 | Elementary | | 9781641281959 | | 9781641281966 | |
| Garbage trucks | McDonald, Amy | K-3 | Elementary | | 9781644874776 | | | 9781648343858 |
| Garden spiders | Spanier, Kristine | K-3 | Elementary | | 9781624967900 | | | 9781624967917 |
| Gases | Pettiford, Rebec | K-3 | Elementary | | 9798892139571 | | 9798892139588 | 9798892139595 |
| Gathering the light | Harjo, Joy | K-3 | Elementary | | 9780593901564 | 9780593901557 | | 9780593901571 |
| Gecko Escape Room | Roy, Ron and W | 1 to 4 | Elementary | | 979-8-217-03088-0 | 978-0-8479-2439-4 | | |
| Geckos | Nilsen, Genevie | K-3 | Elementary | | 9798896624882 | | | |
| German shepherds | Duling, Kaitlyn | K-3 | Elementary | | 9781624967726 | | | 9781624967733 |
| Ghost light | Farizan, Sara | 3-6 | Elementary | | | 9798225017422 | | 9798225017439 |
| Ghostly Getaway | Cargill, Perdita a | 1 to 4 | Elementary | 1-664-34088-2 | 978-1-664-34088-6 | 978-0-8000-8133-1 | | |
| Ghosts | Telgemeier, Rair | 3-6 | Elementary | 9781668844151 | | 9780545540612 | 9781338801903 | 9780545540674 |
| Ghoulish graveyard | Michalak, Jamie | 3-6 | Elementary | | 9798875281716 | | 9798875281662 | |
| Ghouls just want to have fun | Miedoso, Andres | 3-6 | Elementary | 9781725467019 | 9781532149887 | 9781534461109 | 9781534461093 | 9781534461116 |
| Gifts from crows | Sterer, Gideon | K-3 | Elementary | | | 9780063237582 | | |
| Gigantic whale sharks | Carrington, Step | K-3 | Elementary | 9781549024399 | 9781538209011 | | 9781538208991 | 9781538209028 |
| Giraffe | Gillespie, Katie | K-3 | Elementary | 9798318919091 | 9798874524937 | | 9798874524944 | 9798874524975 |
| Giraffe calves in the wild | Brandle, Marie | K-3 | Elementary | | 9798885240659 | | 9798885240666 | 9798885240673 |
| Glacier Vanishing | Fulton, C.R. | 3 to 6 | Elementary | 1-09-825687-5 | 978-1-09-825687-6 | | | |
| Glass Frog | Murray, Julie | P-2 | Elementary | 9798384903055 | | | | |
| Glasses | Houran, Lori Has | K-3 | Elementary | 1-635-92424-3 | 978-1-635-92424-4 | | | |
| Gnomes | Hansen, Grace | K-3 | Elementary | | 9781098268589 | | | |
| Go, Go, Go! | Barner, Bob | P to 2 | Elementary | 0-8234-4643-3 | 978-0-8234-4643-8 | | | |
| Go, Otto, go! | Milgrim, David | K-3 | Elementary | 9781537947563 | | 9781481467247 | 9781481467230 | 9781481467254 |
| Goal! : awesome soccer stories and fun facts for kids | Mojica, Carlos | K-3 | Elementary | 9798318942495 | | 9781577157090 | | 9781577157106 |
| Goat in a boat | Trasler, Janee | K-3 | Elementary | 9781725487406 | 9781338540451 | | 9781338540420 | 9781338540468 |
| Goats on the farm | Harris, Bizzy | K-3 | Elementary | | 9781645277071 | | | 9781645277088 |
| Gobble Up, Snoopy! | Schultz, Charles | K-3 | Elementary | 1-534-44861-6 | 978-1-534-44861-2 | | | |
| Goes on a Quest | Twiddy, Robin | K-3 | Elementary | | 9798899132414 | | 9798899133473 | |
| Golden Gate | Ponti, James | 3-6 | Elementary | 9781668820902 | | 9781534414945 | 9781534414952 | 9781534414969 |
| Golden retrievers | Duling, Kaitlyn | K-3 | Elementary | | 9781624967740 | | | 9781624967757 |

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| Good morning, Crayons | Daywalt, Drew | K-3 | Elementary | | | 9780593694848 | | 9780593694862 |
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| Gorilla infants in the wild | Brandle, Marie | K-3 | Elementary | | 9798885240680 | | 9798885240697 | 9798885240703 |
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| Grace the Cove Dragon | Mara, Maddy | 2 to 5 | Elementary | 1-338-87548-5 | 978-1-338-87548-5 | 978-0-8000-5151-8 | | |
| Grasslands | Higgins, Nadia | K-3 | Elementary | | 9781620316795 | | 9781620317327 | 9781624965562 |
| Gray whales | Leahy, Eliza | K-3 | Elementary | | 9798885245920 | | 9798885245937 | 9798885245944 |
| Gray wolf | Kissock, Heathe | K-3 | Elementary | 9798318920752 | 9798874504793 | | 9798874504809 | |
| Great Danes | Higgins, Nadia | K-3 | Elementary | | 9781624967764 | | | 9781624967771 |
| Great Treehouse War | Graff, Lisa | 3 to 6 | Elementary | 0-14-751671-4 | 978-0-14-751671-8 | 978-0-7804-1920-9 | | |
| Great white sharks | Das, Priyanka | K-3 | Elementary | 9798318919664 | 9798874526047 | | 9,798,874,526,054 | 9798874526085 |
| Great white sharks | McAneney, Caiti | K-3 | Elementary | 9781725435896 | 9781725306035 | | 9781725306011 | |
| Green Jolene and the Backyard Bees | Mass, Wendy | 1 to 4 | Elementary | 1-368-10758-3 | 978-1-368-10758-7 | | | |
| Green Jolene: Green Jolene and the Neighborhood Swap | Mass, Wendy | 1 to 4 | Elementary | 1-368-10756-7 | 978-1-368-10756-3 | | | |
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| Griffins | Hansen, Grace | K-3 | Elementary | | 9781098268602 | | | 9781098269654 |
| Grizzly bear | author not listed, | K-3 | Elementary | 9798318920769 | 9781791155247 | | 9781791155254 | 9781791174637 |
| Grizzly Bear vs Polar Bear | Klepinger, Teresa | 2-5 | Elementary | 1-645-19574-0 | | | | |
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| Gross animal habits | Chanez, Katie | K-3 | Elementary | | 9798892130622 | | 9798892130639 | 9798892130646 |
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| Grumpy monkey. Get your grumps out | Lang, Suzanne | K-3 | Elementary | 9781713784197 | | | 9780593428320 | 9780593428634 |
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| Halloween Ball | Cargill, Perdita a | 1 to 4 | Elementary | 1-664-34058-0 | 978-1-664-34058-9 | 978-0-8000-4497-8 | | |
| Hamster | Nugent, Samant | K-3 | Elementary | 9798318919503 | 9781791155889 | | 9781791155896 | 9781791177799 |

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| Handful of Dogs | Rae, Elspeth and | 1 to 4 | Elementary | 1-459-83823-8 | 978-1-459-83823-9 | 978-0-8000-6927-8 | | |
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| Happy Mother's Day from the Crayons | Daywalt, Drew | K-3 | Elementary | 0-593-62458-0 | 978-0-593-62458-6 | | | |
| Happy paws | Fang, Vicky | K-3 | Elementary | 9781725487499 | | | 9781338582895 | 9781338582918 |
| Happy Paws | Fang, Vicky | K to 3 | Elementary | 1-338-58289-5 | 978-1-338-58289-5 | 978-0-7804-6561-9 | | |
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| Haunted hospital | Chan, Marty | 5-8 | Elementary | 9781713728641 | | | 9781459826205 | 9781459826229 |
| Haunted hotel | Atwood, Megan | 3-6 | Elementary | | 9798875283475 | | 9798875283420 | |
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| Hazy the Cloud Dragon | West, Tracey | K-3 | Elementary | 9798318914270 | | 9781546193234 | 9781546193210 | 9781546193258 |
| Healer and witch | Werlin, Nancy | 5-8 | Elementary | 9781516059256 | | 9781536219562 | 9781536232998 | 9781536224573 |
| Healing Hounds | Downing, Erin S | 4 to 7 | Elementary | | 979-8-225-06476-1 | 978-0-8479-2914-6 | | |
| Heart of the Ruby Dragon | West, Tracey | 1 to 4 | Elementary | | 979-82-250-0332-6 | 978-0-8479-1193-6 | | |
| Heartfelt | Vickers, Elaine | K to 3 | Elementary | 1-665-92976-6 | 978-1-665-92976-9 | | | |
| Heat of the lava dragon | West, Tracey | K-3 | Elementary | 9781713734604 | 9781338635461 | | 9781338635454 | 9781338635478 |
| Hedgehog | Siemens, Jared | K-3 | Elementary | 9798318919510 | 9781791156039 | | 9781791156046 | 9781791177843 |
| Helicopters | McDonald, Amy | K-3 | Elementary | | 9781644874769 | | | 9781648343841 |
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| Help the kind lion | Ruths, Mitali Bar | K-3 | Elementary | 9781516077182 | | 9781338894998 | 9781338894981 | 9781338895001 |
| Help the strong cheetah | Ruths, Mitali Bar | K-3 | Elementary | 9798368719900 | | 9781338895056 | 9781338895049 | 9781338895063 |
| Herding dogs | Brandle, Marie | K-3 | Elementary | | 9781645279259 | | 9781645279266 | 9781645279273 |
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| Hide, fish, hide! : sea creature camouflage | Wilder, Derick | K-3 | Elementary | | | 9781534113589 | | |
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| Hippo | Gillespie, Katie | K-3 | Elementary | 9798318919107 | 9798874524487 | | 9798874524494 | 9798874524524 |
| Hippopotamus calves in the wild | Brandle, Marie | K-3 | Elementary | | 9798885240710 | | 9798885240727 | 9798885240734 |
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| Hocus and Pocus and the Dragon Next Door | Capetta, A. R. | K to 3 | Elementary | 1-536-24269-1 | 978-1-536-24269-0 | 978-0-8000-7837-9 | | |
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| Hocus and Pocus and the Spell for Home | Capetta, A. R. | K to 3 | Elementary | 1-536-23672-1 | 978-1-536-23672-9 | 978-0-8000-5349-9 | | |
| Hold on to your heads! | Miedoso, Andres | 3-6 | Elementary | 9798368724119 | | 9781665953009 | 9781665952996 | 9781665953016 |

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| Holiday Special | Winick, Judd | 4 to 7 | Elementary | 0-593-80717-0 | 978-0-593-80717-0 | | | |
| Holidays in fall | Harvey, Norrie | K-3 | Elementary | | 9798896624462 | | 9798896624479 | 9798896624486 |
| Honduran white bats | Gleisner, Jenna | K-3 | Elementary | | 9798896621997 | | 9798896622000 | |
| Honeybees | Nilsen, Geneviev | K-3 | Elementary | | 9798896623946 | | 9798896623953 | 9798896623960 |
| Hoodoo | Smith, Ronald L | 3-6 | Elementary | 9781549001802 | | | 9780544935617 | 9780544445277 |
| Hooky | Tur, Miriam Bona | 5-8 | Elementary | 9781713792406 | | 9780358468301 | 9780358468295 | |
| Hooky. Volume 3 | Tur, Miriam Bona | 5-8 | Elementary | 9781516067480 | | 9780358693581 | 9780358693574 | |
| Hope | Cordell, Matthew | K-3 | Elementary | | | 9781484773413 | | 9781368020824 |
| Hora del futbol! | Pierce, Terry | K-3 | Elementary | 9781713762980 | | | 9780593177761 | 9780593177778 |
| Horneando con mi abuelita | Mora, Julissa | K-3 | Elementary | 9798368746302 | 9780593812396 | | 9780593812389 | 9780593812402 |
| Horror healing : scary hospitals and asylums | Williams, Dinah | 5-8 | Elementary | 9798368722306 | 9798892320740 | | 9798892326063 | 9798892322072 |
| Horse | Lukidis, Lydia | K-3 | Elementary | 9798318919527 | 9798874505806 | | 9798874505813 | |
| Horse Behavior | Lim, Angela | 2-5 | Elementary | 9781098291037 | | | | |
| Horses on the farm | Harris, Bizzy | K-3 | Elementary | | 9781645277095 | | | 9781645277101 |
| Hot Cat, Cool Cat | Manaresi, Laura | K to 3 | Elementary | 0-8234-5493-2 | 978-0-8234-5493-8 | | | |
| Hot Mess | Kinney, Jeff | 4 to 7 | Elementary | 1-419-76695-3 | 978-1-419-76695-4 | 978-0-8000-6860-8 | | |
| Houdini's library : how books created the world's greatest magician | Rosenstock, Bar | K-3 | Elementary | | 9780593570142 | 9780593570135 | | 9780593570159 |
| How did dinosaurs get so gigantic? : a book about dinosaurs | Grider, Clayton T | 3-6 | Elementary | 9798368733449 | | 9781486730025 | 9781486730032 | |
| How do dinosaurs say good night? | Yolen, Jane | K-3 | Elementary | 9781713760528 | | 9780590316811 | 9781338744910 | |
| How do rainbows form? | Pettiford, Rebec | K-3 | Elementary | | 9798885240505 | | 9798885240512 | 9798885240529 |
| How does a hurricane form? | Peterson, Megar | K-3 | Elementary | | 9798885244817 | | 9798885244824 | 9798885244831 |
| How does a tornado form? | Peterson, Megar | K-3 | Elementary | | 9798885244848 | | 9798885244855 | 9798885244862 |
| How to Catch a Bookworm | Walstead, Alice | K-3 | Elementary | 1-464-28939-5 | 978-1-464-28939-2 | 978-0-8479-1022-9 | | |
| How to Catch a Garden Fairy | Walstead, Alice | K-3 | Elementary | 1-7282-6320-4 | 978-1-7282-6320-5 | 978-0-8000-6810-3 | | |
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| How to Catch a Star | Jeffers, Oliver | P to 2 | Elementary | 0-399-24286-4 | 978-0-399-24286-1 | 978-0-605-07178-0 | | |
| How to Catch a Witch | Walstead, Alice | K-3 | Elementary | 1-7282-1035-6 | 978-1-7282-1035-3 | 978-0-8000-3119-0 | | |
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| How to Catch Santa Claus | Walstead, Alice | K-3 | Elementary | 1-7282-7427-3 | 978-1-7282-7427-0 | 978-0-8000-6813-4 | | |
| How to draw action manga | Powell, Marc | 3-6 | Elementary | 9781489881311 | 9781499411676 | | 9781499411386 | |
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| How to Walk a Dog | Levy, Joanne | 3-6 | Elementary | 9798318957215 | | 9781454969365 | 9781454969372 | |
| Hugs for pug | Long, Ethan | K-3 | Elementary | 9798368793443 | | | 9780823461769 | |
| Hummingbirds | Koestler-Grack, | K-3 | Elementary | | 9798892131100 | | 9798892131117 | |
| Humpback whales | Gleisner, Jenna | K-3 | Elementary | | 9798885245951 | | 9798885245968 | 9798885245975 |
| Humpback whales | Siemens, Jared | K-3 | Elementary | 9798318919671 | 9798874525330 | | 9798874525347 | 9798874525378 |
| Hurricane | Rocco, John | K to 3 | Elementary | 0-7595-5493-5 | 978-0-7595-5493-1 | 978-0-8000-0654-9 | | |
| Hurricane heist | Ponti, James | 3-6 | Elementary | 9798318969997 | | 9781665932561 | 9781665932578 | 9781665932585 |
| Hyena | Gillespie, Katie | K-3 | Elementary | 9798318919114 | 9798874524531 | | 9798874524548 | 9798874524579 |
| Hypergifted | Korman, Gordon | 5 to 9 | Elementary | 0-06-342929-2 | 978-0-06-342929-1 | 978-0-8479-0020-6 | | |
| I Am a Good Dog | Applegate, Kathe | 3-6 | Elementary | | | 9781250423535 | | 9781250423542 |
| I am Murphy and I am waiting | Yaccarino, Dan | K-3 | Elementary | | | 9781250424280 | | 9781250495617 |
| I Am NOT Happy | Perry, Caroline L | K-3 | Elementary | 1-66595-335-7 | 978-1-66595-335-1 | | | |
| I am Princess Diana | Meltzer, Brad | K-3 | Elementary | | | 9780593533512 | | 9780593533529 |
| I am Sally Ride | Meltzer, Brad | K-3 | Elementary | | | 9780593533420 | | 9780593533437 |
| I am Simone Biles | Meltzer, Brad | K-3 | Elementary | | | 9780593533482 | | 9780593533499 |
| I am Stephen Hawking | Meltzer, Brad | K-3 | Elementary | | | 9780593533390 | | 9780593533406 |
| I Am Teddy Roosevelt | Meltzer, Brad | K-3 | Elementary | | | 9798217005611 | | |
| I Can Run | Head, Murray | P to 2 | Elementary | 0-8234-3846-5 | 978-0-8234-3846-4 | 978-0-605-99704-2 | | |
| I Don't Want to Go to Sleep | Petty, Dev | P to 2 | Elementary | 1-524-76896-0 | 978-1-524-76896-6 | | | |
| I had trouble in getting to Solla Sollew | Seuss | K-3 | Elementary | 9780758727992 | | 9780394800929 | | 9780385379366 |
| I Hate Everything! | Henn, Sophy | K to 3 | Elementary | 1-665-98049-4 | 978-1-665-98049-4 | 978-0-8479-1484-5 | | |
| I say ooh you say aah | Kane, John | K-3 | Elementary | | | 9781610677110 | | |
| I spy : 4 picture riddle books | Marzollo, Jean | K-3 | Elementary | 9781537943930 | | | 9780439763097 | |
| I spy a scary monster : riddles | Marzollo, Jean | K-3 | Elementary | 9781415606933 | | | 9780439680547 | |
| I survived the California wildfires, 2018 | Ball, Georgia | 3-6 | Elementary | 9798368795867 | | 9781546137733 | 9781546137719 | 9781546137740 |
| I Survived the Night of the Lions 2025 | Tarshis, Lauren | 2-5 | Elementary | 979-8-225-06677-2 | 978-0-8479-2288-8 | | | |
| I Survived the Night of the Lions, 2025 (I Survived #26) | Tarshis, Lauren | 3-6 | Elementary | 9798318945076 | | 9798225066789 | 9798225066772 | 9798225066796 |
| I Want 100 Dogs | McAnulty, Stacy | P-2 | Elementary | 1-7972-1440-3 | 978-1-7972-1440-5 | 978-0-8000-7241-4 | | |
| I will read to you | Sterer, Gideon | K-3 | Elementary | | | 9780316592611 | | |
| I'm a dumbo octopus! : a graphic guide to cephalopods | Lambelet, Anne | 3-6 | Elementary | | 9798765603055 | | 9798765661376 | |
| I'm brave! | McMullan, Kate | K-3 | Elementary | 9798318943034 | | 9780062203182 | 9780063511705 | 9780062355867 |
| I'm so happy you're here : a celebration of library joy | Threets, Mychal | K-3 | Elementary | | 9798217026050 | 9798217026029 | | 9798217026043 |
| I'm your biggest phantom | Miedoso, Andres | 3-6 | Elementary | 9798368701967 | | 9781665952972 | 9781665952965 | 9781665952989 |
| If My Sister Were a Worm | Hauswirth, Julie | K-3 | Elementary | | | 9780823461158 | | |

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| If You Ever Need a Friend: A Alebrije Story | Fonseca, Nadine | 3-6 | Elementary | 1-639-93306-9 | 978-1-639-93306-8 | | | |
| If You Make a Call on a Banana Phone | Sterer, Gideon | K to 3 | Elementary | 0-06-337522-2 | 978-0-06-337522-2 | 978-0-8479-1482-1 | | |
| If you're happy and you know it! | Cabrera, Jane | K-3 | Elementary | 9798368753911 | | | 9780823460199 | |
| Iguana | Siemens, Jared | K-3 | Elementary | 9798318919534 | 9781791156060 | | 9781791156077 | 9781791177850 |
| Iguana be a dragon | Frost, Maddie | K-3 | Elementary | | | 9781547606535 | | 9781547606542 |
| In a dark land | Soontornvat, Ch | 3-6 | Elementary | 9798368789545 | | | 9781464234781 | 9781492634225 |
| In the club with Maya | Johnson, Rose | 3-6 | Elementary | 9781516072255 | 9781039661097 | | 9781039663046 | |
| Inch by inch | Lionni, Leo | K-3 | Elementary | 9781549012563 | | 9780375857645 | 9781524766146 | |
| Incredible rain forests | Barnham, Kay | K-3 | Elementary | 9781713723844 | 9780778782483 | | 9780778782520 | 9781427126214 |
| Indy cars | Harris, Bizzy | K-3 | Elementary | | 9781636906751 | | 9781636906768 | 9781636906775 |
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| Ireland | Van, R.L. | 2-5 | Elementary | 9781532199646 | | | | |
| Is it spring? | Henkes, Kevin | K-3 | Elementary | | | 9780063469259 | | 9780063515321 |
| Isadora Moon and the Frost Festival | Muncaster, Harri | 1 to 4 | Elementary | 1-382-05534-X | 978-1-382-05534-5 | 978-0-8000-9440-9 | | |
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| Isadora Moon gets in trouble | Muncaster, Harri | K-3 | Elementary | 9781713725121 | | | 9780593126226 | 9780593126233 |
| Isadora Moon has a sleepover | Muncaster, Harri | K-3 | Elementary | 9781725498457 | | | 9780593126202 | 9780593126219 |
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| Isadora Moon Rides a Bike | Muncaster, Harri | 1 to 4 | Elementary | 1-382-06284-2 | 978-1-382-06284-8 | 978-0-8000-9427-0 | | |
| Israel | Van, R.L. | 2-5 | Elementary | 9781532199653 | | | | |
| It began with lemonade | Sterer, Gideon | K-3 | Elementary | | | 9780735228283 | | 9780593111406 |
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| It's My Bird Day | Willems, Mo | P-2 | Elementary | 1-454-99962-4 | 978-1-454-99962-1 | 978-0-8479-0572-0 | | |
| Jabari salta | Cornwall, Gaia | P to 2 | Elementary | 1-536-21254-7 | 978-1-536-21254-9 | 978-0-8000-2714-8 | | |
| Jabari Tries | Cornwall, Gaia | K to 3 | Elementary | 1-536-20716-0 | 978-1-536-20716-3 | 978-0-7804-8152-7 | | |
| Jack Black | Piccolo, Louanne | 2-5 | Elementary | 9781098299842 | | | | |
| Jaguar | Schuh, Mari C | K-3 | Elementary | | 9798896620204 | | 9798896620211 | |
| Jaguars | Andrews, Elizab | K-3 | Elementary | 9781098246907 | | | | |
| Jed and the junkyard war | Bohls, Steven | 3-6 | Elementary | 9781537957746 | | | | 9781484730393 |
| Jellyfish in the wild | Gray, Susan Hei | K-3 | Elementary | 9798318912375 | 9781668972786 | | 9781668974162 | |
| Jessi and the superbrat | Martin, Ann M | 3-6 | Elementary | 9781516077236 | | | 9781339037615 | |
| Jessi's Baby-Sitter | Martin, Ann M | 3-6 | Elementary | 9798318965449 | | | 9798225091477 | |
| Josh Allen | Thiel, Sam | 5-8 | Elementary | | 9798384941729 | | | 9798384942245 |

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| Just for today | Agell, Charlotte | K-3 | Elementary | | | 9781546181323 | | |
| Just Gus | Hoyle, McCall | 3-6 | Elementary | 9798368742922 | | 9781639930937 | 9781639933235 | 9781649331533 |
| Justin Jefferson | Thiel, Sam | 5-8 | Elementary | | 9798384941736 | | | |
| Justin Verlander | Adamson, Thom | 3-6 | Elementary | | 9798893045291 | | | 9798893046670 |
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| K-pop demon hunters. For the fans! | Song, Angela | K-3 | Elementary | 9798318968372 | | 9798217233977 | | 9798217233984,9798217409587 |
| K-pop demon hunters. Por los fans! | Song, Angela | K-3 | Elementary | 9798318953262 | | | 9798890987891 | |
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| Koalas | Deniston, Natalie | K-3 | Elementary | | 9798892135191 | | 9798892135207 | 9798892135214 |
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| Lab Magic | Lyons, Kelly Sta | P to 2 | Elementary | 0-06-295116-5 | 978-0-06-295116-8 | 978-0-8000-1502-2 | | |
| Labrador retrievers | Gleisner, Jenna | K-3 | Elementary | | 9781624967788 | | | 9781624967795 |
| Ladybugs | Nilsen, Genevie | K-3 | Elementary | | 9798896623977 | | 9798896623984 | 9798896623991 |
| Lamar Jackson | Thiel, Sam | 5-8 | Elementary | | 9798384941743 | | | |
| Lamborghini | Schuh, Mari C | K-3 | Elementary | | 9798896620235 | | 9798896620242 | |
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| Laugh-along nursery rhymes. | various authors | K-3 | Elementary | 9781518131677 | | | 9780531229651 | |
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| Legend of the Sea Dragon | Elliott, Rebecca | K-3 | Elementary | 9798318914553 | | 9781546127208 | 9781546127192 | 9781546127215 |
| Leopard | Gillespie, Katie | K-3 | Elementary | 9798318919121 | 9798874524586 | | 9798874524593 | 9798874524623 |
| Leopard | Daniels, Ruby | 3-9 | Elementary | 9781098296322 | | | | |
| Leopards | Andrews, Elizab | K-3 | Elementary | 9781098246914 | | | | |
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| Letter Setters in Bop! | Long, Ethan | P to 2 | Elementary | 0-8234-6031-2 | 978-0-8234-6031-1 | | | |
| Lewis Hamilton | Cucini, Sara | 3-6 | Elementary | 9798318919923 | 9798874504342 | | 9798874504359 | |
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| Lion cubs in the wild | Brandle, Marie | K-3 | Elementary | | 9798885240741 | | 9798885240758 | 9798885240765 |
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| Lionel Messi : who is this soccer star? | Berne, Emma C | K-3 | Elementary | 9798318954573 | 9798895778210 | | 9798902011149 | 9798902010074 |
| Lions | Andrews, Elizab | K-3 | Elementary | 9781098246921 | | | | |
| Liquids | Pettiford, Rebec | K-3 | Elementary | | 9798892139601 | | 9798892139618 | 9798892139625 |
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| Little kids first big book of where | Esbaum, Jill | K-3 | Elementary | | 9781426336942 | 9781426336935 | | 9781426336959 |
| Little kids first big book. Rocks, minerals, and shells | Donohue, Moira | K-3 | Elementary | | 9781426372230 | 9781426372223 | | 9781426372247 |
| Little Kids First Board Book: Dinosaurs | Musgrave, Ruth | k-3 | Elementary | 9781426336966 | | | | |
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| Little Nobody | Merritt, Kory | 3-6 | Elementary | 9798318943188 | | 9780063283985 | 9780063283992 | 9780063284005 |
| Liz and the Nosy Neighbor | Barkley, Callie | 1 to 4 | Elementary | 1-534-42968-9 | 978-1-534-42968-0 | 978-0-7804-2636-8 | | |
| Liz and the Sand Castle Contest | Barkley, Callie | 1 to 4 | Elementary | 1-481-42405-X | 978-1-481-42405-9 | 978-0-605-92845-9 | | |
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| Liz's Night at the Museum | Barkley, Callie | 1 to 4 | Elementary | 1-481-47164-3 | 978-1-481-47164-0 | 978-0-605-95750-3 | | |
| Lola | Valenti, Karla | 3-6 | Elementary | 9798318937415 | 9780593177013 | 9780593177006 | 9798217123209 | 9780593177020,9780593915745 |
| Lola : (en espanol) | Valenti, Karla | 3-6 | Elementary | 9798318913792 | | | 9798890984517 | 9798890984524 |
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| Lola Levine runs out of steam | Brown, Monica | K-3 | Elementary | 9798318924521 | | 9780316580694 | 9780316580687 | 9780316580700 |
| London calling | Ponti, James | 3-6 | Elementary | 9798318921629 | | 9781665932509 | 9781665932516 | 9781665932523 |
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| Los koalas | Marsh, Laura F | K-3 | Elementary | 9798368718996 | 9781426377426 | | 9781426377419 | |
| Los murcielagos | Carney, Elizabet | K-3 | Elementary | 9798368780559 | 9781426378270 | | 9781426378263 | |
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| Loud Librarian | Beatrice, Jenna | K to 3 | Elementary | 1-665-91054-2 | 978-1-665-91054-5 | 978-0-8000-5038-2 | | |
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| Love Rolls In | Downing, Erin S | 4 to 7 | Elementary | 1-546-12492-6 | 978-1-546-12492-4 | 978-0-8479-0296-5 | | |
| Made for me | Bush, Zack | K-3 | Elementary | | | 9781945547690 | | 9781641702003 |
| Major monster mess | Miedoso, Andres | 3-6 | Elementary | 9781549085055 | 9781532149849 | 9781534426955 | 9781534426948 | 9781534426962 |
| Make way for Butterfly | Burach, Ross | K-3 | Elementary | | | 9781338752632 | | 9781338856132,9781339000428 |
| Making waves | Fang, Vicky | K-3 | Elementary | 9781668804735 | | | 9781338583007 | 9781338583045 |
| Making Waves | Fang, Vicky | K to 3 | Elementary | 1-338-58300-X | 978-1-338-58300-7 | 978-0-8000-1068-3 | | |
| Malala Yousafzai | Duling, Kaitlyn | K-3 | Elementary | | 9781641280464 | | 9781641280471 | 9781641280488 |
| Mallory and the mystery diary | Martin, Ann M | 3-6 | Elementary | 9798368720562 | | | 9781339037639 | 9780545630818 |
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| Paisley & Peck. Pizza barn | Torres, J | K-3 | Elementary | | | 9781771476416 | | |
| Paletas: a High contrast Bilingual Board Book | Bowersock, Aarc | k-3 | Elementary | 9781962227155 | | | | |
| Panda x Pancham | Hansen, Grace | P-2 | Elementary | 9798384909873 | | | | |
| Pangolin x Sandshrew | Hansen, Grace | P-2 | Elementary | 9798384909880 | | | | |
| Paola Santiago and the Sanctuary of Shadows | Mejia, Tehlor | 4 to 7 | Elementary | 1-368-07694-7 | 978-1-368-07694-4 | 978-0-8000-5204-1 | | |
| Passenger trains | Gleisner, Jenna | K-3 | Elementary | | 9781645272465 | | | 9781645272472 |
| Patea, Pipo! | Adler, David A | K-3 | Elementary | 9798318906947 | | 9798217050277 | 9798217050260 | 9798217052349 |
| Patrick Mahomes | Beattie, Charlie | 5-8 | Elementary | | 9798384941767 | | | 9798384942283 |
| Patrick Mahomes | Cucini, Sara | 3-6 | Elementary | 9798318919947 | 9798874504403 | | 9798874504410 | |
| Peanuts: Adventures with Linus and Friends | Schultz, Charles | 4-7 | Elementary | 1-665-92706-2 | 978-1-665-92706-2 | | | |
| Peanuts: Batter Up, Charlie Brown | Schultz, Charles | 4-7 | Elementary | 1-665-93353-4 | 978-1-665-93353-7 | | | |
| Pencil & Eraser We Have a Dull-Emma! | Alvarado, Jenny | K-3 | Elementary | 9798318978371 | | 9780593699768 | 9780593699775 | 9780593699799 |
| Pencils on strike | Jones, Jennifer | K-3 | Elementary | | | 9781637312766 | 9781637312742 | |
| Pencils on Strike | Jones, Jennifer | K to 3 | Elementary | 1-637-31276-8 | 978-1-637-31276-6 | | | |
| Pencils on strike | Jones, Jennifer | K-3 | Elementary | | | 9781637312766 | 9781637312742 | |
| Penelope Rex vs. the new kid | Higgins, Ryan T | K-3 | Elementary | | | 9781368108706 | | |
| Peppa Pig. Peppa makes pancakes. | author not listed, | K-3 | Elementary | 9798318945915 | | | 9798225039202 | 9798225039219 |
| Pepper | Miles, Ellen | 2 to 5 | Elementary | 1-546-13153-1 | 978-1-546-13153-3 | 978-0-8000-9484-3 | | |

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| Percy Jackson & the Olympians. Book two,The sea of monsters : the graphic novel | Venditti, Robert | 3-6 | Elementary | 9798368791753 | | | 9781368113632 | |
| Perfectly Norman | Percival, Tom | K-3 | Elementary | 9781713733287 | | 9781681197852 | 9781547607228 | 9781681199160 |
| Perrazo y Perrito se equivocan = Big Dog and Little Dog making a mistake | Pilkey, Dav | K-3 | Elementary | 9781537985640 | | | 9781328702630 | |
| Perrazo y Perrito van a pasear = Big Dog and Little Dog going for a walk | Pilkey, Dav | K-3 | Elementary | 9781537905440 | | | | |
| Pet hobbies : pet care, aquariums, training & more | Daniels, Ruby | 5-8 | Elementary | | 9781098297756 | | | 9798384930563 |
| Pet this book | Young, Jessica | K-3 | Elementary | | | 9781681195070 | | 9781681198620 |
| Pete the Cat and the Cookie Catastrophe | Dean, James | K-3 | Elementary | | | 9780063350588 | | |
| Pete the Cat and the Wright Brothers | Dean, Kim | K-3 | Elementary | 9798368737263 | | 9780063096028 | 9780063096011 | 9780063096035 |
| Pete the Cat's Mars mission | Dean, Kim | K-3 | Elementary | 9798368778259 | | 9780063096172 | 9780063096165 | 9780063096189 |
| Petrifying playtime : scary amusement parks and playgrounds | Markovics, Joyce | 5-8 | Elementary | 9798368722313 | 9798892320757 | | 9798892326070 | 9798892322089 |
| Phoebe and Her Unicorn in Unicorn Theater | Simpson, Dana | 3-6 | Elementary | 9781544414386 | 9781645829591 | | 9781449489816 | 9781524850210 |
| Phoebe and her unicorn. 22,Galactic unicorn | Simpson, Dana | 3-6 | Elementary | 9798368781716 | 9781645829652 | | 9798881602444 | 9798881604882 |
| Phoebe and her unicorn. 23,Unicorn secrets | Simpson, Dana | 3-6 | Elementary | 9798318921315 | 9781645829669 | | 9798881602451 | 9798881610326 |
| Phoebe the moonlight dragon | Mara, Maddy | 3-6 | Elementary | 9781668837603 | | | 9781338846607 | 9781338865530 |
| Picking apples and pumpkins | Harvey, Norrie | K-3 | Elementary | | 9798896624493 | | 9798896624509 | |
| Pickleball | Ridge, Yolanda | 3-6 | Elementary | 9798318916106 | 9798874525439 | | 9798874525446 | 9798874525477 |
| Picture book by dog | Relth, Michael | K-3 | Elementary | | | 9780316458863 | | |
| Pigs on the farm | Harris, Bizzy | K-3 | Elementary | | 9781645277118 | | | 9781645277125 |
| Pizza and Taco Blast Off! | Shaskan, Stephe | K-3 | Elementary | | 9798217118403 | 9798217118397 | | |
| Pizza and Taco. 10,Go viral! | Shaskan, Stephe | K-3 | Elementary | | 9780593814550 | 9780593814543 | | 9780593814567 |
| Pizza and Taco. 11,Scariest sleepover ever! | Shaskan, Stephe | K-3 | Elementary | | 9798217118373 | 9798217118366 | | 9798217118380 |
| Pizza and Taco. 6,Dare to be scared! | Shaskan, Stephe | K-3 | Elementary | | 9780593481295 | 9780593481288 | | 9780593481301 |
| Plant the tiny seed | Matheson, Chris | K-3 | Elementary | | | 9780062393395 | | |
| Plants in fall | Harvey, Norrie | K-3 | Elementary | | 9798896624523 | | 9798896624530 | |
| Platypuses | Daniels, Ruby & | 2-5 | Elementary | 9781098295141 | | | | |
| Plenty of pancakes | Finison, Carrie | K-3 | Elementary | | | 9780593700174 | | 9780593700181 |

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| Plesiosaur | Austen, Lily | K-3 | Elementary | | 9798892139939 | | 9798892139946 | 9798892139953 |
| Ploof | Clanton, Ben | K-3 | Elementary | | | 9781774881927 | | 9781774881934 |
| Pluto: Not a Planet, Not a Problem | McAnulty, Stacy | K-3 | Elementary | 1-250-81346-8 | 978-1-250-81346-6 | 978-0-8000-6178-4 | | |
| Pluto! : not a planet? not a problem! | McAnulty, Stacy | K-3 | Elementary | | | 9781250813466 | | 9781250330772 |
| Pocket Peaches | Wang, Dora | 3-6 | Elementary | | | 9781524878641 | | 9781524891855 |
| Pocket Peaches. At the fair | Wang, Dora | 3-6 | Elementary | | | 9781524878658 | | 9798881601218 |
| Pokemon | Hansen, Grace | K-3 | Elementary | | 9781098264307 | | | |
| Pokemon. A new journey | March, Julia | K-3 | Elementary | 9798368763705 | | | 9780593959978 | |
| Pokemon. Adventure on the horizon | Barbo, Maria S | K-3 | Elementary | 9798368719719 | | | 9781546109839 | 9798225005672 |
| Pokemon. Ash takes the cake | Barbo, Maria S | K-3 | Elementary | 9781516076987 | | | 9781339028033 | 9781546143741 |
| Pokemon. Fuecoco, I choose you! | Barbo, Maria S | 3-6 | Elementary | 9798368749518 | | | 9781546131243 | 9781546163664 |
| Pokemon. Fuecoco, te elijo a ti! | Barbo, Maria S | 3-6 | Elementary | 9798318900709 | | | 9788410298439 | |
| Pokemon. Playing rough | Webster, Christy | K-3 | Elementary | 9798318945939 | | | 9798225073954 | 9798225075934 |
| Pokemon. Welcome aboard! | Webster, Christy | K-3 | Elementary | 9798368786995 | | | 9781546131298 | 9798225005689 |
| Police cars | McDonald, Amy | K-3 | Elementary | | 9781644874783 | | | 9781648343865 |
| Poodles | Duling, Kaitlyn | K-3 | Elementary | | 9781624967801 | | | 9781624967818 |
| Porcupine vs. pangolin | Pallotta, Jerry | K-3 | Elementary | 9798368787183 | | | 9781339000961 | 9781546110101 |
| Porsche | Arrigo, August B | K-3 | Elementary | | 9798896620266 | | 9798896620273 | |
| Potbellied pig | Siemens, Jared | K-3 | Elementary | 9798318919558 | 9781791156091 | | 9781791156107 | 9781791177867 |
| Power play | McMullen, Beth | 3-6 | Elementary | 9781725458857 | | 9781481490238 | 9781481490245 | 9781481490252 |
| Predator | Applegate, K. A. | 3 to 6 | Elementary | 1-338-79623-2 | 978-1-338-79623-0 | 978-0-8000-6607-9 | | |
| Prehistoric mammals : from the Jurassic to the Ice Age | Flood, Joe | 3-6 | Elementary | 9798368783680 | | 9781250868428 | 9781250868411 | 9781250466600 |
| Press Start #18: Battle of the Super Rabbit Boys | Flintham, Thoma | K-3 | Elementary | 1-54618-365-5 | 979-83-18-91428-7 | 978-1-54618-365-5 | | |
| Pterosaur | Austen, Lily | K-3 | Elementary | | 9798892139960 | | 9798892139977 | 9798892139984 |
| Puerco pizza | Murray, Diana | K-3 | Elementary | 9781668858967 | | | 9780593565612 | 9780593565636 |
| Pug Goes to Hollywood | May, Kyla | K to 3 | Elementary | 1-546-13925-7 | 978-1-546-13925-6 | 978-0-8479-1221-6 | | |
| Pug's Cupcake | May, Kyla | K to 3 | Elementary | 1-546-13928-1 | 978-1-546-13928-7 | 978-0-8479-2298-7 | | |
| Pugs | Duling, Kaitlyn | K-3 | Elementary | | 9781624967825 | | | 9781624967832 |
| Pumpkin on a Vine | Harrison, David I | K to 3 | Elementary | 0-8234-6105-X | 978-0-8234-6105-9 | | | |
| Punch!: A Story About Kindness | Hall, Michael | K to 3 | Elementary | 0-06-286621-4 | 978-0-06-286621-9 | 978-0-8479-1479-1 | | |
| Quails | Koestler-Grack, | K-3 | Elementary | | 9798892131162 | | 9798892131179 | |
| Quinn the jade treasure dragon | Mara, Maddy | 3-6 | Elementary | 9781713770930 | | | 9781338680683 | 9781338743616 |

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| Quinn the Jade Treasure Dragon | Mara, Maddy | 2 to 5 | Elementary | 1-338-68068-4 | 978-1-338-68068-3 | 978-0-8000-5141-9 | | |
| Quizás Algo Hermoso: Cómo El Arte Transformó Un Barrio | Campoy, F. Isabe | P to 2 | Elementary | 0-06-344406-2 | 978-0-06-344406-5 | 978-0-8000-9676-2 | | |
| Rabbit | Siemens, Jared | K-3 | Elementary | 9798318919565 | 9781791155919 | | 9781791155926 | 9781791177805 |
| Rabbit Behavior | Lim, Angela | 2-5 | Elementary | 9781098291044 | | | | |
| Rabbit kits in the wild | Chanez, Katie | K-3 | Elementary | | 9798885244091 | | 9798885244107 | 9798885244114 |
| Rabbit Rescue | Lockhart, Melody | 2 to 5 | Elementary | 1-398-85723-8 | 978-1-398-85723-0 | 978-0-8479-0127-2 | | |
| Raccoon cubs in the wild | Chanez, Katie | K-3 | Elementary | | 9798885244121 | | 9798885244138 | 9798885244145 |
| Race cars | McDonald, Amy | K-3 | Elementary | | 9781644874790 | | | 9781648343872 |
| Rain forests | Higgins, Nadia | K-3 | Elementary | | 9781620316818 | | 9781620317341 | 9781624965586 |
| Rain is wet! | Fang, Vicky | K-3 | Elementary | 9781516077304 | | 9781338865646 | 9,781,338,865,639 | 9781338865653 |
| Rainbow roller skates | Punset, Ana | K-3 | Elementary | 9798318911996 | | 9781536248180 | 9781536248197 | 9781536250329 |
| Rainbows never end : and other fun facts | DiSiena, Laura L | K-3 | Elementary | 9781518171550 | | 9781481402774 | | 9781481402781 |
| Raise your voice | Yun, Erin | 3-6 | Elementary | 9798318945120 | | | 9798225077365 | 9798225092856 |
| Rally cars | Harris, Bizzy | K-3 | Elementary | | 9781636906782 | | 9781636906799 | 9781636906805 |
| Rat Attack! | Avatar, Ari | 2 to 5 | Elementary | | 979-82-250-3743-7 | 978-0-8479-1227-8 | | |
| Rat Behavior | Lim, Angela | 2-5 | Elementary | 9781098291051 | | | | |
| Ravi's roar | Percival, Tom | K-3 | Elementary | 9781713733300 | | 9781547603008 | 9781547607235 | 9781547603015 |
| Rays in the wild | Gray, Susan Hei | K-3 | Elementary | 9798318912412 | 9781668972823 | | 9781668974209 | |
| Real-life disasters | Redding, Anna C | 3-6 | Elementary | 9781516088485 | | 9781536213416 | 9,781,536,236,736 | 9781536237504 |
| Really Rubie | Frost, Maddie | 3-6 | Elementary | | | 9798347103997 | | 9798347104017 |
| Rebel undercover | McMann, Lisa | 5-8 | Elementary | 9781516079834 | | 9780593615805 | 9780593615812 | 9780593615829 |
| Red fox | Carr, Aaron | K-3 | Elementary | 9798318919190 | 9781791155216 | | 9781791155223 | 9781791174644 |
| Refugee, the graphic novel | Gratz, Alan | 5-8 | Elementary | 9798368787008 | | 9781338733976 | 9781338733969 | 9781338733983 |
| Return of the Underwear Dragon | Rothman, Scott | K-3 | Elementary | 9781516044344 | 9780593119938 | 9780593119921 | 9780593703793 | 9780593119945 |
| Rewind | Graff, Lisa | 3 to 6 | Elementary | 1-524-73864-6 | 978-1-524-73864-8 | 978-0-8000-7881-2 | | |
| Rhino | Gillespie, Katie | K-3 | Elementary | 9798318919145 | 9798874524685 | | 9798874524692 | 9798874524722 |
| Rhinoceros | Daniels, Ruby | 3-9 | Elementary | 9781098296346 | | | | |
| Ribbit! The Truth About Frogs | Wipple, Annette | K-3 | Elementary | 1-478-87588-7 | 978-1-478-87588-8 | 978-0-8479-0644-4 | | |
| Rick Riordan Presents: The Last Fallen Realm-A Gifted Clans Novel | Kim, Graci | 5 to 9 | Elementary | 1-368-07318-2 | 978-1-368-07318-9 | 978-0-8000-5892-0 | | |
| Rise of the rebels | Brooks, Kit | 3-6 | Elementary | | | 9780316601894 | 9780316601887 | 9780316601900 |
| Rise of the scorpions | Layton, T. Z | 3-6 | Elementary | 9798318926051 | | 9781464268328 | 9781464268335 | 9781464268342 |
| Roar! : 100 fun facts about African animals | Drimmer, Stepha | K-3 | Elementary | 9781549074592 | | | 9781426332418 | 9781426332432 |
| Robins | Koestler-Grack, | K-3 | Elementary | | 9798892131193 | | 9798892131209 | |
| Rocket | Barker, Josh | 5-8 | Elementary | | | 9798217133734 | | 9798217315093 |

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| Rockets : defying gravity | Drozd, Anne | 3-6 | Elementary | 9781549054747 | | | 9781626728257 | 9781250207456 |
| Rocks | Pettiford, Rebeci | K-3 | Elementary | | 9798885244428 | | 9798885244435 | 9798885244442 |
| Rollers | Pettiford, Rebeci | K-3 | Elementary | | 9781636908588 | | 9781636908595 | 9781636908601 |
| Rosie the twilight dragon | Mara, Maddy | 3-6 | Elementary | 9781668837665 | | | 9781338846591 | 9781338865523 |
| Rosie the Twilight Dragon | Mara, Maddy | 2 to 5 | Elementary | 1-338-84659-0 | 978-1-338-84659-1 | 978-0-8000-5148-8 | | |
| Rottweilers | Higgins, Nadia | K-3 | Elementary | | 9781624967849 | | | 9781624967856 |
| Rottweilers | Murray, Julie | P-2 | Elementary | 9798384907534 | | | | |
| Round | Ward, Jennifer | K-3 | Elementary | | | 9781534431195 | | 9781534431201 |
| Row, row, row your boat ; and Ride, ride, ride your bike | Magee, Wes | K-3 | Elementary | 9780329980849 | | | 9780778711537 | 9781427145628 |
| Rowley Jefferson's Awesome Friendly Spooky Stories 2 | Kinney, Jeff | 4 to 7 | Elementary | 1-419-78810-8 | 978-1-419-78810-9 | 978-0-8479-0853-0 | | |
| Rowley Jefferson's awesome friendly spooky stories. 2 | Kinney, Jeff | 5-8 | Elementary | 9798318950469 | | 9781419788109 | | |
| Roxy | Miles, Ellen | 2 to 5 | Elementary | 1-338-30306-6 | 978-1-338-30306-3 | 978-0-7804-7128-3 | | |
| Ruby finds a Worry | Percival, Tom | K-3 | Elementary | 9781713733294 | | 9781547602377 | 9781547607242 | 9781547602384 |
| Rumor Has It | Mlynowski, Sara | 3-6 | Elementary | 9798318944963 | | 9798225066512 | 9798225066499 | 9798225066529 |
| Rumpelstiltskin | Barnett, Mac | K-3 | Elementary | 1-33867-385-8 | 978-1-33867-385-2 | | | |
| Runaway Robot | Winston, Sherri | 1 to 4 | Elementary | 0-06-297609-5 | 978-0-06-297609-3 | 978-0-8000-2993-7 | | |
| Saquon Barkley | Riccardi, Noah | 5-8 | Elementary | | 9798384941774 | | | |
| Sashimi and the Field Trip of Doom | Santat, Dan | 3-6 | Elementary | 9798318941863 | | 9781250359964 | 9781250359957 | 9781250497604 |
| Saturn could sail : and other fun facts | DiSiena, Laura L | K-3 | Elementary | 9781518171567 | | 9781481414296 | 9781481414289 | 9781481414302 |
| Save the duck! | Fang, Vicky | K-3 | Elementary | 9781516059980 | | | 9781338865608 | 9781338865622 |
| Saving the day : Garrett Morgan's life-changing invention of the traffic signal | Parsons, Karyn | K-3 | Elementary | | | 9780316457262 | | 9781549139833 |
| Scarlet and the Ring: With Four Phonics Stories | Rae, Elspeth | 1 to 4 | Elementary | 1-459-82499-7 | 978-1-459-82499-7 | 978-0-8000-3214-2 | | |
| School for woodland creatures | Castillo, Lauren | K-3 | Elementary | 9798318951251 | | 9780593898963 | 9780593898994 | 9780593898987 |
| School Trip | Cargill, Perdita a | 1 to 4 | Elementary | 1-664-34078-5 | 978-1-664-34078-7 | 978-0-8000-6993-3 | | |
| Science hobbies : stargazing, beekeeping, engineering & more | Daniels, Ruby | 5-8 | Elementary | | 9781098297763 | | | 9798384930570 |
| Scurry! The Truth About Spiders | Wipple, Annette | K-3 | Elementary | 1-478-87024-9 | 978-1-478-87024-1 | 978-0-8479-0646-8 | | |
| Sea lions | Siemens, Jared | K-3 | Elementary | 9798318919695 | 9798874525231 | | 9798874525248 | 9798874525279 |
| Sea otter sunrise | Osborne, Mary P | K-3 | Elementary | 9798318937064 | 9780593706527 | 9780593706510 | 9780593706541 | 9780593706534 |
| Sea otters | Siemens, Jared | K-3 | Elementary | 9798318919701 | 9798874525286 | | 9798874525293 | 9798874525323 |

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| Sea Otters | Murray, Julie | K-3 | Elementary | 97810982477768 | | | | |
| Sea turtles in the wild | Loh-Hagan, Virg | K-3 | Elementary | 9798318912443 | 9781668972854 | | 9781668974230 | |
| Seahorses | Das, Priyanka | K-3 | Elementary | 9798318919718 | 9798874525996 | | 9798874526009 | 9798874526030 |
| Seahorses in the wild | James, Helen Fo | K-3 | Elementary | 9798318912429 | 9781668972830 | | 9781668974216 | |
| Search and rescue dogs | Brandle, Marie | K-3 | Elementary | | 9781645279310 | | 9781645279327 | 9781645279334 |
| Search for the Silver Shell | Yardi, Robin | 1 to 4 | Elementary | 1-546-12242-7 | 978-1-546-12242-5 | 978-0-8000-7267-4 | | |
| Secret and Other Stories | Jarvis | K to 3 | Elementary | 1-536-24740-5 | 978-1-536-24740-4 | 978-0-8000-9969-5 | | |
| Secret Spells | Cargill, Perdita a | 1 to 4 | Elementary | 1-664-34074-2 | 978-1-664-34074-9 | 978-0-8000-5529-5 | | |
| See Otto | Milgrim, David | P to 2 | Elementary | 1-481-46797-2 | 978-1-481-46797-1 | | | |
| See Otto Say Hi! | Milgrim, David | P to K | Elementary | 1-665-93617-7 | 978-1-665-93617-0 | 978-0-8000-4930-0 | | |
| See Pip Flap | Milgrim, David | P to 2 | Elementary | 1-534-41635-8 | 978-1-534-41635-2 | 978-0-7804-2671-9 | | |
| Seed, Sprout, Grow | Musgrave, Ruth | k-3 | Elementary | 9781426373534 | | | | |
| Selena Gomez | Xiong, Keng | 2-5 | Elementary | 9781098299866 | | | | |
| Selena the sunflower dragon | Mara, Maddy | 3-6 | Elementary | 9798318900044 | | | 9798225018344 | 9798225024512 |
| Selena the Sunflower Dragon | Mara, Maddy | 2 to 5 | Elementary | | 979-82-250-1834-4 | 978-0-8479-0301-6 | | |
| Serafina and the Seven Stars | Beatty, Robert | 4 to 7 | Elementary | 1-368-00960-3 | 978-1-368-00960-7 | 978-0-8000-8653-4 | | |
| Serena Williams | Cucini, Sara | 3-6 | Elementary | 9798318919954 | 9798874516444 | | 9798874516451 | |
| Serena Williams | Duling, Kaitlyn | K-3 | Elementary | | 9781641282109 | | 9781641282116 | 9781641282123 |
| Service dogs | Brandle, Marie | K-3 | Elementary | | 9781645279341 | | 9781645279358 | 9781645279365 |
| Sew totally Nala | Misako Rokkusu | 5-8 | Elementary | 9798368773285 | | 9781250901415 | 9781250901408 | 9781250451378 |
| Shapes of nature : a kaleidoscope of the natural world | Hoare, Ben | 5-8 | Elementary | | | 9798217134205 | | 9798217310340 |
| Sharing the Stage | Kelley, Ceece | K to 3 | Elementary | 1-9538593-1-3 | 978-1-9538593-1-0 | | | |
| Shark Teeth | Winston, Sherri | 5-8 | Elementary | 9798318906527 | | 9781547608508 | 9781547608539 | 9781547608515 |
| Shark-cam | Palatini, Margie | K-3 | Elementary | 9781516052004 | | 9781665927352 | 9781665927345 | 9781665927369 |
| Sharks : nature's perfect hunter | Flood, Joe | 3-6 | Elementary | 9781549013638 | | 9781626727878 | 9781626727885 | 9781250312938 |
| Sharks! : 100 fun facts about these fin-tastic fish | Drimmer, Stepha | K-3 | Elementary | 9781668845233 | | | 9781426372704 | 9781426374432 |
| Ships | McDonald, Amy | K-3 | Elementary | | 9781644873700 | | | 9781648340710 |
| Shohei Ohtani | Cucini, Sara | 3-6 | Elementary | 9798318919961 | 9798874526146 | | 9798874526153 | 9798874526184 |
| Showtime! | Lyons, Kelly Sta | P to 2 | Elementary | 0-06-308368-X | 978-0-06-308368-4 | 978-0-8000-5098-6 | | |
| Shrinking Violet | Snyder, Laurel | K-3 | Elementary | | | 9781797200729 | | 9781797200811,9781797223476 |
| Shrinking Violet | Snyder, Laurel | K-3 | Elementary | 1-79720-072-0 | 978-1-79720-072-9 | | | |
| Siberian huskies | Higgins, Nadia | K-3 | Elementary | | 9781624967863 | | | 9781624967870 |
| Sidekicks: Thick as Theives | Santat, Dan | 4-7 | Elementary | 1-338-87918-9 | 978-1-338-87918-6 | 978-0-8479-0306-1 | | |
| Sidekicks: Thick as Theives | Santat, Dan | 4-7 | Elementary | 1-338-87915-4 | 978-1-338-87915-5 | 978-0-8000-6558-4 | | |
| Simon sleeps over | Butler, Dori Hille | K-3 | Elementary | 9781668828960 | | 9780823448562 | 9780823452002 | 9780823452798 |

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|---|---|---|---|---|---|---|---|---|
| Simone Biles | Cucini, Sara | K-3 | Elementary | 9798318919978 | 9798874516390 | | 9798874516406 | |
| Sing-along nursery rhymes. | various authors | K-3 | Elementary | 9781518131691 | | | 9780531229620 | |
| Skeleton Tree | Ventrella, Kim | 3-6 | Elementary | 1-338-04270-X | 978-1-338-04270-2 | | | |
| Sketty and Meatball | Weeks, Sarah | K-3 | Elementary | 9798368710754 | | 9780062431622 | 9780062431615 | 9780063116399 |
| Skunk | McGill, Jordan | K-3 | Elementary | 9798318920806 | 9781791154332 | | 9781791154349 | 9781791174613 |
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| Tina Charles vs. Lisa Leslie : who would win? | Fishman, Jon M | 3-6 | Middle School | | 9781728492346 | | 9798765602478 | |
| Tom Brady vs. Joe Montana : who would win? | Stabler, David | 3-6 | Middle School | | 9781728490847 | | 9798765602423 | |
| Ukraine : remember also me | Butler, George | YA | Middle School | | | 9781536240436 | | |
| Unsinkable Cayenne | Vitalis, Jessica | 5-8 | Middle School | | | 9780063314450 | | 9780063314474 |
| Warriors graphic novel. The prophecies begin.3 | Riess, Natalie | 5-8 | Middle School | 9798368789521 | | 9780063203945 | 9780063203938 | 9780063203952 |
| We still belong | Day, Christine | 5-8 | Middle School | 9798368711164 | | 9780063064560 | 9780063064577 | 9780063064584 |
| Weirdo | Weaver, Tony | 5-8 | Middle School | | | 9781250772862 | 9781250772879 | 9781250401564 |
| Westfallen | Brashares, Ann | 5-8 | Middle School | 9798368782881 | | 9781665950817 | 9781665950824 | 9781665950831 |
| The wild river and the great dam : the construction of Hoover Dam and the vanishing Colorado River | Boughton, Simor | 5-8 | Middle School | | | 9780316380744 | | 9780316380959 |

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|---|---|---|---|---|---|---|---|---|
| Wings of fire. The graphic novel.Book nine,Talons of power | Deutsch, Barry | 3-6 | Middle School | 9798368799827 | | 9781546110552 | 9781339001265 | 9781546110569 |
| Women's professional basketball | Hammond, Mel | 3-6 | Middle School | | 9798765668894 | | 9798765683590 | |
| Women's professional golf | Ridge, Yolanda | 3-6 | Middle School | | 9798765668863 | | 9798765683613 | |
| Women's professional tennis | Goldstein, Marga | 3-6 | Middle School | | 9798765668917 | | 9798765683644 | |
| World's top soccer leagues | Krenn, Cara | K-3 | Middle School | | 9798765668412 | | 9798765683767 | |
| A world without summer : a volcano erupts, a creature awakens, and the sun goes out | Day, Nicholas | 5-8 | Middle School | 9798318946042 | 9780593643884 | 9780593643877 | | 9780593643891 |
| Project Hail Mary | Weir, Andy | 9+ | High School | 0-593-13522-9 | 978-0-593-13522-8 | 978-0-8000-3744-4 | | |
| Attack on Titan 29 | Isayama, Hajime | 9+ | High School | 1-632-36828-5 | 978-1-632-36828-7 | | | |
| Attack on Titan 30 | Isayama, Hajime | 9+ | High School | 1-632-36902-8 | 978-1-632-36902-4 | | | |
| Attack on Titan 31 | Isayama, Hajime | 9+ | High School | 1-632-36979-6 | 978-1-632-36979-6 | | | |
| Attack on Titan 32 | Isayama, Hajime | 9+ | High School | 1-646-51031-3 | 978-1-646-51031-3 | | | |
| Attack on Titan 33 | Isayama, Hajime | 9+ | High School | 1-646-51026-7 | 978-1-646-51026-9 | | | |
| Attack on Titan 34 | Isayama, Hajime | 9+ | High School | 1-646-51236-7 | 978-1-646-51236-2 | | | |
| | | | | | | | | |

| Title | Author | Interest Le | School | ISBN | ISBN | ISBN | ISBN | ISBN |
|---|---|---|---|---|---|---|---|---|
| 13 little love stories : an anthology inspired by Taylor Swift songs. | Various Authors, | YA | High School | 9798318948695 | | | 9798217112029 | 9798217112036 |
| 50 days to embracing (and enjoying) who God says you are | Geiger, Eric | YA | High School | | | | 9798400509599 | |
| A catalog of burnt objects | Youngdahl, Shar | YA | High School | | | 9780593405512 | 9780593405529 | 9780593405536 |
| A curious kind of magic | Rutherford, Mara | YA | High School | | | 9781250359889 | | 9781250359896 |
| A matter of murder | Price, Tirzah | YA | High School | | | 9780063278073 | 9780063278080 | 9780063278097 |
| A queen's game | McGee, Katharir | YA | High School | | | 9780593710708 | | 9780593710722 |
| A queen's match | McGee, Katharir | YA | High School | | | 9780593710746 | | 9780593710760 |
| A stage set for villains | Spann, Shannon | YA | High School | | | 9781649379511 | | |
| A thousand heartbeats | Cass, Kiera | YA | High School | 9781516067190 | | 9780062665782 | 9780062665799 | 9780062665805 |
| After we burned | Nijkamp, Mariek | YA | High School | 9798318926068 | | 9781728291208 | 9781728291239 | 9781728291215 |
| Alchemy of souls | Mather, Adriana | YA | High School | | | 9781250408419 | | 9781250408426 |
| All we once had | Upperman, Katy | YA | High School | 9798318926082 | | | 9781464217814 | 9781464217821 |
| Always be my bibi | Taslim, Priyanka | YA | High School | | | 9781665901130 | 9781665901147 | 9781665901154 |
| Attack on Titan 29 | Isayama, Hajime | 9+ | High School | 1-632-36828-5 | 978-1-632-36828-7 | | | |
| Attack on Titan 30 | Isayama, Hajime | 9+ | High School | 1-632-36902-8 | 978-1-632-36902-4 | | | |
| Attack on Titan 31 | Isayama, Hajime | 9+ | High School | 1-632-36979-6 | 978-1-632-36979-6 | | | |
| Attack on Titan 32 | Isayama, Hajime | 9+ | High School | 1-646-51031-3 | 978-1-646-51031-3 | | | |
| Attack on Titan 33 | Isayama, Hajime | 9+ | High School | 1-646-51026-7 | 978-1-646-51026-9 | | | |
| Attack on Titan 34 | Isayama, Hajime | 9+ | High School | 1-646-51236-7 | 978-1-646-51236-2 | | | |
| Augusta Pine does not exist | Lloyd-Jones, Em | YA | High School | | | 9781250410528 | | 9781250410542 |
| Avatar, the last airbender. The awakening of Roku | Ribay, Randy | YA | High School | | | 9781419780660 | | |
| Avatar, the last airbender. The dawn of Yangchen | Yee, F. C | YA | High School | | | 9781419756771 | | 9781647004064 |
| Avatar, the last airbender. The legacy of Yangchen | Yee, F. C | YA | High School | | | 9781419756795 | 9781419756801 | 9781647004071 |
| Avatar, the last airbender. The shadow of Kyoshi | Yee, F. C | YA | High School | 9781713765981 | | 9781419735059 | 9781419751714 | 9781683357988 |
| Bad Kid | Szamosi | YA | High School | 9781643751979 | | | | |
| Banana ball : the unbelievably true story of the Savannah Bananas | Cole, Jesse | AD | High School | | | 9780593473412 | | 9780593473436 |

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|---|---|---|---|---|---|---|---|---|
| Better than revenge | West, Kasie | YA | High School | | | | 9780593643297 | 9780593643303 |
| Beware the Abbott boys | Ichaso, Chelsea | YA | High School | | | | 9781728299730 | 9781728299747 |
| Bones at the crossroads | Williams, LaDarr | YA | High School | 9798318950551 | | 9780593711965 | 9780593711972 | 9780593711996 |
| Breakout | Clayton, Dhoniel | YA | High School | | | 9780063217508 | | 9780063217522 |
| Burn the Kingdom Down | Thorley | YA | High School | 9781728283036 | | | | |
| Burn the Water | Ray | YA | High School | 9798225006747 | | | | |
| Canyon of Deceit | Mills | Adult | High School | 9781496485151 | | | | |
| Carnival fantastico | Montoya, Angela | YA | High School | 9798318970849 | | 9798217024469 | 9798217024476 | 9798217024483 |
| Catch your death | Guron, Ravena | YA | High School | 9798368789613 | | | 9781728296876 | 9781728296883 |
| Change of plans | Dessen, Sarah | YA | High School | | | 9798347108770 | | 9798347108794 |
| Come as you are : a novel | Adler, Dahlia | YA | High School | | | 9781250871695 | | 9781250871671 |
| Cope field | Simpson, T. L | YA | High School | 9798318946547 | | | 9781635831054 | 9781635831061 |
| Crashing into you | Callen, Rocky | YA | High School | 9798318907494 | | 9781250861894 | 9781250377937 | 9781250861870 |
| Death in the dark | Moore, Bryce | YA | High School | 9798368779386 | | | 9781728293363 | 9781728293370 |
| Don't believe everything you think : the 6 basic mistakes we make in thinking | Kida, Thomas E | AD | High School | | | | 9781591024088 | 9781615920051 |
| El ruido del mar al anochecer | Perez Arroyave, | 3-6 | High School | | | 9789583064531 | | |
| Estela, Undrowning | Pena-Govea | YA | High School | 9780063429956 | | | | |
| Eternal ruin | Girma, Tigest | YA | High School | 9798318957086 | | 9780316570411 | 9780316570428 | 9780316570435 |
| Extreme rock climbing | Payment, Simon | 5-8 | High School | 9781725473041 | 9781725347465 | | 9781725347458 | |
| Fake skating | Painter, Lynn | YA | High School | 9798318956737 | | 9781665921268 | 9781665921275 | 9781665921282 |
| Fatally yours | Lacy, Jessica | YA | High School | 9798318926143 | | | 9781464259050 | 9781464259067 |
| Ghosts of Panama : a strongman out of control, a murdered marine, and the special agents caught in the middle of an invasion | Harmon, Mark | AD | High School | | | 9781400248605 | 9781400254477 | |
| Gulf War 1990-91 : Saddam's Iraq faces Operation Desert Storm | Zaloga, Steve | AD | High School | | | | 9781472868909 | |
| Hangry hearts | Chen, Jennifer | YA | High School | 9798368728803 | | 9781250865687 | 9781250374400 | 9781250865694 |
| Harley-Davidson classics : a century of classic bikes | Tipler, John | AD | High School | | | 9781782748816 | | |
| Heart check : a varsity novel | Charlotte, Emily | YA | High School | 9798368781754 | | 9781665971423 | 9781665971430 | 9781665971447 |
| Heart's gambit | Myall, J. D | YA | High School | 9798318977671 | | 9781250365408 | 9781250365422 | 9781250365415 |

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|---|---|---|---|---|---|---|---|---|
| Heir of storms | Murray, Lauryn H | YA | High School | 9798318911163 | | 9781250348159 | 9781250423412 | 9781250348142 |
| Heiress of Nowhere | Lee | YA | High School | 9781665978965 | | | | |
| Her hidden fire | O'Sullivan, Cliod | YA | High School | | | 9798217040506 | | 9798217040520 |
| If looks could kill | Berry, Julie | YA | High School | | | 9781534470811 | | |
| If We Never End | Namey | YA | High School | 9781547620715 | | | | |
| Immortal consequences | Marie, I. V | YA | High School | 9798318950841 | 9780593898819 | 9780593898802 | 9780593898833 | 9780593898826 |
| In a heartbeat | Novak, Ali | YA | High School | | | | 9781464230059 | 9781464230066 |
| In time with you | Dwyer, Kristin | YA | High School | 9798368795270 | | | 9781250355133 | |
| Infernal Vow (Standard Edition) : Infernal Vow | Girma, Tigest | YA | High School | | | 9780316608299 | | |
| Isles of the emberdark | Sanderson, Brar | AD | High School | | | 9781250415394 | | |
| King of nothing | Lessore, Nathan | YA | High School | 9798318924125 | | 9780316588577 | 9780316588560 | 9780316588638 |
| Lala the memory collector : a graphic novel | Kohno, Sui | YA | High School | | | | 9784805319154 | 9781462925346 |
| Last chance live! | Henry, Helena H | YA | High School | | | 9780593625309 | | 9780593625316 |
| Light bringer | Brown, Pierce | YA | High School | | | 9780425285978 | 9780425285992 | 9780425285985 |
| Love, Sivvy : a novel inspired by the life, letters, and diaries of young Sylvia Plath | Toalson, R. L | YA | High School | | | 9780316587136 | | 9780316587143 |
| Lying about last summer | Wallman, Sue | YA | High School | 9798318926181 | | | 9781464235900 | 9781464235917 |
| Midnight on the Celestial | Alexandra, Julia | YA | High School | | | 9781250380104 | | 9781250380111 |
| Nest of tongues | Ribay, Randy | YA | High School | | | 9798217024346 | | 9798217024360 |
| Never Quit | Settle | Adult | High School | 9781250317520 | | | | |
| Oathbound | McCombs, Victo | YA | High School | | | 9781621842187 | 9781621842200 | |
| Off Balance | Chase, Paula | YA | High School | | | 9781250809414 | | 9781250809421 |
| One in a million | Lordon, Claire | YA | High School | 9781516059188 | | | 9781536213676 | 9781536246438 |
| One Word, Six Letters | Khorram | YA | High School | 9781250405555 | | | | |
| Our strange duet | Craig, Erin A | YA | High School | | | 9798217124183 | | 9798217124206 |
| Perfect little monsters | He, Cindy R. X | YA | High School | 9781516083466 | | | 9781728293394 | 9781728293400 |
| Piper at the Gates of Dusk | Ness | YA | High School | 9781536248302 | | | | |
| Playing with forever | Jenshak, Rebec | YA | High School | | | | 9781464230646 | 9781464230653 |
| Project Hail Mary : a novel | Weir, Andy | AD | High School | 9781668859445 | | 9780593135204 | 9780593135228 | 9780593135211 |
| Room to breathe | West, Kasie | YA | High School | 9798318937033 | | | 9780593897720 | 9780593897737 |
| Ruinous ends | Marie, I. V | YA | High School | | | 9780593898840 | | 9780593898864 |
| Rules for camouflage | Cronn-Mills, Kirs | YA | High School | | | 9780316567954 | | 9780316567992 |

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|---|---|---|---|---|---|---|---|---|
| Savage bred | McCombs, Victo | YA | High School | | | 9798886050622 | 9798886050639 | |
| She knows all the names | Corpora, Michell | YA | High School | 9798318979927 | | 9781464224621 | 9781464224652 | 9781464224638 |
| Silver bounty | McCombs, Victo | YA | High School | | | 9798886050264 | 9798886050271 | |
| Sixteen scandals | Jordan, Sophie | YA | High School | | | 9780358206217 | | 9780358469490 |
| Snowed in at the Wildest Dreams Bookshop | Page, Gracie | YA | High School | | | | 9780063479029 | 9780063479036 |
| Somewhere in the deep | Berwah, Tanvi | YA | High School | 9798368712833 | | 9781728247656 | 9781464221071 | 9781728247663 |
| Soundtrack : a novel | Reynolds, Jason | YA | High School | 9798318942419 | | 9798217231591 | 9798217231607 | 9780593863473 |
| Stealing for keeps | Jenshak, Rebec | YA | High School | | | | 9781464230615 | 9781464230622 |
| Stuck up & stupid | Rice, Angourie | YA | High School | 9798318911873 | | 9781536239034 | 9781536251210 | 9781536244861 |
| Such lovely skin | Schlote-Bonne, | YA | High School | | | 9798890030764 | | 9798890030771 |
| That kind of girl | Anderson, Natali | YA | High School | 9798318949319 | | 9780593406298 | 9780593406311 | 9780593406304 |
| The betrayed | Cass, Kiera | YA | High School | 9781668836088 | | 9780062291660 | 9780062291677 | 9780062291684 |
| The betrothed | Cass, Kiera | YA | High School | 9781713759447 | | 9780062291639 | 9780062291646 | 9780062291653 |
| The crimson throne | Raasch, Sara | YA | High School | | | 9781464236136 | 9781464236167 | 9781464236143 |
| The darkness greeted her | Ferko, Christina | YA | High School | 9798318926259 | | | 9781464236310 | 9781464236327 |
| The education of Kia Greer | Bennett, Alanna | YA | High School | 9798318950711 | | 9780593806104 | 9780593806135 | 9780593806128 |
| The executioners three | Dennard, Susan | YA | High School | 9798318932922 | | 9781250334664 | 9781250334688 | 9781250334671 |
| The Formula 1 encyclopedia | Lamichhane, Pri | 5-8 | High School | | 9781098294410 | | | 9798384913689 |
| The glass girl | Glasgow, Kathle | YA | High School | 9798368791616 | | | 9780525708117 | |
| The Harrowing | Kiesling | YA | High School | 9781419760853 | | | | |
| The Heartbreakers | Novak, Ali | YA | High School | | | | 9781464229916 | |
| The kill factor | Oliver, Ben | YA | High School | 9798368790985 | | 9781338891850 | | 9781338891874 |
| The league of dangerous young ladies | Morgenstein, J. A | YA | High School | 9798318980039 | | 9781464238543 | 9781464238574 | 9781464238550 |
| The lost queen | Phan, Aimee | YA | High School | | | 9780593697337 | | 9780593697344 |
| The monster trucks encyclopedia | Kuehl, Ashley | 5-8 | High School | | 9781098294427 | | | 9798384913696 |
| The muscle cars encyclopedia | Russo, Kristin J | 5-8 | High School | | 9781098294434 | | | 9798384913702 |
| The NASCAR encyclopedia | Lamichhane, Pri | 5-8 | High School | | 9781098294441 | | | 9798384913719 |
| The Real Rosalind | Dunn | YA | High School | 9798765627693 | | | | |
| The Reckoning of Roku | Ribay | YA | High School | 9781419776038 | | | | |
| The scorpion and the night blossom | Zhao, Amelie We | YA | High School | | | 9780593813843 | 9780593813874 | 9780593813867 |

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|---|---|---|---|---|---|---|---|---|
| The season of light and darkness | Cantor, Jillian | YA | High School | | | 9798347107285 | | 9798347107308 |
| The thirteenth child | Craig, Erin A | YA | High School | 9798368791524 | | 9780593482582 | 9780593482612 | 9780593482605 |
| The unexpected consequence of bleeding on a Tuesday | Toney, Kelsey B | YA | High School | | 9780593811528 | 9780593811511 | | 9780593811535 |
| The Writing Room | Mickelson | YA | High School | 9798765627716 | | | | |
| They all had a chance | Leathers, Michel | YA | High School | 9798318926280 | | | 9781464260315 | 9781464260322 |
| They all had a fear | Leathers, Michel | YA | High School | 9798318926297 | | | 9781464260285 | 9781464260292 |
| They all had a reason | Leathers, Michel | YA | High School | 9798368795911 | | | 9781464260223 | 9781464260230 |
| They all had a secret | Leathers, Michel | YA | High School | 9798318926303 | | | 9781464260254 | 9781464260261 |
| They call her Regret | Desamours, Cha | YA | High School | | | 9781250337702 | | 9781250337719 |
| This is where we die | He, Cindy R. X | YA | High School | 9798368779393 | | | 9781728293424 | 9781728293431 |
| This thing of ours | Joseph, Frederic | YA | High School | 9798318947704 | | 9781536233469 | 9781536253146 | 9781536244878 |
| To drown a witch | Olsson, Lindsey | YA | High School | | | 9798217004799 | | 9798217004805 |
| To steal a throne | Burton, Gabi | YA | High School | 9798318966132 | | 9781547617272 | 9781547621422 | 9781547617289 |
| Unholy terrors | Clipstone, Lynda | YA | High School | 9798368744803 | | 9781250887733 | 9781250377975 | 9781250887726 |
| We are never getting together | Rallison, Janette | YA | High School | | | 9781639935154 | | 9781649335371 |
| What sheep think about the weather : how to listen to what animals are trying to say | Thomas, Amelia | AD | High School | | | | 9781464218453 | |
| What We Did to Survive | Lally | YA | High School | 9781728270173 | | | | |
| Where the heart should be | Crossan, Sarah | YA | High School | | | 9780063384910 | | |
| While we're young | Walther, K. L | YA | High School | | | | 9780593813959 | 9780593813966 |
| White House secrets : medical lies and cover-ups | Jarrow, Gail | YA | High School | 9798318946073 | | 9781662681035 | | 9781662681042 |
| Wild about you | Hill, Kaitlyn | YA | High School | | | | 9780593650950 | 9780593650967 |
| Young World | Chainani | YA | High School | 9780593905180 | | | | |
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1221 E. Kingsbury
Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

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| **Agenda Item** | Consideration and Approval of the 2026-2027 Targeted Improvement Plans and Local Improvement Plans |
| **Contact Person(s)** | Jessica Lee, Director of Assessment & Accountability |
| **Background** | AIC (LEGAL) Accountability – Interventions and Sanctions<br>TAC 39A.055 – Targeted Improvement Plan<br><br>The following campuses are required to submit and execute a Targeted Improvement Plan (TIP): Jefferson Elementary (D-Rated Campus), Vogel Elementary (TSI - Targeted Support Identified), Barnes Middle School (CSI – Comprehensive Support and Improvement – Progress), and Seguin High School (CSI – Comprehensive Support and Improvement). Targeted Improvement Plans are board approved and submitted to TEA in Plan 4 Learning by November 20th.<br><br>The following campuses are required to write and execute a Local Improvement Plan (LIP): Koennecke Elementary (ATS - Additional Targeted Support), Rodriguez Elementary (D-Rated), and AJB Middle Schools (D-Rated) Local Improvement Plans are board approved and submitted to TEA only if requested.<br><br>The Targeted Improvement Plans and the Local Improvement Plan have been posted on the District website under required postings, with a google form for public comment feedback.<br><br>Campuses have held Targeted Improvement Plan Public Meetings on their campuses prior to the Board's Public Hearing and approval of the plans to solicit public feedback. |
| **Fiscal Implication(s)** | Items contained in the plans are budgeted within the LASO 4 Grant, as well as the general budget. |
| **District Goals** | ☒Challenging & Meaningful Learning Experiences Life-Ready Students<br>Positive Community Culture ☒Growth-Minded Personnel<br>Strategic Operational Stewardship |
| **Administration's Recommendation** | The Administration recommends that the Board of Trustees approve the Targeted Improvement Plans (Jefferson Elementary, Vogel Elementary, Barnes Middle School, and Seguin High School) and the Local Improvement Plans (AJB Middle School, Koennecke Elementary School, and Rodriguez Elementary School) for the 2026-2027 school year. |
| **Proposed Motion Language** | I move to approve the Targeted Improvement Plans and the Local Improvement plans for the 2026-2027 school year. |

# Seguin Independent School District

# Jefferson Avenue Elementary

# 2026-2027 Targeted Improvement Plan

## Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 17, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

## SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT PLC Support

Which, if any, program is your school system interested in to support this strategy?

LIFT PLC Support

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Other, Region 20, District Staff, Carnegie Learning

Please specify the other organization:

Blue Jean Educational Consulting

How many district staff members will be responsible for capacity building with this campus?

2

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Jessica Lee, Director of Assessment & Accountability/DCSI - 50%
Dr. Kenneth Vogel, Chief of Leadership & Student Services/Principal Supervisor - 50%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Jessica Lee, Director of Assessment & Accountability/DCSI - 3 years of school improvement work
Dr. Kenneth Vogel, Chief of Leadership & Student Services/Principal Supervisor - 5 years of school improvement work
Carnegie Learning - 20 years of school improvement work
Blue Jean Educational Consulting - 60 years combined experience in school turnaround for Dr. Karin Holacka and Deana Lopez

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

For the 2026-2027 school year, Seguin ISD has secured multiple grant awards including LASO4/Lift Add on SI PLC and 2026-2027 ESSA grant.  These grants support key strategies, including: implementing HQIM, targeting coaching for teachers and leaders, professional development, observation feedback cycles, PLCs, and systems level improvement.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Should grant funding not be secured, the district is prepared to:
-Reallocate federal ad local funds (ex, Title I, ESSA, State Comp Ed) to maintain essential positions and supports.
-Leverage internal instructional capabilities to continue training and coaching at the campus level.
-Integrate grant-funded practices into existing district systems to ensure sustainability and alignment.
-Prioritize high-impact strategies in budget planning to ensure continuity of implementation.

This plan ensures the continued advancement of our strategic priorities, irrespective of future funding outcomes.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

As a Targeted Improvement Plan campus, the campus will receive prioritized district resources and intensive support aligned with the Seguin ISD Accountability Improvement Plan. Instructional coaches are strategically allocated using a weighted model based on the number of full-time teachers and campus accountability ratings, providing increased coaching support to campuses with the greatest academic needs. The Curriculum, Instruction, and Assessment (CIA) team will provide targeted instructional support, professional development, and twice-monthly curriculum calibration walks.

The campus will receive monthly instructional coaching for all core teachers in STAAR-tested subjects, twice-monthly coaching for new (0-year) core teachers, and monthly administrative feedback cycles supported by LIFT. The principal will participate in a guided leadership program with an external consultant, including monthly virtual coaching and monthly on-site, side-by-side leadership coaching, in addition to monthly coaching with the principal supervisor and monthly instructional rounds.

Every six weeks, the campus will participate in cadence of accountability meetings with the Superintendent, Chief Academic Officer, principal supervisor, and District Coordinator of School Improvement (DCSI) to review academic performance, improvement plan implementation, and progress toward established goals. This intensified system of coaching, monitoring, and accountability ensures that district talent and resources are strategically directed toward accelerating student achievement and improving campus performance.

## Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

168

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Curriculum Based Assessment | | District | Quarterly | Results will be used to: ensure alignment to the curriculum, track individual student performance and compare it to previous STAAR performance, develop and implement interventions, and to calculate overall performance in each grade and content level and compare it to the goals set for the campus. |
| Other | Common Formative Assessments: Weekly Exit Tickets | District | Weekly | Class exit tickets and quick checks aligned to the TEKS and objectives of the week will be used to inform immediate instructional adjustments and guide small-group instruction and intervention. |
| STAAR Released Test | | District | Semester | Released STAAR assessment will be given in March to all STAAR tested grade levels to adjust instruction, provide targeted interventions, and update student groups for intervention support. |
| Other | Diagnostic Assessment: RenSTAR Math & Reading | District | BOY/MOY/ EOY | Computer adaptive tests are given three times a year to track student growth and flag those students needing immediate tier-based intervention. The assessment can be re-administered to students at any time to determine if students are making progress in specific skills and standards. |
| Other | Common Formative Assessments: Module or Unit Tests | Campus | Bi-Monthly | Identify knowledge and skill gaps and respond to class and student misconceptions. |

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The campus will implement a consistent student growth monitoring system using teacher-level data trackers to measure individual student progress throughout the year. Each tracker will include the student's prior-year STAAR or end-of-year assessment performance, an individualized growth goal, and results from module/unit assessments, quarterly curriculum-based assessments, and benchmark assessments.

Teachers will update the tracker following each identified assessment and determine whether each student is on track for growth, demonstrating insufficient growth, or falling behind the expected growth trajectory. During PLCs, teachers and campus leaders will routinely review student-level and aggregate data to identify trends, evaluate progress toward growth goals, and determine students requiring additional support or acceleration.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The campus will use a systematic intervention process to support students performing below grade level and students in special populations. Teachers and PLC teams will use weekly exit tickets, assessment data, and student growth trackers to identify skill gaps, set student goals, and provide targeted reteaching and intervention. Special education staff will collaborate with teachers to ensure supports align with IEP goals and individual student needs. Campus MTSS teams will regularly review student data and adjust interventions based on progress. IXL will also be used to target skill deficits and monitor growth. Campus leaders will monitor intervention effectiveness through PLCs, MTSS meetings, and ongoing student performance data.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs will be organized by grade level in grades K-5.

How frequently will PLCs occur?

Campus grade level teams will meet twice a week for PLC.

Who will facilitate PLCs?

A campus administrator or the designated PLC facilitator (Instructional Coach or Department Lead).

Who is required to attend PLCs?

Required Weekly:
All subject-level and grade-level teachers
Instructional coaches (Math and RLA)
Campus administration

Required 2 times per semester:
Central office instructional administration

Upon Request:
ESL teachers
SpEd teachers

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Each campus will implement a PLC structure focused on improving instruction and student outcomes, utilizing protocols for collaborative lesson planning, lesson internalization, lesson rehearsal, and data analysis. PLCs are organized by grade level.

Prompt Start: Every PLC begins with norms, data-driven celebrations, and a clear understanding of the upcoming standard (TEK).
Focus: Meetings are to be purposeful, data-driven, and directly aligned with student learning outcomes.
Pre-Work: To ensure full engagement in the collaborative process, teachers and administrators must complete all pre-work before the PLC meeting.
Accountability: Each PLC will develop and implement an agenda that details pre-work, meeting objectives, notes, and action items.

Meeting 1: Required Curriculum PLC (Focus: The Five Questions) - This meeting follows a continuous loop, beginning with reflection on recent student performance to inform future instruction.

Meeting 2: Collaboration Session (Focus: Team Choice) - During this time, teams select a focus from the list below to go deeper into instructional practice:
Lesson Internalization: Deep diving into High-Quality Instructional Materials (HQIM).
Collaborative Lesson Planning: Building daily lessons aligned to the explicit instructional model and research-based instructional strategies.
Lesson Rehearsal: Utilizing TEA protocols to practice high-impact delivery.
Data Analysis: Conducting deep dives into summative or interim assessment trends.
Mini-PD: Targeted professional learning based on team goals.
Intervention & Enrichment Planning: Detailed design of differentiated support.

The PLC develops data-informed instructional action plans, including targeted re-teaching, differentiated small-group instruction, or refined lesson delivery using high-quality instructional materials (HQIM). Regular follow-up cycles monitor the impact of changes, fostering continuous improvement, shared accountability, and accelerated student achievement, thereby directly addressing the demands of a turnaround environment. Framework and agenda templates are attached.

Upload PLC agenda (optional):

SISD PLC Agenda Template.pdf
Seguin ISD PLC Framework.pdf

## Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | Turnaround Leadership: Lead Like a Teacher Rationale: Effective leaders apply the same intentional practices that make great teachers successful: establishing purpose, engaging learners, using evidence, and adjusting based on results. Participants examine how they spend their time and identify high-impact leadership actions that support adult learning. Leaders leave with practical strategies to strengthen instructional leadership and improve student outcomes. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | The Human Element: Meaningful Feedback<br>Rationale: Meaningful feedback helps people grow, strengthens instructional practice, and improves student outcomes. Participants learn to deliver timely, specific, actionable feedback while balancing support with clear expectations and accountability. Through practice and reflection, leaders develop strategies for providing feedback that is direct, respectful, and focused on continuous improvement. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Principal | Data-Informed Dialogue: An Evidentiary Approach<br>Rationale: Sustainable school improvement relies on structured protocols to collaboratively analyze student performance data. This session equips leaders with a five-step analysis cycle to diagnose root causes and monitor targeted interventions that drive instructional growth. Participants follow the five-step analysis cycle using campus “real-time data”. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | Data-Informed Dialogue: Data Storytelling Rationale: Data visualization and storytelling help educators make sense of complex metrics across multiple categories. This session equips leaders with tools to translate student performance and demographic data into compelling narratives that motivate strategic action. Participants create a visualization, story, and timeline to share with their staff. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Principal | The Human Element: Communication and Conflict Rationale: Navigating difficult conversations and resolving conflict constructively is critical for sustaining effective school teams. Leaders will explore active listening and clear messaging strategies to build trust, preserve relationships, and align campus operations. Participants practice and role-play active listening, conflict resolution, and messaging using scenario cards. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | The Human Element: Building Teacher Efficacy (½ day)<br>Rationale: John Hattie identifies collective teacher efficacy as one of the most powerful influences associated with student achievement, emphasizing the shared belief that educators can positively impact student learning. This session helps principals understand how their leadership shapes teachers' mindsets, expectations, and collective responsibility for results. Participants explore practical strategies to build collective efficacy through evidence-based collaboration, a focus on instructional impact, and a shared belief that all students can achieve at high levels. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Principal | Systems Approach: Controlling the Chaos (½ day)<br>Rationale: Clear operational processes enable school leaders to maintain systemic order and focus on instructional priorities. Participants will learn how to delegate operational oversight and establish structured routines to continuously improve organizational practices so that every component of the system supports teaching, learning, and student success. Participants and/or teams choose an operational process that has worked for them this year, map it, and create a visual display to share with the large group. Brainstorm the top area needing a "clear" process. Determine a timeline to create and pilot the implementation group. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | The Human Element: Building the Right Team (½ day) Rationale: Building a high-performing school team begins with strategic talent selection and management. This session helps principals develop effective hiring processes to identify candidates whose skills, mindset, and values align with campus priorities and student needs. Participants explore strategies for evaluating candidates, selecting the right talent, and strategically positioning staff to maximize strengths, build capacity, and improve student outcomes. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Teacher | Seguin ISD will implement a comprehensive 2026–2027 teacher professional development plan focused on strengthening research based instructional practices, HQIM implementation, and student achievement. New teachers will participate in a dedicated onboarding week. August PD will focus on aligning district instructional expectations, explicit instruction, HQIM, research-based instructional strategies (RBIS), as well as Teach Like a Champion Strategies (Turn and Talk, Work the Clock, and Exit Tickets). September training will emphasize PLC data protocols using screening and assessment data. November sessions will address curriculum based assessments, EB and Special Education supports, and MTSS processes. Additional district and campus professional learning will reinforce HQIM, targeted interventions, TLAC strategies (Do Now, Active Observation, and Show Me). Ongoing coaching, PLC collaboration, and monitoring will ensure consistent implementation and improvements in student outcomes. | Seguin ISD Curriculum, Instruction, and Assessment Department | Teachers, Principals, Assistant Principals |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | Observation/Feedback - Walk through Tool<br>Participants will understand how Observation and Feedback Cycles support teacher improvement by preparing for observations and using Classroom Observation Tools to rate instruction and calibrate with other leaders. | LIFT Coach | Principals, Associate Principals, Curriculum Coordinators, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Principal | Observation/Feedback - Action Step Feedback<br>Participants will understand how to implement action step feedback as part of the observation and feedback cycle. | LIFT Coach | Principals, Associate Principals, Curriculum Coordinators, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal Manager | The Principal Manager and DCSI will participate in targeted professional development to develop leadership skills. Training will focus on cultivating their capacity to guide principals through consistent support cycles. Support cycles are anchored in data-informed coaching dialogues, regular instructional observations, and a strong emphasis on accountability for achieving student outcomes. | Blue Jean Educational Consulting | Principal Manager and DCSI |

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Select teachers will receive bi-weekly coaching by trained SISD instructional coaches.
Focus areas will include mastery of research-based instructional strategies utilizing Teach Like a Champion and effective use of HQIM
Explicit instruction of foundational skills
Comprehension-based lessons with complex texts
Effective differentiated small-group/center instruction.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Classroom Walk Through Tool Look-fors:
Monitoring the fidelity of curriculum implementation
Differentiated instruction
Data-driven decisions
Use of RBIS and HQIM

Instructional Look-fors:
Student-centered activities
High expectations
Evidence-based tasks
Productive Struggle
Structured Discussions
Writing Opportunities

Foundational Look-fors:
Balance of conceptual understanding, procedural skills, and fluency
Instruction emphasizes depth of key concepts by focusing on the most important topics for the grade level/content

PLC Feedback Look-fors:
Clear purpose and vision
Consistent regular meetings
Shared norms
Collaborative
Real-time data
Shared ownership and accountability

Leadership Look-fors:
Instructional leadership: Documented walkthroughs, actionable feedback, coaching cycles, and evidence of improved instructional practices.
Data-driven decision-making: Structured PLC agendas, student growth trackers, documented intervention plans, and follow-up on student outcomes.
Accountability: Campus improvement goals, progress-monitoring evidence, clear action steps, and documented follow-through.
Leadership effectiveness: Clear communication protocols, established operational systems, strategic staff assignments, and evidence of collaborative problem-solving.
Continuous improvement: Evidence that campus leaders evaluate implementation, adjust strategies based on results, and build teacher capacity.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Monthly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Seguin ISD will provide differentiated, job-embedded professional learning and ongoing coaching to strengthen teachers' and administrators' capacity to effectively serve students in special populations, including students receiving special education services, emergent bilingual students, students with disabilities served through Section 504, and students receiving MTSS interventions.

Special Education teachers will participate in sustained professional development focusing on high-leverage instructional strategies and explicit instruction principles, Consistent and effective delivery of Specially Designed Instruction (SDI), including the SDI guides of bluebonnet, and Multi-Tiered System of Supports (MTSS) and reinforcement of TEA Tier Learn coursework.

Principals will receive monthly campus-specific support from the central special education department to assist in addressing SPED students' needs, including:
Adherence to federal and state compliance requirements, including the timely execution of ARD meetings and the appropriate scheduling and delivery of services for Special Education students.
Monitoring the progress and achievement of Special Education students, instructional implementation of SDI for Bluebonnet, and special education legal updates from the school district attorney.

## Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

### Milestone 1

Description – What specific action or deliverable will be completed?

M1: HQIM Curriculum Internalization and Research-Based Instructional Strategies: Complete districtwide professional development on HQIM internalization, Bluebonnet Math and Reading. Train teachers in research-based instructional strategies (RBIS) and Teach Like a Champion techniques (TLAC), including Turn and Talk, Work the Clock, and Exit Tickets. Teachers will demonstrate understanding through lesson internalization, walk throughs, and instructional planning artifacts.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Coordinator of Professional Learning, Director of Curriculum & Instruction, Curriculum Coordinators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Professional development attendance records, curriculum internalization artifacts, instructional planning documents, and walkthrough evidence of HQIM, RBIS, and TLAC implementation.

Support Needed – What training, coaching, resources, or tools are required?

District-adopted HQIM, curriculum guides, content-specific professional development, lesson internalization templates, and instructional coaching.

**Milestone 2**

Description – What specific action or deliverable will be completed?

M2: HQIM Fidelity and Instructional Practice Implementation: Implement job-embedded professional development and coaching focused on consistent HQIM implementation, instructional rigor, and effective instructional delivery. Provide lesson modeling, co-planning, and targeted coaching on foundational skills, comprehension using complex texts, differentiated small-group instruction, and Teach Like a Champion strategies: Turn and Talk, Work the Clock, Exit Tickets, Do Now, Active Observation, and Show Me.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Coordinator of Professional Learning, Director of Curriculum & Instruction, Curriculum Coordinators, Campus Principals, Assistant Principals, and Instructional Coaches.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Coaching logs, classroom walkthrough trends, lesson internalization artifacts, HQIM implementation data, and documented instructional improvements.

Support Needed – What training, coaching, resources, or tools are required?

HQIM implementation tools, Teach Like a Champion Training, demonstration lessons, instructional coaching, classroom observation protocols, and curriculum calibration support.

### Milestone 3

Description – What specific action or deliverable will be completed?

M3: Data-Driven PLC Implementation and Student Growth Monitoring: Establish consistent data-driven PLC protocols across campuses to analyze beginning-of-year screening data, curriculum-based assessments, benchmarks, student work, and weekly exit tickets. Teachers will maintain individual student growth trackers, establish student achievement and growth goals, identify learning gaps, and develop targeted instructional action plans. Campus leaders will monitor implementation and progress toward student growth targets.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principals and Assistant Principals, DCSI

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC agendas and minutes, completed student growth trackers, documented student goals, assessment analysis reports, instructional action plans, and student growth data.

Support Needed – What training, coaching, resources, or tools are required?

Eduphoria Aware, PLC data analysis protocols, student growth tracker templates, assessment dashboards, and data literacy training.

### Milestone 4

Description – What specific action or deliverable will be completed?

M4: Instructional-Focused PLC Protocol Implementation: Establish and implement instructional-focused PLC protocols emphasizing collaborative lesson internalization, HQIM planning, instructional modeling, research-based instructional strategies, and analysis of student work. Campus leaders will monitor PLC implementation to ensure instructional planning is aligned with district curriculum expectations and translates into effective classroom instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Director of Curriculum & Instruction, Curriculum Coordinators, Campus Principals & Assistant Principals, Instructional Coaches, and PLC Team Leaders

Evidence of Completion – What artifact, data, or observable action will verify completion?

Established PLC protocols, PLC agendas, lesson internalization artifacts, collaborative planning documents, common assessment planning evidence, and campus PLC attendance records.

Support Needed – What training, coaching, resources, or tools are required?

PLC training, HQIM planning resources, instructional protocols, lesson internalization documents, exemplar lessons, and campus leadership coaching.

**Milestone 5**

Description – What specific action or deliverable will be completed?

M5: Assessment Plan Integration and Targeted Intervention Implementation - Complete professional development on district assessment procedures, curriculum-based assessments, formative assessment practices, Tier 2 and Tier 3 district-adopted instructional materials, and MTSS processes. Implement data-driven intervention plans using assessment results, weekly exit tickets, and IXL progress monitoring. Campus teams will review intervention effectiveness and adjust instructional supports for students demonstrating learning gaps, including students receiving special education, multilingual, and other specialized services.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Coordinator of Professional Learning, MTSS Coordinator, Campus Principals, Special Education Coordinator and Director of Academic Programs

Evidence of Completion – What artifact, data, or observable action will verify completion?

Professional development records, assessment analysis reports, MTSS meeting documentation, intervention plans, IXL progress reports, and documented student growth.

Support Needed – What training, coaching, resources, or tools are required?

District Assessment Plan, Eduphoria Aware, IXL Training, Tier 2 and Tier 3 intervention materials , MTSS protocols and training, and specialized instructional support.

**Milestone 6**

Description – What specific action or deliverable will be completed?

M6: Differentiated Teacher Coaching and Novice Teacher Support - Implement a differentiated teacher support system based on experience, instructional effectiveness, and campus accountability needs. Establish teacher coaching tiers, mentor assignments, and targeted professional development plans. Provide twice-monthly instructional coaching for new (0-year) core teachers in STAAR-tested subjects and monthly coaching for core STAAR-tested teachers. Coaching will emphasize HQIM implementation, RBIS, classroom management, and identified instructional growth areas.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Coordinator of Professional Learning, DCSI, Campus Principals & Assistant Principals, Instructional Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

Teacher tiering document, coaching assignments, mentoring records, coaching logs, teacher growth goals, observation data, and documented instructional improvement.

Support Needed – What training, coaching, resources, or tools are required?

Instructional coaching personnel, mentor training, teacher effectiveness data, HQIM resources, T-TESS and LIFT walk through tools

### Milestone 7

Description – What specific action or deliverable will be completed?

M7: Instructional Leadership Development and Accountability - Implement ongoing leadership development aligned to the Guided Leadership and Turnaround framework, emphasizing instructional leadership, meaningful feedback, data-informed dialogue, data storytelling, communication, collective teacher efficacy, operational systems, and strategic talent management. Principals will participate in monthly virtual and on-site leadership coaching, principal supervisor coaching, instructional rounds, and six-week cadence of accountability meetings to monitor improvement plan implementation and student outcomes.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Chief Academic Officer, Principal Supervisor, DCSI, Campus Principals, and External Leadership Consultants (Blue Jean Educational Consulting)

Evidence of Completion – What artifact, data, or observable action will verify completion?

Leadership development attendance, coaching logs, instructional rounds documentation, campus scorecards, cadence of accountability presentations and minutes, documented action steps, and follow-up monitoring records.

Support Needed – What training, coaching, resources, or tools are required?

Guided Leadership and Turnaround rubrics, external leadership consultants, principal supervisor coaching, campus performance data, and leadership development resources.

### Milestone 8

Description – What specific action or deliverable will be completed?

M8: Instructional Observation and Feedback Cycles - Implement systematic classroom observation and feedback cycles to monitor instructional effectiveness, HQIM fidelity, and RBIS implementation. Campus administrators will conduct monthly T-TESS walkthroughs and provide timely, specific, actionable feedback with documented follow-up. Campuses will implement monthly administrative feedback cycles supported by LIFT, two T-TESS observations for STAAR-tested teachers, and twice-monthly curriculum calibration walks conducted by CIA and campus leadership. Feedback will inform individualized coaching and professional development.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principals & Assistant Principals, Director of Curriculum & Instruction, Principal Supervisor, DCSI, LIFT coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

T-TESS walkthrough records, LIFT Observation feedback documentation, observation schedules, teacher action steps, follow-up observation data, curriculum calibration summaries, and documented instructional improvement trends.

Support Needed – What training, coaching, resources, or tools are required?

T-TESS and LIFT observation tools, HQIM implementation look-fors, calibrated walkthrough protocols, and administrator observation feedback and action step training.

## Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor successful implementation of the plan through a structured system of monthly progress monitoring, instructional observations, data-driven PLCs, and six-week Cadence of Accountability meetings. Campus Principals and leadership teams will update and review campus scorecards monthly, tracking milestone completion, implementation fidelity, student achievement, and growth toward established targets. The Principal Supervisor will review scorecards monthly to identify implementation gaps, provide targeted coaching, and ensure timely adjustments.

Campus administrators will conduct regular classroom walkthroughs, observation and feedback cycles, and PLC monitoring to evaluate HQIM implementation, research-based instructional strategies, assessment practices, and targeted interventions. The Curriculum, Instruction, and Assessment team will conduct curriculum calibration walks to monitor instructional alignment and consistency across campuses.

Every six weeks, Campus Principals will present progress to the Superintendent, Chief Academic Officer, Principal Supervisor, and DCSI during Cadence of Accountability meetings. District leadership will analyze performance trends, evaluate the effectiveness of implemented strategies, identify barriers, and establish three to four prioritized action steps. The Principal Supervisor and DCSI will monitor follow-through, provide differentiated support, and ensure continuous improvement in instructional practices and student outcomes.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Campus Principals and their leadership teams will review milestone progress monthly using campus scorecards, student performance data, and implementation evidence. The Principal Supervisor will also review campus scorecards monthly to monitor progress toward established targets, identify implementation gaps, and provide targeted coaching and support. Progress will be formally reviewed every six weeks during Cadence of Accountability meetings with the Superintendent, Chief Academic Officer, Principal Supervisor, and District Coordinator of School Improvement (DCSI). District leadership will evaluate milestone progress, provide feedback, and establish prioritized action steps. The Principal Supervisor and DCSI will monitor follow-through to ensure timely implementation, accountability, and improved student outcomes.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Monthly with the Campus Principal and Principal Supervisor and Every 6 Weeks in Cadence of Accountability Meetings with the Campus Principal, DCSI, Superintendent, Principal Supervisor, and Chief Academic Officer.

How will milestone progress data be collected?

Milestone progress data will be collected, with documented evidence, and updated monthly on each campus scorecard. Campus leadership teams will monitor progress toward established targets, analyze implementation evidence and student performance trends, and identify areas requiring adjustments. Data will be reviewed during six-week Cadence of Accountability meetings with district leadership to evaluate milestone completion, celebrate successes, address performance gaps, and establish prioritized action steps for continuous improvement.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress data will be shared with district leadership through structured Cadence of Accountability meetings, held every six weeks. Campus Principals will deliver standardized presentations aligned to their scorecards, Targeted improvement milestones, and district strategic priorities.

Presentations will include quarterly performance targets, the number of targets exceeded, met, or below expectations, significant data-supported accomplishments, and the actions contributing to successful outcomes. Leaders will also identify missed targets, analyze performance gaps and implementation challenges, and present specific adjustments to improve results. Each presentation will conclude with anticipated obstacles, next-quarter targets, measurable leadership commitments, and identified support needs.

Following each presentation, district leadership will engage in structured discussion, clarifying questions, feedback, and coaching. The team will identify three to four prioritized action steps, assign accountability, and monitor follow-through at subsequent meetings. This process ensures transparent progress monitoring, timely instructional adjustments, alignment with district priorities, and shared accountability for improved student outcomes.

## Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 70 |
| Meets Grade Level | 50 |
| Masters Grade Level | 20 |

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 65 |
| Meets Grade Level | 50 |
| Masters Grade Level | 20 |

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 63 |
| Meets Grade Level | 45 |
| Masters Grade Level | 18 |

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

11.3

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

5

Not applicable: ELP Component goal (SY 26-27)

No

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

28.2

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

2.5

## Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

—

# Seguin Independent School District
# Vogel Elementary School
# 2026-2027 Targeted Improvement Plan

## Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 17, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

## SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT PLC Support

Which, if any, program is your school system interested in to support this strategy?

LIFT PLC Support

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Other, Region 20, District Staff, Carnegie Learning

Please specify the other organization:

Blue Jean Educational Consulting

How many district staff members will be responsible for capacity building with this campus?

2

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Jessica Lee, Director of Assessment & Accountability/DCSI - 50%
Dr. Kenneth Vogel, Chief of Leadership & Student Services/Principal Supervisor - 50%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Jessica Lee, Director of Assessment & Accountability/DCSI - 3 years of school improvement work
Dr. Kenneth Vogel, Chief of Leadership & Student Services/Principal Supervisor - 5 years of school improvement work
Carnegie Learning - 20 years of school improvement work
Blue Jean Educational Consulting - 60 years combined experience in school turnaround for Dr. Karin Holacka and Deana Lopez

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

For the 2026-2027 school year, Seguin ISD has secured multiple grant awards including LASO4/Lift Add on SI PLC and 2026-2027 ESSA grant.  These grants support key strategies, including: implementing HQIM, targeting coaching for teachers and leaders, professional development, observation feedback cycles, PLCs, and systems level improvement.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Should grant funding not be secured, the district is prepared to:
-Reallocate federal ad local funds (ex, Title I, ESSA, State Comp Ed) to maintain essential positions and supports.
-Leverage internal instructional capabilities to continue training and coaching at the campus level.
-Integrate grant-funded practices into existing district systems to ensure sustainability and alignment.
-Prioritize high-impact strategies in budget planning to ensure continuity of implementation.

This plan ensures the continued advancement of our strategic priorities, irrespective of future funding outcomes.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

As a Targeted Improvement Plan campus, the campus will receive prioritized district resources and intensive support aligned with the Seguin ISD Accountability Improvement Plan. Instructional coaches are strategically allocated using a weighted model based on the number of full-time teachers and campus accountability ratings, providing increased coaching support to campuses with the greatest academic needs. The Curriculum, Instruction, and Assessment (CIA) team will provide targeted instructional support, professional development, and twice-monthly curriculum calibration walks.

The campus will receive monthly instructional coaching for all core teachers in STAAR-tested subjects, twice-monthly coaching for new (0-year) core teachers, and monthly administrative feedback cycles supported by LIFT. The principal will participate in a guided leadership program with an external consultant, including monthly virtual coaching and monthly on-site, side-by-side leadership coaching, in addition to monthly coaching with the principal supervisor and monthly instructional rounds.

Every six weeks, the campus will participate in cadence of accountability meetings with the Superintendent, Chief Academic Officer, principal supervisor, and District Coordinator of School Improvement (DCSI) to review academic performance, improvement plan implementation, and progress toward established goals. This intensified system of coaching, monitoring, and accountability ensures that district talent and resources are strategically directed toward accelerating student achievement and improving campus performance.

## Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

168

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Curriculum Based Assessment | | District | Quarterly | Results will be used to: ensure alignment to the curriculum, track individual student performance and compare it to previous STAAR performance, develop and implement interventions, and to calculate overall performance in each grade and content level and compare it to the goals set for the campus. |
| Other | Common Formative Assessments: Weekly Exit Tickets | District | Weekly | Class exit tickets and quick checks aligned to the TEKS and objectives of the week will be used to inform immediate instructional adjustments and guide small-group instruction and intervention. |
| STAAR Released Test | | District | Semester | Released STAAR assessment will be given in March to all STAAR tested grade levels to adjust instruction, provide targeted interventions, and update student groups for intervention support. |
| Other | Diagnostic Assessment: RenSTAR Math & Reading | District | BOY/MOY/ EOY | Computer adaptive tests are given three times a year to track student growth and flag those students needing immediate tier-based intervention. The assessment can be re-administered to students at any time to determine if students are making progress in specific skills and standards. |
| Other | Common Formative Assessments: Module or Unit Tests | Campus | Bi-Monthly | Identify knowledge and skill gaps and respond to class and student misconceptions. |

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The campus will implement a consistent student growth monitoring system using teacher-level data trackers to measure individual student progress throughout the year. Each tracker will include the student's prior-year STAAR or end-of-year assessment performance, an individualized growth goal, and results from module/unit assessments, quarterly curriculum-based assessments, and benchmark assessments.

Teachers will update the tracker following each identified assessment and determine whether each student is on track for growth, demonstrating insufficient growth, or falling behind the expected growth trajectory. During PLCs, teachers and campus leaders will routinely review student-level and aggregate data to identify trends, evaluate progress toward growth goals, and determine students requiring additional support or acceleration.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The campus will use a systematic intervention process to support students performing below grade level and students in special populations. Teachers and PLC teams will use weekly exit tickets, assessment data, and student growth trackers to identify skill gaps, set student goals, and provide targeted reteaching and intervention. Special education staff will collaborate with teachers to ensure supports align with IEP goals and individual student needs. Campus MTSS teams will regularly review student data and adjust interventions based on progress. IXL will also be used to target skill deficits and monitor growth. Campus leaders will monitor intervention effectiveness through PLCs, MTSS meetings, and ongoing student performance data.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs will be organized by grade level in grades K-5.

How frequently will PLCs occur?

Campus grade level teams will meet twice a week for PLC.

Who will facilitate PLCs?

A campus administrator or the designated PLC facilitator (Instructional Coach or Department Lead).

Who is required to attend PLCs?

Required Weekly:
All subject-level and grade-level teachers
Instructional coaches (Math and RLA)
Campus administration

Required 2 times per semester:
Central office instructional administration

Upon Request:
ESL teachers
SpEd teachers

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Each campus will implement a PLC structure focused on improving instruction and student outcomes, utilizing protocols for collaborative lesson planning, lesson internalization, lesson rehearsal, and data analysis. PLCs are organized by grade level.

Prompt Start: Every PLC begins with norms, data-driven celebrations, and a clear understanding of the upcoming standard (TEK).
Focus: Meetings are to be purposeful, data-driven, and directly aligned with student learning outcomes.
Pre-Work: To ensure full engagement in the collaborative process, teachers and administrators must complete all pre-work before the PLC meeting.
Accountability: Each PLC will develop and implement an agenda that details pre-work, meeting objectives, notes, and action items.

Meeting 1: Required Curriculum PLC (Focus: The Five Questions) - This meeting follows a continuous loop, beginning with reflection on recent student performance to inform future instruction.

Meeting 2: Collaboration Session (Focus: Team Choice) - During this time, teams select a focus from the list below to go deeper into instructional practice:
Lesson Internalization: Deep diving into High-Quality Instructional Materials (HQIM).
Collaborative Lesson Planning: Building daily lessons aligned to the explicit instructional model and research-based instructional strategies.
Lesson Rehearsal: Utilizing TEA protocols to practice high-impact delivery.
Data Analysis: Conducting deep dives into summative or interim assessment trends.
Mini-PD: Targeted professional learning based on team goals.
Intervention & Enrichment Planning: Detailed design of differentiated support.

The PLC develops data-informed instructional action plans, including targeted re-teaching, differentiated small-group instruction, or refined lesson delivery using high-quality instructional materials (HQIM). Regular follow-up cycles monitor the impact of changes, fostering continuous improvement, shared accountability, and accelerated student achievement, thereby directly addressing the demands of a turnaround environment. Framework and agenda templates are attached.

Upload PLC agenda (optional):

SISD PLC Agenda Template.pdf
Seguin ISD PLC Framework.pdf

## Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | Turnaround Leadership: Lead Like a Teacher<br>Rationale: Effective leaders apply the same intentional practices that make great teachers successful: establishing purpose, engaging learners, using evidence, and adjusting based on results. Participants examine how they spend their time and identify high-impact leadership actions that support adult learning. Leaders leave with practical strategies to strengthen instructional leadership and improve student outcomes. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | The Human Element: Meaningful Feedback<br>Rationale: Meaningful feedback helps people grow, strengthens instructional practice, and improves student outcomes. Participants learn to deliver timely, specific, actionable feedback while balancing support with clear expectations and accountability. Through practice and reflection, leaders develop strategies for providing feedback that is direct, respectful, and focused on continuous improvement. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Principal | Data-Informed Dialogue: An Evidentiary Approach<br>Rationale: Sustainable school improvement relies on structured protocols to collaboratively analyze student performance data. This session equips leaders with a five-step analysis cycle to diagnose root causes and monitor targeted interventions that drive instructional growth. Participants follow the five-step analysis cycle using campus “real-time data”. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | Data-Informed Dialogue: Data Storytelling Rationale: Data visualization and storytelling help educators make sense of complex metrics across multiple categories. This session equips leaders with tools to translate student performance and demographic data into compelling narratives that motivate strategic action. Participants create a visualization, story, and timeline to share with their staff. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Principal | The Human Element: Communication and Conflict Rationale: Navigating difficult conversations and resolving conflict constructively is critical for sustaining effective school teams. Leaders will explore active listening and clear messaging strategies to build trust, preserve relationships, and align campus operations. Participants practice and role-play active listening, conflict resolution, and messaging using scenario cards. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | The Human Element: Building Teacher Efficacy (½ day)<br>Rationale: John Hattie identifies collective teacher efficacy as one of the most powerful influences associated with student achievement, emphasizing the shared belief that educators can positively impact student learning. This session helps principals understand how their leadership shapes teachers' mindsets, expectations, and collective responsibility for results. Participants explore practical strategies to build collective efficacy through evidence-based collaboration, a focus on instructional impact, and a shared belief that all students can achieve at high levels. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Principal | Systems Approach: Controlling the Chaos (½ day)<br>Rationale: Clear operational processes enable school leaders to maintain systemic order and focus on instructional priorities. Participants will learn how to delegate operational oversight and establish structured routines to continuously improve organizational practices so that every component of the system supports teaching, learning, and student success. Participants and/or teams choose an operational process that has worked for them this year, map it, and create a visual display to share with the large group. Brainstorm the top area needing a "clear" process. Determine a timeline to create and pilot the implementation group. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | The Human Element: Building the Right Team (½ day) Rationale: Building a high-performing school team begins with strategic talent selection and management. This session helps principals develop effective hiring processes to identify candidates whose skills, mindset, and values align with campus priorities and student needs. Participants explore strategies for evaluating candidates, selecting the right talent, and strategically positioning staff to maximize strengths, build capacity, and improve student outcomes. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Teacher | Seguin ISD will implement a comprehensive 2026–2027 teacher professional development plan focused on strengthening research based instructional practices, HQIM implementation, and student achievement. New teachers will participate in a dedicated onboarding week. August PD will focus on aligning district instructional expectations, explicit instruction, HQIM, research-based instructional strategies (RBIS), as well as Teach Like a Champion Strategies (Turn and Talk, Work the Clock, and Exit Tickets). September training will emphasize PLC data protocols using screening and assessment data. November sessions will address curriculum based assessments, EB and Special Education supports, and MTSS processes. Additional district and campus professional learning will reinforce HQIM, targeted interventions, TLAC strategies (Do Now, Active Observation, and Show Me). Ongoing coaching, PLC collaboration, and monitoring will ensure consistent implementation and improvements in student outcomes. | Seguin ISD Curriculum, Instruction, and Assessment Department | Teachers, Principals, Assistant Principals |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | Observation/Feedback - Walk through Tool<br>Participants will understand how Observation and Feedback Cycles support teacher improvement by preparing for observations and using Classroom Observation Tools to rate instruction and calibrate with other leaders. | LIFT Coach | Principals, Associate Principals, Curriculum Coordinators, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Principal | Observation/Feedback - Action Step Feedback<br>Participants will understand how to implement action step feedback as part of the observation and feedback cycle. | LIFT Coach | Principals, Associate Principals, Curriculum Coordinators, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal Manager | The Principal Manager will participate in targeted professional development to develop leadership skills. Training will focus on cultivating their capacity to guide principals through consistent support cycles. Support cycles are anchored in data-informed coaching dialogues, regular instructional observations, and a strong emphasis on accountability for achieving student outcomes. | Blue Jean Educational Consulting | Principal Manager and DCSI |

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Select teachers will receive bi-weekly coaching by trained SISD instructional coaches.
Focus areas will include mastery of research-based instructional strategies utilizing Teach Like a Champion and effective use of HQIM
Explicit instruction of foundational skills
Comprehension-based lessons with complex texts
Effective differentiated small-group/center instruction.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Classroom Walk Through Tool Look-fors:
Monitoring the fidelity of curriculum implementation
Differentiated instruction
Data-driven decisions
Use of RBIS and HQIM

Instructional Look-fors:
Student-centered activities
High expectations
Evidence-based tasks
Productive Struggle
Structured Discussions
Writing Opportunities

Foundational Look-fors:
Balance of conceptual understanding, procedural skills, and fluency
Instruction emphasizes depth of key concepts by focusing on the most important topics for the grade level/content

PLC Feedback Look-fors:
Clear purpose and vision
Consistent regular meetings
Shared norms
Collaborative
Real-time data
Shared ownership and accountability

Leadership Look-fors:
Instructional leadership: Documented walkthroughs, actionable feedback, coaching cycles, and evidence of improved instructional practices.
Data-driven decision-making: Structured PLC agendas, student growth trackers, documented intervention plans, and follow-up on student outcomes.
Accountability: Campus improvement goals, progress-monitoring evidence, clear action steps, and documented follow-through.
Leadership effectiveness: Clear communication protocols, established operational systems, strategic staff assignments, and evidence of collaborative problem-solving.
Continuous improvement: Evidence that campus leaders evaluate implementation, adjust strategies based on results, and build teacher capacity.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Monthly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Seguin ISD will provide differentiated, job-embedded professional learning and ongoing coaching to strengthen teachers' and administrators' capacity to effectively serve students in special populations, including students receiving special education services, emergent bilingual students, students with disabilities served through Section 504, and students receiving MTSS interventions.

Special Education teachers will participate in sustained professional development focusing on high-leverage instructional strategies and explicit instruction principles, Consistent and effective delivery of Specially Designed Instruction (SDI), including the SDI guides of bluebonnet, and Multi-Tiered System of Supports (MTSS) and reinforcement of TEA Tier Learn coursework.

Principals will receive monthly campus-specific support from the central special education department to assist in addressing SPED students' needs, including:
Adherence to federal and state compliance requirements, including the timely execution of ARD meetings and the appropriate scheduling and delivery of services for Special Education students. Monitoring the progress and achievement of Special Education students, instructional implementation of SDI for Bluebonnet, and special education legal updates from the school district attorney.

## Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

> **Milestone 1**

Description – What specific action or deliverable will be completed?

M1: HQIM Curriculum Internalization and Research-Based Instructional Strategies: Complete districtwide professional development on HQIM internalization, Bluebonnet Math and Reading. Train teachers in research-based instructional strategies (RBIS) and Teach Like a Champion techniques (TLAC), including Turn and Talk, Work the Clock, and Exit Tickets. Teachers will demonstrate understanding through lesson internalization, walk throughs, and instructional planning artifacts.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Coordinator of Professional Learning, Director of Curriculum & Instruction, Curriculum Coordinators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Professional development attendance records, curriculum internalization artifacts, instructional planning documents, and walkthrough evidence of HQIM, RBIS, and TLAC implementation.

Support Needed – What training, coaching, resources, or tools are required?

District-adopted HQIM, curriculum guides, content-specific professional development, lesson internalization templates, and instructional coaching.

**Milestone 2**

Description – What specific action or deliverable will be completed?

M2: HQIM Fidelity and Instructional Practice Implementation: Implement job-embedded professional development and coaching focused on consistent HQIM implementation, instructional rigor, and effective instructional delivery. Provide lesson modeling, co-planning, and targeted coaching on foundational skills, comprehension using complex texts, differentiated small-group instruction, and Teach Like a Champion strategies: Turn and Talk, Work the Clock, Exit Tickets, Do Now, Active Observation, and Show Me.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Coordinator of Professional Learning, Director of Curriculum & Instruction, Curriculum Coordinators, Campus Principals, Assistant Principals, and Instructional Coaches.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Coaching logs, classroom walkthrough trends, lesson internalization artifacts, HQIM implementation data, and documented instructional improvements.

Support Needed – What training, coaching, resources, or tools are required?

HQIM implementation tools, Teach Like a Champion Training, demonstration lessons, instructional coaching, classroom observation protocols, and curriculum calibration support.

### Milestone 3

Description – What specific action or deliverable will be completed?

M3: Data-Driven PLC Implementation and Student Growth Monitoring: Establish consistent data-driven PLC protocols across campuses to analyze beginning-of-year screening data, curriculum-based assessments, benchmarks, student work, and weekly exit tickets. Teachers will maintain individual student growth trackers, establish student achievement and growth goals, identify learning gaps, and develop targeted instructional action plans. Campus leaders will monitor implementation and progress toward student growth targets.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principals and Assistant Principals, DCSI

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC agendas and minutes, completed student growth trackers, documented student goals, assessment analysis reports, instructional action plans, and student growth data.

Support Needed – What training, coaching, resources, or tools are required?

Eduphoria Aware, PLC data analysis protocols, student growth tracker templates, assessment dashboards, and data literacy training.

### Milestone 4

Description – What specific action or deliverable will be completed?

M4: Instructional-Focused PLC Protocol Implementation: Establish and implement instructional-focused PLC protocols emphasizing collaborative lesson internalization, HQIM planning, instructional modeling, research-based instructional strategies, and analysis of student work. Campus leaders will monitor PLC implementation to ensure instructional planning is aligned with district curriculum expectations and translates into effective classroom instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Director of Curriculum & Instruction, Curriculum Coordinators, Campus Principals & Assistant Principals, Instructional Coaches, and PLC Team Leaders

Evidence of Completion – What artifact, data, or observable action will verify completion?

Established PLC protocols, PLC agendas, lesson internalization artifacts, collaborative planning documents, common assessment planning evidence, and campus PLC attendance records.

Support Needed – What training, coaching, resources, or tools are required?

PLC training, HQIM planning resources, instructional protocols, lesson internalization documents, exemplar lessons, and campus leadership coaching.

**Milestone 5**

Description – What specific action or deliverable will be completed?

M5: Assessment Plan Integration and Targeted Intervention Implementation - Complete professional development on district assessment procedures, curriculum-based assessments, formative assessment practices, Tier 2 and Tier 3 district-adopted instructional materials, and MTSS processes. Implement data-driven intervention plans using assessment results, weekly exit tickets, and IXL progress monitoring. Campus teams will review intervention effectiveness and adjust instructional supports for students demonstrating learning gaps, including students receiving special education, multilingual, and other specialized services.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Coordinator of Professional Learning, MTSS Coordinator, Campus Principals, Special Education Coordinator and Director of Academic Programs

Evidence of Completion – What artifact, data, or observable action will verify completion?

Professional development records, assessment analysis reports, MTSS meeting documentation, intervention plans, IXL progress reports, and documented student growth.

Support Needed – What training, coaching, resources, or tools are required?

District Assessment Plan, Eduphoria Aware, IXL Training, Tier 2 and Tier 3 intervention materials , MTSS protocols and training, and specialized instructional support.

**Milestone 6**

Description – What specific action or deliverable will be completed?

M6: Differentiated Teacher Coaching and Novice Teacher Support - Implement a differentiated teacher support system based on experience, instructional effectiveness, and campus accountability needs. Establish teacher coaching tiers, mentor assignments, and targeted professional development plans. Provide twice-monthly instructional coaching for new (0-year) core teachers in STAAR-tested subjects and monthly coaching for core STAAR-tested teachers. Coaching will emphasize HQIM implementation, RBIS, classroom management, and identified instructional growth areas.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Coordinator of Professional Learning, DCSI, Campus Principals & Assistant Principals, Instructional Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

Teacher tiering document, coaching assignments, mentoring records, coaching logs, teacher growth goals, observation data, and documented instructional improvement.

Support Needed – What training, coaching, resources, or tools are required?

Instructional coaching personnel, mentor training, teacher effectiveness data, HQIM resources, T-TESS and LIFT walk through tools

### Milestone 7

Description – What specific action or deliverable will be completed?

M7: Instructional Leadership Development and Accountability - Implement ongoing leadership development aligned to the Guided Leadership and Turnaround framework, emphasizing instructional leadership, meaningful feedback, data-informed dialogue, data storytelling, communication, collective teacher efficacy, operational systems, and strategic talent management. Principals will participate in monthly virtual and on-site leadership coaching, principal supervisor coaching, instructional rounds, and six-week cadence of accountability meetings to monitor improvement plan implementation and student outcomes.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Chief Academic Officer, Principal Supervisor, DCSI, Campus Principals, and External Leadership Consultants (Blue Jean Educational Consulting)

Evidence of Completion – What artifact, data, or observable action will verify completion?

Leadership development attendance, coaching logs, instructional rounds documentation, campus scorecards, cadence of accountability presentations and minutes, documented action steps, and follow-up monitoring records.

Support Needed – What training, coaching, resources, or tools are required?

Guided Leadership and Turnaround rubrics, external leadership consultants, principal supervisor coaching, campus performance data, and leadership development resources.

### Milestone 8

Description – What specific action or deliverable will be completed?

M8: Instructional Observation and Feedback Cycles - Implement systematic classroom observation and feedback cycles to monitor instructional effectiveness, HQIM fidelity, and RBIS implementation. Campus administrators will conduct monthly T-TESS walkthroughs and provide timely, specific, actionable feedback with documented follow-up. Campuses will implement monthly administrative feedback cycles supported by LIFT, two T-TESS observations for STAAR-tested teachers, and twice-monthly curriculum calibration walks conducted by CIA and campus leadership. Feedback will inform individualized coaching and professional development.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principals & Assistant Principals, Director of Curriculum & Instruction, Principal Supervisor, DCSI, LIFT coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

T-TESS walkthrough records, LIFT Observation feedback documentation, observation schedules, teacher action steps, follow-up observation data, curriculum calibration summaries, and documented instructional improvement trends.

Support Needed – What training, coaching, resources, or tools are required?

T-TESS and LIFT observation tools, HQIM implementation look-fors, calibrated walkthrough protocols, and administrator observation feedback and action step training.

## Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor successful implementation of the plan through a structured system of monthly progress monitoring, instructional observations, data-driven PLCs, and six-week Cadence of Accountability meetings. Campus Principals and leadership teams will update and review campus scorecards monthly, tracking milestone completion, implementation fidelity, student achievement, and growth toward established targets. The Principal Supervisor will review scorecards monthly to identify implementation gaps, provide targeted coaching, and ensure timely adjustments.

Campus administrators will conduct regular classroom walkthroughs, observation and feedback cycles, and PLC monitoring to evaluate HQIM implementation, research-based instructional strategies, assessment practices, and targeted interventions. The Curriculum, Instruction, and Assessment team will conduct curriculum calibration walks to monitor instructional alignment and consistency across campuses.

Every six weeks, Campus Principals will present progress to the Superintendent, Chief Academic Officer, Principal Supervisor, and DCSI during Cadence of Accountability meetings. District leadership will analyze performance trends, evaluate the effectiveness of implemented strategies, identify barriers, and establish three to four prioritized action steps. The Principal Supervisor and DCSI will monitor follow-through, provide differentiated support, and ensure continuous improvement in instructional practices and student outcomes.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Campus Principals and their leadership teams will review milestone progress monthly using campus scorecards, student performance data, and implementation evidence. The Principal Supervisor will also review campus scorecards monthly to monitor progress toward established targets, identify implementation gaps, and provide targeted coaching and support. Progress will be formally reviewed every six weeks during Cadence of Accountability meetings with the Superintendent, Chief Academic Officer, Principal Supervisor, and District Coordinator of School Improvement (DCSI). District leadership will evaluate milestone progress, provide feedback, and establish prioritized action steps. The Principal Supervisor and DCSI will monitor follow-through to ensure timely implementation, accountability, and improved student outcomes.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Monthly with the Campus Principal and Principal Supervisor and Every 6 Weeks in Cadence of Accountability Meetings with the Campus Principal, DCSI, Superintendent, Principal Supervisor, and Chief Academic Officer.

How will milestone progress data be collected?

Milestone progress data will be collected, with documented evidence, and updated monthly on each campus scorecard. Campus leadership teams will monitor progress toward established targets, analyze implementation evidence and student performance trends, and identify areas requiring adjustments. Data will be reviewed during six-week Cadence of Accountability meetings with district leadership to evaluate milestone completion, celebrate successes, address performance gaps, and establish prioritized action steps for continuous improvement.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress data will be shared with district leadership through structured Cadence of Accountability meetings, held every six weeks. Campus Principals will deliver standardized presentations aligned to their scorecards, Targeted improvement milestones, and district strategic priorities.

Presentations will include quarterly performance targets, the number of targets exceeded, met, or below expectations, significant data-supported accomplishments, and the actions contributing to successful outcomes. Leaders will also identify missed targets, analyze performance gaps and implementation challenges, and present specific adjustments to improve results. Each presentation will conclude with anticipated obstacles, next-quarter targets, measurable leadership commitments, and identified support needs.

Following each presentation, district leadership will engage in structured discussion, clarifying questions, feedback, and coaching. The team will identify three to four prioritized action steps, assign accountability, and monitor follow-through at subsequent meetings. This process ensures transparent progress monitoring, timely instructional adjustments, alignment with district priorities, and shared accountability for improved student outcomes.

## Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 79 |
| Meets Grade Level | 53 |
| Masters Grade Level | 29 |

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 72 |
| Meets Grade Level | 53 |
| Masters Grade Level | 27 |

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 75 |
| Meets Grade Level | 50 |
| Masters Grade Level | 27 |

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

25

Not applicable: Academic Achievement goal (SY 26-27)

No

Not applicable: ELP Component goal (SY 26-27)

Yes

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

38.3

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

6.9

## Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

—

# Seguin Independent School District
# Jim Barnes Middle School
# 2026-2027 Targeted Improvement Plan

## Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 17, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

## SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT PLC Support

Which, if any, program is your school system interested in to support this strategy?

LIFT PLC Support

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Other, Region 20, District Staff, Carnegie Learning

Please specify the other organization:

Blue Jean Educational Consulting

How many district staff members will be responsible for capacity building with this campus?

2

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Jessica Lee, Director of Assessment & Accountability/DCSI - 50%
Dr. Kenneth Vogel, Chief of Leadership & Student Services/Principal Supervisor - 50%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Jessica Lee, Director of Assessment & Accountability/DCSI - 3 years of school improvement work
Dr. Kenneth Vogel, Chief of Leadership & Student Services/Principal Supervisor - 5 years of school improvement work
Carnegie Learning - 20 years of school improvement work
Blue Jean Educational Consulting - 60 years combined experience in school turnaround for Dr. Karin Holacka and Deana Lopez

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

For the 2026-2027 school year, Seguin ISD has secured multiple grant awards including LASO4/Lift Add on SI PLC and 2026-2027 ESSA grant.  These grants support key strategies, including: implementing HQIM, targeting coaching for teachers and leaders, professional development, observation feedback cycles, PLCs, and systems level improvement.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Should grant funding not be secured, the district is prepared to:
-Reallocate federal ad local funds (ex, Title I, ESSA, State Comp Ed) to maintain essential positions and supports.
-Leverage internal instructional capabilities to continue training and coaching at the campus level.
-Integrate grant-funded practices into existing district systems to ensure sustainability and alignment.
-Prioritize high-impact strategies in budget planning to ensure continuity of implementation.

This plan ensures the continued advancement of our strategic priorities, irrespective of future funding outcomes.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

As a Targeted Improvement Plan campus, the campus will receive prioritized district resources and intensive support aligned with the Seguin ISD Accountability Improvement Plan. Instructional coaches are strategically allocated using a weighted model based on the number of full-time teachers and campus accountability ratings, providing increased coaching support to campuses with the greatest academic needs. The Curriculum, Instruction, and Assessment (CIA) team will provide targeted instructional support, professional development, and twice-monthly curriculum calibration walks.

The campus will receive monthly instructional coaching for all core teachers in STAAR-tested subjects, twice-monthly coaching for new (0-year) core teachers, and monthly administrative feedback cycles supported by LIFT. The principal will participate in a guided leadership program with an external consultant, including monthly virtual coaching and monthly on-site, side-by-side leadership coaching, in addition to monthly coaching with the principal supervisor and monthly instructional rounds.

Every six weeks, the campus will participate in cadence of accountability meetings with the Superintendent, Chief Academic Officer, principal supervisor, and District Coordinator of School Improvement (DCSI) to review academic performance, improvement plan implementation, and progress toward established goals. This intensified system of coaching, monitoring, and accountability ensures that district talent and resources are strategically directed toward accelerating student achievement and improving campus performance.

## Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8/ Aprendizaje Bluebonnet Matemáticas de Secundaria

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

250

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Amplify Texas Literacy Program, Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

250

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

168

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Curriculum Based Assessment | | District | Quarterly | Results will be used to: ensure alignment to the curriculum, track individual student performance and compare it to previous STAAR performance, develop and implement interventions, and to calculate overall performance in each grade and content level and compare it to the goals set for the campus. |
| Other | Common Formative Assessments: Weekly Exit Tickets | District | Weekly | Class exit tickets and quick checks aligned to the TEKS and objectives of the week will be used to inform immediate instructional adjustments and guide small-group instruction and intervention. |
| STAAR Released Test | | District | Semester | Released STAAR assessment will be given in March to all STAAR tested grade levels to adjust instruction, provide targeted interventions, and update student groups for intervention support. |
| Other | Diagnostic Assessment: RenSTAR Math & Reading | District | BOY/MOY/ EOY | Computer adaptive tests are given three times a year to track student growth and flag those students needing immediate tier-based intervention. The assessment can be re-administered to students at any time to determine if students are making progress in specific skills and standards. |
| Other | Common Formative Assessments: Module or Unit Tests | Campus | Bi-Monthly | Identify knowledge and skill gaps and respond to class and student misconceptions. |

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The campus will implement a consistent student growth monitoring system using teacher-level data trackers to measure individual student progress throughout the year. Each tracker will include the student's prior-year STAAR or end-of-year assessment performance, an individualized growth goal, and results from module/unit assessments, quarterly curriculum-based assessments, and benchmark assessments.

Teachers will update the tracker following each identified assessment and determine whether each student is on track for growth, demonstrating insufficient growth, or falling behind the expected growth trajectory. During PLCs, teachers and campus leaders will routinely review student-level and aggregate data to identify trends, evaluate progress toward growth goals, and determine students requiring additional support or acceleration.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The campus will use a systematic intervention process to support students performing below grade level and students in special populations. Teachers and PLC teams will use weekly exit tickets, assessment data, and student growth trackers to identify skill gaps, set student goals, and provide targeted reteaching and intervention. Special education staff will collaborate with teachers to ensure supports align with IEP goals and individual student needs. Campus MTSS teams will regularly review student data and adjust interventions based on progress. IXL will also be used to target skill deficits and monitor growth. Campus leaders will monitor intervention effectiveness through PLCs, MTSS meetings, and ongoing student performance data.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs will be organized by content area - Math, RLA, Science, and Social Studies.

How frequently will PLCs occur?

Campus content area teams will meet twice a week for PLC.

Who will facilitate PLCs?

A campus administrator or the designated PLC facilitator (Instructional Coach or Department Lead).

Who is required to attend PLCs?

Required Weekly:
All subject-level and grade-level core content teachers
Instructional coach, as needed
Campus administration

Required 2 times per semester:
Central office instructional administration

ESL teachers attend RLA PLC.
SpEd teachers have their own weekly PLC once a week.  They also attend the content area PLC that they support once a week.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Each campus will implement a PLC structure focused on improving instruction and student outcomes, utilizing protocols for collaborative lesson planning, lesson internalization, lesson rehearsal, and data analysis. PLCs are organized by grade level.

Prompt Start: Every PLC begins with norms, data-driven celebrations, and a clear understanding of the upcoming standard (TEK).
Focus: Meetings are to be purposeful, data-driven, and directly aligned with student learning outcomes.
Pre-Work: To ensure full engagement in the collaborative process, teachers and administrators must complete all pre-work before the PLC meeting.
Accountability: Each PLC will develop and implement an agenda that details pre-work, meeting objectives, notes, and action items.

Meeting 1: Required Curriculum PLC (Focus: The Five Questions) - This meeting follows a continuous loop, beginning with reflection on recent student performance to inform future instruction.

Meeting 2: Collaboration Session (Focus: Team Choice) - During this time, teams select a focus from the list below to go deeper into instructional practice:
Lesson Internalization: Deep diving into High-Quality Instructional Materials (HQIM).
Collaborative Lesson Planning: Building daily lessons aligned to the explicit instructional model and research-based instructional strategies.
Lesson Rehearsal: Utilizing TEA protocols to practice high-impact delivery.
Data Analysis: Conducting deep dives into summative or interim assessment trends.
Mini-PD: Targeted professional learning based on team goals.
Intervention & Enrichment Planning: Detailed design of differentiated support.

The PLC develops data-informed instructional action plans, including targeted re-teaching, differentiated small-group instruction, or refined lesson delivery using high-quality instructional materials (HQIM). Regular follow-up cycles monitor the impact of changes, fostering continuous improvement, shared accountability, and accelerated student achievement, thereby directly addressing the demands of a turnaround environment. Framework and agenda templates are attached.

Upload PLC agenda (optional):

SISD PLC Agenda Template.pdf
Seguin ISD PLC Framework.pdf

## Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | Turnaround Leadership: Lead Like a Teacher<br>Rationale: Effective leaders apply the same intentional practices that make great teachers successful: establishing purpose, engaging learners, using evidence, and adjusting based on results. Participants examine how they spend their time and identify high-impact leadership actions that support adult learning. Leaders leave with practical strategies to strengthen instructional leadership and improve student outcomes. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | The Human Element: Meaningful Feedback<br>Rationale: Meaningful feedback helps people grow, strengthens instructional practice, and improves student outcomes. Participants learn to deliver timely, specific, actionable feedback while balancing support with clear expectations and accountability. Through practice and reflection, leaders develop strategies for providing feedback that is direct, respectful, and focused on continuous improvement. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Principal | Data-Informed Dialogue: An Evidentiary Approach<br>Rationale: Sustainable school improvement relies on structured protocols to collaboratively analyze student performance data. This session equips leaders with a five-step analysis cycle to diagnose root causes and monitor targeted interventions that drive instructional growth. Participants follow the five-step analysis cycle using campus “real-time data”. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | Data-Informed Dialogue: Data Storytelling Rationale: Data visualization and storytelling help educators make sense of complex metrics across multiple categories. This session equips leaders with tools to translate student performance and demographic data into compelling narratives that motivate strategic action. Participants create a visualization, story, and timeline to share with their staff. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Principal | The Human Element: Communication and Conflict Rationale: Navigating difficult conversations and resolving conflict constructively is critical for sustaining effective school teams. Leaders will explore active listening and clear messaging strategies to build trust, preserve relationships, and align campus operations. Participants practice and role-play active listening, conflict resolution, and messaging using scenario cards. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | The Human Element: Building Teacher Efficacy (½ day)<br>Rationale: John Hattie identifies collective teacher efficacy as one of the most powerful influences associated with student achievement, emphasizing the shared belief that educators can positively impact student learning. This session helps principals understand how their leadership shapes teachers' mindsets, expectations, and collective responsibility for results. Participants explore practical strategies to build collective efficacy through evidence-based collaboration, a focus on instructional impact, and a shared belief that all students can achieve at high levels. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Principal | Systems Approach: Controlling the Chaos (½ day)<br>Rationale: Clear operational processes enable school leaders to maintain systemic order and focus on instructional priorities. Participants will learn how to delegate operational oversight and establish structured routines to continuously improve organizational practices so that every component of the system supports teaching, learning, and student success. Participants and/or teams choose an operational process that has worked for them this year, map it, and create a visual display to share with the large group. Brainstorm the top area needing a "clear" process. Determine a timeline to create and pilot the implementation group. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | The Human Element: Building the Right Team (½ day) Rationale: Building a high-performing school team begins with strategic talent selection and management. This session helps principals develop effective hiring processes to identify candidates whose skills, mindset, and values align with campus priorities and student needs. Participants explore strategies for evaluating candidates, selecting the right talent, and strategically positioning staff to maximize strengths, build capacity, and improve student outcomes. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Teacher | Seguin ISD will implement a comprehensive 2026–2027 teacher professional development plan focused on strengthening research based instructional practices, HQIM implementation, and student achievement. New teachers will participate in a dedicated onboarding week. August PD will focus on aligning district instructional expectations, explicit instruction, HQIM, research-based instructional strategies (RBIS), as well as Teach Like a Champion Strategies (Turn and Talk, Work the Clock, and Exit Tickets). September training will emphasize PLC data protocols using screening and assessment data. November sessions will address curriculum based assessments, EB and Special Education supports, and MTSS processes. Additional district and campus professional learning will reinforce HQIM, targeted interventions, TLAC strategies (Do Now, Active Observation, and Show Me). Ongoing coaching, PLC collaboration, and monitoring will ensure consistent implementation and improvements in student outcomes. | Seguin ISD Curriculum, Instruction, and Assessment Department | Teachers, Principals, Assistant Principals |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | Observation/Feedback - Walk through Tool<br>Participants will understand how Observation and Feedback Cycles support teacher improvement by preparing for observations and using Classroom Observation Tools to rate instruction and calibrate with other leaders. | LIFT Coach | Principals, Associate Principals, Curriculum Coordinators, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Principal | Observation/Feedback - Action Step Feedback<br>Participants will understand how to implement action step feedback as part of the observation and feedback cycle. | LIFT Coach | Principals, Associate Principals, Curriculum Coordinators, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal Manager | The Principal Manager and DCSI will participate in targeted professional development to develop leadership skills. Training will focus on cultivating their capacity to guide principals through consistent support cycles. Support cycles are anchored in data-informed coaching dialogues, regular instructional observations, and a strong emphasis on accountability for achieving student outcomes. | Blue Jean Educational Consulting | Principal Manager and DCSI |

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Select teachers will receive bi-weekly coaching by trained SISD instructional coaches.
Focus areas will include mastery of research-based instructional strategies utilizing Teach Like a Champion, and effective use of HQIM, classroom management
Explicit instruction
Comprehension-based lessons with complex texts
Effective differentiated small-group instruction.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Classroom Walk Through Tool Look-fors:
Monitoring the fidelity of curriculum implementation
Differentiated instruction
Data-driven decisions
Use of RBIS and HQIM

Instructional Look-fors:
Student-centered activities
High expectations
Evidence-based tasks
Productive Struggle
Structured Discussions
Writing Opportunities
Teach Like a Champion Strategies

Foundational Look-fors:
Balance of conceptual understanding, procedural skills, and fluency
Instruction emphasizes depth of key concepts by focusing on the most important topics for the grade level/content

PLC Feedback Look-fors:
Clear purpose and vision
Consistent regular meetings
Shared norms
Collaborative
Real-time data
Shared ownership and accountability

Leadership Look-fors:
Instructional leadership: Documented walkthroughs, actionable feedback, coaching cycles, and evidence of improved instructional practices.
Data-driven decision-making: Structured PLC agendas, student growth trackers, documented intervention plans, and follow-up on student outcomes.
Accountability: Campus improvement goals, progress-monitoring evidence, clear action steps, and documented follow-through.
Leadership effectiveness: Clear communication protocols, established operational systems, strategic staff assignments, and evidence of collaborative problem-solving.
Continuous improvement: Evidence that campus leaders evaluate implementation, adjust strategies based on results, and build teacher capacity.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Monthly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Seguin ISD will provide differentiated, job-embedded professional learning and ongoing coaching to strengthen teachers' and administrators' capacity to effectively serve students in special populations, including students receiving special education services, emergent bilingual students, students with disabilities served through Section 504, and students receiving MTSS interventions.

Special Education teachers will participate in sustained professional development focusing on high-leverage instructional strategies and explicit instruction principles, Consistent and effective delivery of Specially Designed Instruction (SDI), including the SDI guides of bluebonnet, and Multi-Tiered System of Supports (MTSS) and reinforcement of TEA Tier Learn coursework.

Principals will receive monthly campus-specific support from the central special education department to assist in addressing SPED students' needs, including:
Adherence to federal and state compliance requirements, including the timely execution of ARD meetings and the appropriate scheduling and delivery of services for Special Education students.
Monitoring the progress and achievement of Special Education students, instructional implementation of SDI for Bluebonnet, and special education legal updates from the school district attorney.

## Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

### Milestone 1

Description – What specific action or deliverable will be completed?

M1: HQIM Curriculum Internalization and Research-Based Instructional Strategies: Complete districtwide professional development on HQIM internalization, Bluebonnet Math and Reading. Train teachers in research-based instructional strategies (RBIS) and Teach Like a Champion techniques (TLAC), including Turn and Talk, Work the Clock, and Exit Tickets. Teachers will demonstrate understanding through lesson internalization, walk throughs, and instructional planning artifacts.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Coordinator of Professional Learning, Director of Curriculum & Instruction, Curriculum Coordinators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Professional development attendance records, curriculum internalization artifacts, instructional planning documents, and walkthrough evidence of HQIM, RBIS, and TLAC implementation.

Support Needed – What training, coaching, resources, or tools are required?

District-adopted HQIM, curriculum guides, content-specific professional development, lesson internalization templates, and instructional coaching.

**Milestone 2**

Description – What specific action or deliverable will be completed?

M2: HQIM Fidelity and Instructional Practice Implementation: Implement job-embedded professional development and coaching focused on consistent HQIM implementation, instructional rigor, and effective instructional delivery. Provide lesson modeling, co-planning, and targeted coaching on comprehension using complex texts, differentiated small-group instruction, and Teach Like a Champion strategies: Turn and Talk, Work the Clock, Exit Tickets, Do Now, Active Observation, and Show Me.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Coordinator of Professional Learning, Director of Curriculum & Instruction, Curriculum Coordinators, Campus Principals, Assistant Principals, and Instructional Coaches.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Coaching logs, classroom walkthrough trends, lesson internalization artifacts, HQIM implementation data, and documented instructional improvements.

Support Needed – What training, coaching, resources, or tools are required?

HQIM implementation tools, Teach Like a Champion Training, demonstration lessons, instructional coaching, classroom observation protocols, and curriculum calibration support.

### Milestone 3

Description – What specific action or deliverable will be completed?

M3: Data-Driven PLC Implementation and Student Growth Monitoring: Establish consistent data-driven PLC protocols across campuses to analyze beginning-of-year screening data, curriculum-based assessments, benchmarks, student work, and weekly exit tickets. Teachers will maintain individual student growth trackers, establish student achievement and growth goals, identify learning gaps, and develop targeted instructional action plans. Campus leaders will monitor implementation and progress toward student growth targets.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principals and Assistant Principals, DCSI

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC agendas and minutes, completed student growth trackers, documented student goals, assessment analysis reports, instructional action plans, and student growth data.

Support Needed – What training, coaching, resources, or tools are required?

Eduphoria Aware, PLC data analysis protocols, student growth tracker templates, assessment dashboards, and data literacy training.

### Milestone 4

Description – What specific action or deliverable will be completed?

M4: Instructional-Focused PLC Protocol Implementation: Establish and implement instructional-focused PLC protocols emphasizing collaborative lesson internalization, HQIM planning, instructional modeling, research-based instructional strategies, and analysis of student work. Campus leaders will monitor PLC implementation to ensure instructional planning is aligned with district curriculum expectations and translates into effective classroom instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Director of Curriculum & Instruction, Curriculum Coordinators, Campus Principals & Assistant Principals, Instructional Coaches, and PLC Team Leaders

Evidence of Completion – What artifact, data, or observable action will verify completion?

Established PLC protocols, PLC agendas, lesson internalization artifacts, collaborative planning documents, common assessment planning evidence, and campus PLC attendance records.

Support Needed – What training, coaching, resources, or tools are required?

PLC training, HQIM planning resources, instructional protocols, lesson internalization documents, exemplar lessons, and campus leadership coaching.

**Milestone 5**

Description – What specific action or deliverable will be completed?

M5: Assessment Plan Integration and Targeted Intervention Implementation - Complete professional development on district assessment procedures, curriculum-based assessments, formative assessment practices, Tier 2 and Tier 3 district-adopted instructional materials, and MTSS processes. Implement data-driven intervention plans using assessment results, weekly exit tickets, and IXL progress monitoring. Campus teams will review intervention effectiveness and adjust instructional supports for students demonstrating learning gaps, including students receiving special education, multilingual, and other specialized services.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Coordinator of Professional Learning, MTSS Coordinator, Campus Principals, Special Education Coordinator and Director of Academic Programs

Evidence of Completion – What artifact, data, or observable action will verify completion?

Professional development records, assessment analysis reports, MTSS meeting documentation, intervention plans, IXL progress reports, and documented student growth.

Support Needed – What training, coaching, resources, or tools are required?

District Assessment Plan, Eduphoria Aware, IXL Training, Tier 2 and Tier 3 intervention materials , MTSS protocols and training, and specialized instructional support.

**Milestone 6**

Description – What specific action or deliverable will be completed?

M6: Differentiated Teacher Coaching and Novice Teacher Support - Implement a differentiated teacher support system based on experience, instructional effectiveness, and campus accountability needs. Establish teacher coaching tiers, mentor assignments, and targeted professional development plans. Provide twice-monthly instructional coaching for new (0-year) core teachers in STAAR-tested subjects and monthly coaching for core STAAR-tested teachers. Coaching will emphasize HQIM implementation, RBIS, classroom management, and identified instructional growth areas.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Coordinator of Professional Learning, DCSI, Campus Principals & Assistant Principals, Instructional Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

Teacher tiering document, coaching assignments, mentoring records, coaching logs, teacher growth goals, observation data, and documented instructional improvement.

Support Needed – What training, coaching, resources, or tools are required?

Instructional coaching personnel, mentor training, teacher effectiveness data, HQIM resources, T-TESS and LIFT walk through tools

### Milestone 7

Description – What specific action or deliverable will be completed?

M7: Instructional Leadership Development and Accountability - Implement ongoing leadership development aligned to the Guided Leadership and Turnaround framework, emphasizing instructional leadership, meaningful feedback, data-informed dialogue, data storytelling, communication, collective teacher efficacy, operational systems, and strategic talent management. Principals will participate in monthly virtual and on-site leadership coaching, principal supervisor coaching, instructional rounds, and six-week cadence of accountability meetings to monitor improvement plan implementation and student outcomes.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Chief Academic Officer, Principal Supervisor, DCSI, Campus Principals, and External Leadership Consultants (Blue Jean Educational Consulting)

Evidence of Completion – What artifact, data, or observable action will verify completion?

Leadership development attendance, coaching logs, instructional rounds documentation, campus scorecards, cadence of accountability presentations and minutes, documented action steps, and follow-up monitoring records.

Support Needed – What training, coaching, resources, or tools are required?

Guided Leadership and Turnaround rubrics, external leadership consultants, principal supervisor coaching, campus performance data, and leadership development resources.

### Milestone 8

Description – What specific action or deliverable will be completed?

M8: Instructional Observation and Feedback Cycles - Implement systematic classroom observation and feedback cycles to monitor instructional effectiveness, HQIM fidelity, and RBIS implementation. Campus administrators will conduct monthly T-TESS walkthroughs and provide timely, specific, actionable feedback with documented follow-up. Campuses will implement monthly administrative feedback cycles supported by LIFT, two T-TESS observations for STAAR-tested teachers, and twice-monthly curriculum calibration walks conducted by CIA and campus leadership. Feedback will inform individualized coaching and professional development.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principals & Assistant Principals, Director of Curriculum & Instruction, Principal Supervisor, DCSI, LIFT coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

T-TESS walkthrough records, LIFT Observation feedback documentation, observation schedules, teacher action steps, follow-up observation data, curriculum calibration summaries, and documented instructional improvement trends.

Support Needed – What training, coaching, resources, or tools are required?

T-TESS and LIFT observation tools, HQIM implementation look-fors, calibrated walkthrough protocols, and administrator observation feedback and action step training.

## Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor successful implementation of the plan through a structured system of monthly progress monitoring, instructional observations, data-driven PLCs, and six-week Cadence of Accountability meetings. Campus Principals and leadership teams will update and review campus scorecards monthly, tracking milestone completion, implementation fidelity, student achievement, and growth toward established targets. The Principal Supervisor will review scorecards monthly to identify implementation gaps, provide targeted coaching, and ensure timely adjustments.

Campus administrators will conduct regular classroom walkthroughs, observation and feedback cycles, and PLC monitoring to evaluate HQIM implementation, research-based instructional strategies, assessment practices, and targeted interventions. The Curriculum, Instruction, and Assessment team will conduct curriculum calibration walks to monitor instructional alignment and consistency across campuses.

Every six weeks, Campus Principals will present progress to the Superintendent, Chief Academic Officer, Principal Supervisor, and DCSI during Cadence of Accountability meetings. District leadership will analyze performance trends, evaluate the effectiveness of implemented strategies, identify barriers, and establish three to four prioritized action steps. The Principal Supervisor and DCSI will monitor follow-through, provide differentiated support, and ensure continuous improvement in instructional practices and student outcomes.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Campus Principals and their leadership teams will review milestone progress monthly using campus scorecards, student performance data, and implementation evidence. The Principal Supervisor will also review campus scorecards monthly to monitor progress toward established targets, identify implementation gaps, and provide targeted coaching and support. Progress will be formally reviewed every six weeks during Cadence of Accountability meetings with the Superintendent, Chief Academic Officer, Principal Supervisor, and District Coordinator of School Improvement (DCSI). District leadership will evaluate milestone progress, provide feedback, and establish prioritized action steps. The Principal Supervisor and DCSI will monitor follow-through to ensure timely implementation, accountability, and improved student outcomes.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Monthly with the Campus Principal and Principal Supervisor and Every 6 Weeks in Cadence of Accountability Meetings with the Campus Principal, DCSI, Superintendent, Principal Supervisor, and Chief Academic Officer.

How will milestone progress data be collected?

Milestone progress data will be collected, with documented evidence, and updated monthly on each campus scorecard. Campus leadership teams will monitor progress toward established targets, analyze implementation evidence and student performance trends, and identify areas requiring adjustments. Data will be reviewed during six-week Cadence of Accountability meetings with district leadership to evaluate milestone completion, celebrate successes, address performance gaps, and establish prioritized action steps for continuous improvement.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress data will be shared with district leadership through structured Cadence of Accountability meetings, held every six weeks. Campus Principals will deliver standardized presentations aligned to their scorecards, Targeted improvement milestones, and district strategic priorities.

Presentations will include quarterly performance targets, the number of targets exceeded, met, or below expectations, significant data-supported accomplishments, and the actions contributing to successful outcomes. Leaders will also identify missed targets, analyze performance gaps and implementation challenges, and present specific adjustments to improve results. Each presentation will conclude with anticipated obstacles, next-quarter targets, measurable leadership commitments, and identified support needs.

Following each presentation, district leadership will engage in structured discussion, clarifying questions, feedback, and coaching. The team will identify three to four prioritized action steps, assign accountability, and monitor follow-through at subsequent meetings. This process ensures transparent progress monitoring, timely instructional adjustments, alignment with district priorities, and shared accountability for improved student outcomes.

## Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 73 |
| Meets Grade Level | 48 |
| Masters Grade Level | 24 |

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 60 |
| Meets Grade Level | 30 |
| Masters Grade Level | 15 |

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 65 |
| Meets Grade Level | 39 |
| Masters Grade Level | 20 |

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

15.9

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

4

Not applicable: ELP Component goal (SY 26-27)

No

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

21.9

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

2.5

## Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

—

# Seguin Independent School District
# Seguin High School
# 2026-2027 Targeted Improvement Plan

## Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 17, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

## SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT PLC Support

Which, if any, program is your school system interested in to support this strategy?

LIFT PLC Support

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Other, Region 20, District Staff, Carnegie Learning

Please specify the other organization:

Blue Jean Educational Consulting

How many district staff members will be responsible for capacity building with this campus?

2

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Jessica Lee, Director of Assessment & Accountability/DCSI - 50%
Dr. Kenneth Vogel, Chief of Leadership & Student Services/Principal Supervisor - 50%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Jessica Lee, Director of Assessment & Accountability/DCSI - 3 years of school improvement work
Dr. Kenneth Vogel, Chief of Leadership & Student Services/Principal Supervisor - 5 years of school improvement work
Carnegie Learning - 20 years of school improvement work
Blue Jean Educational Consulting - 60 years combined experience in school turnaround for Dr. Karin Holacka and Deana Lopez

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

For the 2026-2027 school year, Seguin ISD has secured multiple grant awards including LASO4/Lift Add on SI PLC and 2026-2027 ESSA grant.  These grants support key strategies, including: implementing HQIM, targeting coaching for teachers and leaders, professional development, observation feedback cycles, PLCs, and systems level improvement.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Should grant funding not be secured, the district is prepared to:
-Reallocate federal ad local funds (ex, Title I, ESSA, State Comp Ed) to maintain essential positions and supports.
-Leverage internal instructional capabilities to continue training and coaching at the campus level.
-Integrate grant-funded practices into existing district systems to ensure sustainability and alignment.
-Prioritize high-impact strategies in budget planning to ensure continuity of implementation.

This plan ensures the continued advancement of our strategic priorities, irrespective of future funding outcomes.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

As a Targeted Improvement Plan campus, the campus will receive prioritized district resources and intensive support aligned with the Seguin ISD Accountability Improvement Plan. Instructional coaches are strategically allocated using a weighted model based on the number of full-time teachers and campus accountability ratings, providing increased coaching support to campuses with the greatest academic needs. The Curriculum, Instruction, and Assessment (CIA) team will provide targeted instructional support, professional development, and twice-monthly curriculum calibration walks.

The campus will receive monthly instructional coaching for all core teachers in STAAR-tested subjects, twice-monthly coaching for new (0-year) core teachers, and monthly administrative feedback cycles supported by LIFT. The principal will participate in a guided leadership program with an external consultant, including monthly virtual coaching and monthly on-site, side-by-side leadership coaching, in addition to monthly coaching with the principal supervisor and monthly instructional rounds.

Every six weeks, the campus will participate in cadence of accountability meetings with the Superintendent, Chief Academic Officer, principal supervisor, and District Coordinator of School Improvement (DCSI) to review academic performance, improvement plan implementation, and progress toward established goals. This intensified system of coaching, monitoring, and accountability ensures that district talent and resources are strategically directed toward accelerating student achievement and improving campus performance.

## Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Bluebonnet Learning, Secondary Mathematics Algebra 1/2/Geometry

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

How many instructional days are included in the 2026-2027 calendar?

168

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Curriculum Based Assessment | | District | Quarterly | Results will be used to: ensure alignment to the curriculum, track individual student performance and compare it to previous STAAR performance, develop and implement interventions, and to calculate overall performance in each grade and content level and compare it to the goals set for the campus. |
| Other | Common Formative Assessments: Weekly Exit Tickets | District | Weekly | Class exit tickets and quick checks aligned to the TEKS and objectives of the week will be used to inform immediate instructional adjustments and guide small-group instruction and intervention. |
| STAAR Released Test | | District | Semester | Released STAAR assessment will be given in March to all STAAR tested grade levels to adjust instruction, provide targeted interventions, and update student groups for intervention support. |
| Other | Diagnostic Assessment: RenSTAR Math & Reading | District | BOY/MOY/ EOY | Computer adaptive tests are given three times a year to track student growth and flag those students needing immediate tier-based intervention. The assessment can be re-administered to students at any time to determine if students are making progress in specific skills and standards. |
| Other | Common Formative Assessments: Module or Unit Tests | Campus | Bi-Monthly | Identify knowledge and skill gaps and respond to class and student misconceptions. |

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The campus will implement a consistent student growth monitoring system using teacher-level data trackers to measure individual student progress throughout the year. Each tracker will include the student's prior-year STAAR or end-of-year assessment performance, an individualized growth goal, and results from module/unit assessments, quarterly curriculum-based assessments, and benchmark assessments.

Teachers will update the tracker following each identified assessment and determine whether each student is on track for growth, demonstrating insufficient growth, or falling behind the expected growth trajectory. During PLCs, teachers and campus leaders will routinely review student-level and aggregate data to identify trends, evaluate progress toward growth goals, and determine students requiring additional support or acceleration.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The campus will use a systematic intervention process to support students performing below grade level and students in special populations. Teachers and PLC teams will use weekly exit tickets, assessment data, and student growth trackers to identify skill gaps, set student goals, and provide targeted reteaching and intervention. Special education staff will collaborate with teachers to ensure supports align with IEP goals and individual student needs. Campus MTSS teams will regularly review student data and adjust interventions based on progress. IXL will also be used to target skill deficits and monitor growth. Campus leaders will monitor intervention effectiveness through PLCs, MTSS meetings, and ongoing student performance data.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs will be organized by content area/course at the high school level.

How frequently will PLCs occur?

English I, English II, Algebra I, Biology, and US History meet daily for PLC.  Other core content areas meet weekly.

Who will facilitate PLCs?

A campus administrator or the designated PLC facilitator (Instructional Coach or Department Lead).

Who is required to attend PLCs?

Required Weekly:
All core content teachers
Instructional coaches, as necessary
Campus administration
SPED Intervention teachers
ESL teachers attend English PLCs.

Required 2 times per semester:
Central office instructional administration

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Each campus will implement a PLC structure focused on improving instruction and student outcomes, utilizing protocols for collaborative lesson planning, lesson internalization, lesson rehearsal, and data analysis. PLCs are organized by grade level.

Prompt Start: Every PLC begins with norms, data-driven celebrations, and a clear understanding of the upcoming standard (TEK).
Focus: Meetings are to be purposeful, data-driven, and directly aligned with student learning outcomes.
Pre-Work: To ensure full engagement in the collaborative process, teachers and administrators must complete all pre-work before the PLC meeting.
Accountability: Each PLC will develop and implement an agenda that details pre-work, meeting objectives, notes, and action items.

Meeting 1: Required Curriculum PLC (Focus: The Five Questions) - This meeting follows a continuous loop, beginning with reflection on recent student performance to inform future instruction.

Meeting 2: Collaboration Session (Focus: Team Choice) - During this time, teams select a focus from the list below to go deeper into instructional practice:
Lesson Internalization: Deep diving into High-Quality Instructional Materials (HQIM).
Collaborative Lesson Planning: Building daily lessons aligned to the explicit instructional model and research-based instructional strategies.
Lesson Rehearsal: Utilizing TEA protocols to practice high-impact delivery.
Data Analysis: Conducting deep dives into summative or interim assessment trends.
Mini-PD: Targeted professional learning based on team goals.
Intervention & Enrichment Planning: Detailed design of differentiated support.

The PLC develops data-informed instructional action plans, including targeted re-teaching, differentiated small-group instruction, or refined lesson delivery using high-quality instructional materials (HQIM). Regular follow-up cycles monitor the impact of changes, fostering continuous improvement, shared accountability, and accelerated student achievement, thereby directly addressing the demands of a turnaround environment. Framework and agenda templates are attached.

Upload PLC agenda (optional):

SISD PLC Agenda Template.pdf
Seguin ISD PLC Framework.pdf

## Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | Turnaround Leadership: Lead Like a Teacher<br>Rationale: Effective leaders apply the same intentional practices that make great teachers successful: establishing purpose, engaging learners, using evidence, and adjusting based on results. Participants examine how they spend their time and identify high-impact leadership actions that support adult learning. Leaders leave with practical strategies to strengthen instructional leadership and improve student outcomes. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | The Human Element: Meaningful Feedback<br>Rationale: Meaningful feedback helps people grow, strengthens instructional practice, and improves student outcomes. Participants learn to deliver timely, specific, actionable feedback while balancing support with clear expectations and accountability. Through practice and reflection, leaders develop strategies for providing feedback that is direct, respectful, and focused on continuous improvement. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Principal | Data-Informed Dialogue: An Evidentiary Approach<br>Rationale: Sustainable school improvement relies on structured protocols to collaboratively analyze student performance data. This session equips leaders with a five-step analysis cycle to diagnose root causes and monitor targeted interventions that drive instructional growth. Participants follow the five-step analysis cycle using campus “real-time data”. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | Data-Informed Dialogue: Data Storytelling Rationale: Data visualization and storytelling help educators make sense of complex metrics across multiple categories. This session equips leaders with tools to translate student performance and demographic data into compelling narratives that motivate strategic action. Participants create a visualization, story, and timeline to share with their staff. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Principal | The Human Element: Communication and Conflict Rationale: Navigating difficult conversations and resolving conflict constructively is critical for sustaining effective school teams. Leaders will explore active listening and clear messaging strategies to build trust, preserve relationships, and align campus operations. Participants practice and role-play active listening, conflict resolution, and messaging using scenario cards. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | The Human Element: Building Teacher Efficacy (½ day)<br>Rationale: John Hattie identifies collective teacher efficacy as one of the most powerful influences associated with student achievement, emphasizing the shared belief that educators can positively impact student learning. This session helps principals understand how their leadership shapes teachers' mindsets, expectations, and collective responsibility for results. Participants explore practical strategies to build collective efficacy through evidence-based collaboration, a focus on instructional impact, and a shared belief that all students can achieve at high levels. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Principal | Systems Approach: Controlling the Chaos (½ day)<br>Rationale: Clear operational processes enable school leaders to maintain systemic order and focus on instructional priorities. Participants will learn how to delegate operational oversight and establish structured routines to continuously improve organizational practices so that every component of the system supports teaching, learning, and student success. Participants and/or teams choose an operational process that has worked for them this year, map it, and create a visual display to share with the large group. Brainstorm the top area needing a "clear" process. Determine a timeline to create and pilot the implementation group. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | The Human Element: Building the Right Team (½ day) Rationale: Building a high-performing school team begins with strategic talent selection and management. This session helps principals develop effective hiring processes to identify candidates whose skills, mindset, and values align with campus priorities and student needs. Participants explore strategies for evaluating candidates, selecting the right talent, and strategically positioning staff to maximize strengths, build capacity, and improve student outcomes. | Blue Jean Educational Consulting | Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Teacher | Seguin ISD will implement a comprehensive 2026–2027 teacher professional development plan focused on strengthening research based instructional practices, HQIM implementation, and student achievement. New teachers will participate in a dedicated onboarding week. August PD will focus on aligning district instructional expectations, explicit instruction, HQIM, research-based instructional strategies (RBIS), as well as Teach Like a Champion Strategies (Turn and Talk, Work the Clock, and Exit Tickets). September training will emphasize PLC data protocols using screening and assessment data. November sessions will address curriculum based assessments, EB and Special Education supports, and MTSS processes. Additional district and campus professional learning will reinforce HQIM, targeted interventions, TLAC strategies (Do Now, Active Observation, and Show Me). Ongoing coaching, PLC collaboration, and monitoring will ensure consistent implementation and improvements in student outcomes. | Seguin ISD Curriculum, Instruction, and Assessment Department | Teachers, Principals, Assistant Principals |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | Observation/Feedback - Walk through Tool<br>Participants will understand how Observation and Feedback Cycles support teacher improvement by preparing for observations and using Classroom Observation Tools to rate instruction and calibrate with other leaders. | LIFT Coach | Principals, Associate Principals, Curriculum Coordinators, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |
| Principal | Observation/Feedback - Action Step Feedback<br>Participants will understand how to implement action step feedback as part of the observation and feedback cycle. | LIFT Coach | Principals, Associate Principals, Curriculum Coordinators, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal Manager | The Principal Manager and DCSI will participate in targeted professional development to develop leadership skills. Training will focus on cultivating their capacity to guide principals through consistent support cycles. Support cycles are anchored in data-informed coaching dialogues, regular instructional observations, and a strong emphasis on accountability for achieving student outcomes. | Blue Jean Educational Consulting | Principal Manager and DCSI |

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Select teachers will receive bi-weekly coaching by trained SISD instructional coaches.
Focus areas will include mastery of research-based instructional strategies utilizing Teach Like a Champion, effective use of HQIM, classroom management
Explicit instruction
Comprehension-based lessons with complex texts
Effective differentiated small-group instruction

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Classroom Walk Through Tool Look-fors:
Monitoring the fidelity of curriculum implementation
Differentiated instruction
Data-driven decisions
Use of RBIS and HQIM

Instructional Look-fors:
Student-centered activities
High expectations
Evidence-based tasks
Productive Struggle
Structured Discussions
Writing Opportunities

Foundational Look-fors:
Balance of conceptual understanding, procedural skills, and fluency
Instruction emphasizes depth of key concepts by focusing on the most important topics for the grade level/content

PLC Feedback Look-fors:
Clear purpose and vision
Consistent regular meetings
Shared norms
Collaborative
Real-time data
Shared ownership and accountability

Leadership Look-fors:
Instructional leadership: Documented walkthroughs, actionable feedback, coaching cycles, and evidence of improved instructional practices.
Data-driven decision-making: Structured PLC agendas, student growth trackers, documented intervention plans, and follow-up on student outcomes.
Accountability: Campus improvement goals, progress-monitoring evidence, clear action steps, and documented follow-through.
Leadership effectiveness: Clear communication protocols, established operational systems, strategic staff assignments, and evidence of collaborative problem-solving.
Continuous improvement: Evidence that campus leaders evaluate implementation, adjust strategies based on results, and build teacher capacity.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Monthly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Seguin ISD will provide differentiated, job-embedded professional learning and ongoing coaching to strengthen teachers' and administrators' capacity to effectively serve students in special populations, including students receiving special education services, emergent bilingual students, students with disabilities served through Section 504, and students receiving MTSS interventions.

Special Education teachers will participate in sustained professional development focusing on high-leverage instructional strategies and explicit instruction principles, Consistent and effective delivery of Specially Designed Instruction (SDI), including the SDI guides of bluebonnet, and Multi-Tiered System of Supports (MTSS) and reinforcement of TEA Tier Learn coursework.

Principals will receive monthly campus-specific support from the central special education department to assist in addressing SPED students' needs, including:
Adherence to federal and state compliance requirements, including the timely execution of ARD meetings and the appropriate scheduling and delivery of services for Special Education students.
Monitoring the progress and achievement of Special Education students, instructional implementation of SDI for Bluebonnet, and special education legal updates from the school district attorney.

## Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

### Milestone 1

Description – What specific action or deliverable will be completed?

M1: HQIM Curriculum Internalization and Research-Based Instructional Strategies: Complete districtwide professional development on HQIM internalization, Bluebonnet Math and Study Sync Reading. Train teachers in research-based instructional strategies (RBIS) and Teach Like a Champion techniques (TLAC), including Turn and Talk, Work the Clock, and Exit Tickets. Teachers will demonstrate understanding through lesson internalization, walk throughs, and instructional planning artifacts.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Coordinator of Professional Learning, Director of Curriculum & Instruction, Curriculum Coordinators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Professional development attendance records, curriculum internalization artifacts, instructional planning documents, and walkthrough evidence of HQIM, RBIS, and TLAC implementation.

Support Needed – What training, coaching, resources, or tools are required?

District-adopted HQIM, curriculum guides, content-specific professional development, lesson internalization templates, and instructional coaching.

**Milestone 2**

Description – What specific action or deliverable will be completed?

M2: HQIM Fidelity and Instructional Practice Implementation: Implement job-embedded professional development and coaching focused on consistent HQIM implementation, instructional rigor, and effective instructional delivery. Provide lesson modeling, co-planning, comprehension using complex texts, differentiated small-group instruction, and Teach Like a Champion strategies: Turn and Talk, Work the Clock, Exit Tickets, Do Now, Active Observation, and Show Me.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Coordinator of Professional Learning, Director of Curriculum & Instruction, Curriculum Coordinators, Campus Principals, Assistant Principals, and Instructional Coaches.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Coaching logs, classroom walkthrough trends, lesson internalization artifacts, HQIM implementation data, and documented instructional improvements.

Support Needed – What training, coaching, resources, or tools are required?

HQIM implementation tools, Teach Like a Champion Training, demonstration lessons, instructional coaching, classroom observation protocols, and curriculum calibration support.

### Milestone 3

Description – What specific action or deliverable will be completed?

M3: Data-Driven PLC Implementation and Student Growth Monitoring: Establish consistent data-driven PLC protocols across campuses to analyze beginning-of-year screening data, curriculum-based assessments, benchmarks, student work, and weekly exit tickets. Teachers will maintain individual student growth trackers, establish student achievement and growth goals, identify learning gaps, and develop targeted instructional action plans. Campus leaders will monitor implementation and progress toward student growth targets.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principals and Assistant Principals, DCSI

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC agendas and minutes, completed student growth trackers, documented student goals, assessment analysis reports, instructional action plans, and student growth data.

Support Needed – What training, coaching, resources, or tools are required?

Eduphoria Aware, PLC data analysis protocols, student growth tracker templates, assessment dashboards, and data literacy training.

### Milestone 4

Description – What specific action or deliverable will be completed?

M4: Instructional-Focused PLC Protocol Implementation: Establish and implement instructional-focused PLC protocols emphasizing collaborative lesson internalization, HQIM planning, instructional modeling, research-based instructional strategies, and analysis of student work. Campus leaders will monitor PLC implementation to ensure instructional planning is aligned with district curriculum expectations and translates into effective classroom instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Director of Curriculum & Instruction, Curriculum Coordinators, Campus Principals & Assistant Principals, Instructional Coaches, and PLC Team Leaders

Evidence of Completion – What artifact, data, or observable action will verify completion?

Established PLC protocols, PLC agendas, lesson internalization artifacts, collaborative planning documents, common assessment planning evidence, and campus PLC attendance records.

Support Needed – What training, coaching, resources, or tools are required?

PLC training, HQIM planning resources, instructional protocols, lesson internalization documents, exemplar lessons, and campus leadership coaching.

**Milestone 5**

Description – What specific action or deliverable will be completed?

M5: Assessment Plan Integration and Targeted Intervention Implementation - Complete professional development on district assessment procedures, curriculum-based assessments, formative assessment practices, Tier 2 and Tier 3 district-adopted instructional materials, and MTSS processes. Implement data-driven intervention plans using assessment results, weekly exit tickets, and IXL progress monitoring. Campus teams will review intervention effectiveness and adjust instructional supports for students demonstrating learning gaps, including students receiving special education, multilingual, and other specialized services.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Coordinator of Professional Learning, MTSS Coordinator, Campus Principals, Special Education Coordinator and Director of Academic Programs

Evidence of Completion – What artifact, data, or observable action will verify completion?

Professional development records, assessment analysis reports, MTSS meeting documentation, intervention plans, IXL progress reports, and documented student growth.

Support Needed – What training, coaching, resources, or tools are required?

District Assessment Plan, Eduphoria Aware, IXL Training, Tier 2 and Tier 3 intervention materials , MTSS protocols and training, and specialized instructional support.

**Milestone 6**

Description – What specific action or deliverable will be completed?

M6: Differentiated Teacher Coaching and Novice Teacher Support - Implement a differentiated teacher support system based on experience, instructional effectiveness, and campus accountability needs. Establish teacher coaching tiers, mentor assignments, and targeted professional development plans. Provide twice-monthly instructional coaching for new (0-year) core teachers in STAAR-tested subjects and monthly coaching for core STAAR-tested teachers. Coaching will emphasize HQIM implementation, RBIS, classroom management, and identified instructional growth areas.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Coordinator of Professional Learning, DCSI, Campus Principals & Assistant Principals, Instructional Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

Teacher tiering document, coaching assignments, mentoring records, coaching logs, teacher growth goals, observation data, and documented instructional improvement.

Support Needed – What training, coaching, resources, or tools are required?

Instructional coaching personnel, mentor training, teacher effectiveness data, HQIM resources, T-TESS and LIFT walk through tools

### Milestone 7

Description – What specific action or deliverable will be completed?

M7: Instructional Leadership Development and Accountability - Implement ongoing leadership development aligned to the Guided Leadership and Turnaround framework, emphasizing instructional leadership, meaningful feedback, data-informed dialogue, data storytelling, communication, collective teacher efficacy, operational systems, and strategic talent management. Principals will participate in monthly virtual and on-site leadership coaching, principal supervisor coaching, instructional rounds, and six-week cadence of accountability meetings to monitor improvement plan implementation and student outcomes.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Chief Academic Officer, Principal Supervisor, DCSI, Campus Principals, and External Leadership Consultants (Blue Jean Educational Consulting)

Evidence of Completion – What artifact, data, or observable action will verify completion?

Leadership development attendance, coaching logs, instructional rounds documentation, campus scorecards, cadence of accountability presentations and minutes, documented action steps, and follow-up monitoring records.

Support Needed – What training, coaching, resources, or tools are required?

Guided Leadership and Turnaround rubrics, external leadership consultants, principal supervisor coaching, campus performance data, and leadership development resources.

### Milestone 8

Description – What specific action or deliverable will be completed?

M8: Instructional Observation and Feedback Cycles - Implement systematic classroom observation and feedback cycles to monitor instructional effectiveness, HQIM fidelity, and RBIS implementation. Campus administrators will conduct monthly T-TESS walkthroughs and provide timely, specific, actionable feedback with documented follow-up. Campuses will implement monthly administrative feedback cycles supported by LIFT, two T-TESS observations for STAAR-tested teachers, and twice-monthly curriculum calibration walks conducted by CIA and campus leadership. Feedback will inform individualized coaching and professional development.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principals & Assistant Principals, Director of Curriculum & Instruction, Principal Supervisor, DCSI, LIFT coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

T-TESS walkthrough records, LIFT Observation feedback documentation, observation schedules, teacher action steps, follow-up observation data, curriculum calibration summaries, and documented instructional improvement trends.

Support Needed – What training, coaching, resources, or tools are required?

T-TESS and LIFT observation tools, HQIM implementation look-fors, calibrated walkthrough protocols, and administrator observation feedback and action step training.

## Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor successful implementation of the plan through a structured system of monthly progress monitoring, instructional observations, data-driven PLCs, and six-week Cadence of Accountability meetings. Campus Principals and leadership teams will update and review campus scorecards monthly, tracking milestone completion, implementation fidelity, student achievement, and growth toward established targets. The Principal Supervisor will review scorecards monthly to identify implementation gaps, provide targeted coaching, and ensure timely adjustments.

Campus administrators will conduct regular classroom walkthroughs, observation and feedback cycles, and PLC monitoring to evaluate HQIM implementation, research-based instructional strategies, assessment practices, and targeted interventions. The Curriculum, Instruction, and Assessment team will conduct curriculum calibration walks to monitor instructional alignment and consistency across campuses.

Every six weeks, Campus Principals will present progress to the Superintendent, Chief Academic Officer, Principal Supervisor, and DCSI during Cadence of Accountability meetings. District leadership will analyze performance trends, evaluate the effectiveness of implemented strategies, identify barriers, and establish three to four prioritized action steps. The Principal Supervisor and DCSI will monitor follow-through, provide differentiated support, and ensure continuous improvement in instructional practices and student outcomes.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Campus Principals and their leadership teams will review milestone progress monthly using campus scorecards, student performance data, and implementation evidence. The Principal Supervisor will also review campus scorecards monthly to monitor progress toward established targets, identify implementation gaps, and provide targeted coaching and support. Progress will be formally reviewed every six weeks during Cadence of Accountability meetings with the Superintendent, Chief Academic Officer, Principal Supervisor, and District Coordinator of School Improvement (DCSI). District leadership will evaluate milestone progress, provide feedback, and establish prioritized action steps. The Principal Supervisor and DCSI will monitor follow-through to ensure timely implementation, accountability, and improved student outcomes.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Monthly with the Campus Principal and Principal Supervisor and Every 6 Weeks in Cadence of Accountability Meetings with the Campus Principal, DCSI, Superintendent, Principal Supervisor, and Chief Academic Officer.

How will milestone progress data be collected?

Milestone progress data will be collected, with documented evidence, and updated monthly on each campus scorecard. Campus leadership teams will monitor progress toward established targets, analyze implementation evidence and student performance trends, and identify areas requiring adjustments. Data will be reviewed during six-week Cadence of Accountability meetings with district leadership to evaluate milestone completion, celebrate successes, address performance gaps, and establish prioritized action steps for continuous improvement.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress data will be shared with district leadership through structured Cadence of Accountability meetings, held every six weeks. Campus Principals will deliver standardized presentations aligned to their scorecards, Targeted improvement milestones, and district strategic priorities.

Presentations will include quarterly performance targets, the number of targets exceeded, met, or below expectations, significant data-supported accomplishments, and the actions contributing to successful outcomes. Leaders will also identify missed targets, analyze performance gaps and implementation challenges, and present specific adjustments to improve results. Each presentation will conclude with anticipated obstacles, next-quarter targets, measurable leadership commitments, and identified support needs.

Following each presentation, district leadership will engage in structured discussion, clarifying questions, feedback, and coaching. The team will identify three to four prioritized action steps, assign accountability, and monitor follow-through at subsequent meetings. This process ensures transparent progress monitoring, timely instructional adjustments, alignment with district priorities, and shared accountability for improved student outcomes.

## Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 64 |
| Meets Grade Level | 44 |
| Masters Grade Level | 6 |

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 76 |
| Meets Grade Level | 26 |
| Masters Grade Level | 9 |

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 81 |
| Meets Grade Level | 48 |
| Masters Grade Level | 17 |

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

28.2

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

7.5

Not applicable: ELP Component goal (SY 26-27)

No

Did your school have a graduation class for the 2025-2026 school year?

Yes

Using Component Points, what is your campus goal for the Graduation Component of Domain III in SY 26-27?

7.5

Using Component Points, what is your campus goal for the School Quality Component of Domain III in SY 26-27?

22.5

What was your CCMR percentage for your 2025 graduation class?

61

We did not have a 2025 graduating class

No

What was your graduation rate percentage for your 2025 graduating class?

98.3

We did not have a 2025 graduating class

No

## Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

—

| Question/Prompt | School System Name | Name of the staff member employed by the school system completing this plan submission | Email | What role applies to the person completing this submission? | PLAN TYPE |
|---|---|---|---|---|---|
| **Additional Instructions** | Please select/type one of the following: Principal, Superintendent, District Coordinator of School Improvement (DCSI), Other (if other, please specify) | | | | |
| **Campus and Staff** | Rodriguez Elementary School | Tanya Webb | twebb@seguin.k12.tx.us | Principal | LIP (Local Improvement Plan) |
| | | | | | |
| | Koennecke Elementary School | April Shelnutt | ashelnutt@seguin.k12.tx.us | Principal | LIP (Local Improvement Plan) |
| | | | | | |
| | A.J. Briesemeister Middle School | Linda Guzman | lguzman@seguin.k12.tx.us | Principal | LIP (Local Improvement Plan) |
| | | | | | |
| | Seguin ISD | Jessica Lee | jllee@seguin.k12.tx.us | DCSI/Director of Assessment & Accountability | N/A |
| | | | | | |
| | Seguin ISD | Dr. Kenneth Vogel | kvogel@seguin.k12.tx.us | Chief of Leadership & Student Services (Principal Supervisor) | |
| | | | | | |
| | Seguin ISD | Dr. Jack Lee | jacklee@seguin.k12.tx.us | Superintendent | |

| Criteria for Success | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Is the proposed strategy likely to move the campus to a C or better OR CSI exit in two years or less?**<br>-The school improvement strategy selected would reasonably improve student outcomes quickly enough that the campus would not be escalated to a sanction under Texas Education Code (TEC), Section 39A.111.<br>-There is appropriate support dedicated to strategy implementation and capacity building:<br>+There is a team/organization with a track record of success in systems building and rapidly improving student outcomes dedicated to supporting the campus in strategy implementation (an ESC, SAPL vendor, program-vetted vendor, etc.); OR<br>+If district or campus staff members are named as the capacity builder, there is evidence that these staff members:<br>-Have a track record of success in school turnaround<br>-At least 50% of their role is dedicated to the implementation of the strategy on the campus (cannot be current principal or AP, unless role was added specifically to support SI) | | | | | | | | | | |
| **Question** | **To which campus or campuses does this strategy apply?** | **Please select the strategy or strategies you will implement for this campus/these campuses** | **Which, if any, program is this campus engaged with for the 26-27 school year?** | **Which, if any, program is your school system interested in to support this strategy?** | **Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation** | **How many district staff members will be responsible for capacity building with this campus? What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.** | **Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).** | **Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.** | **If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?** | **How will the campus or district redistribute talent and resources to proportionately support this campus's needs?** |
| **Additional Instructions** | | Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year. Intensive Curriculum & Instruction ImprovementsAccelerating Campus Excellence (ACE) Model<br>Closure/Reassign<br>Improve Graduation Rate<br>Intensive Curriculum & Instruction Improvements<br>Turnaround Partnership (SB 1882) | LIFT, LIFT PLC Support, Texas Instructional Leadership, School Action Fund (Restart, Reassign, Redesign, Create New), System of Great Schools, Texas Straegic Leadership, Our Campus is not engaged in a TEA program, Other | LIFT, LIFT PLC Support, Texas Instructional Leadership, School Action Fund (Restart, Reassign, Redesign, Create New), System of Great Schools, Texas Straegic Leadership, Our Campus is not engaged in a TEA program, Other | SAPL list, ESCs, District Staff, Campus Staff, Other (must include name) | **2 staff members** | | | | |
| **Answer(s)** | Rodríguez Elementary School (LIP), Koennecke Elementary, School (LIP), A.J. Briesemeister Middle School (LIP) | Intensive Curriculum & Instruction Improvements | LASO 4/LIFT PLC Support | LASO 4/LIFT PLC Support | Carnegie Learning, ESC 20, Blue Jean Educational Consulting, District Staff | Jessica Lee, Director of Assessment & Accountability/DCSI - 50%, Dr. Kenneth Vogel, Chief of Leadership & Student Services/Principal Supervisor - 50% | Jessica Lee, Director of Assessment & Accountability/DCSI - 3 years of school improvement work<br>Dr. Kenneth Vogel, Chief of Leadership & Student Services/Principal Supervisor - 5 years of school improvement work<br>Carnegie Learning - 20 years of school improvement work<br>Blue Jean Educational Consulting - 60 years combined experience in school turnaround for Dr. Karin Holacka and Deana Lopez | For the 2026-2027 school year, Seguin ISD has secured multiple grant awards including LASO4/Lift Add on SI PLC and 2026-2027 ESSA grant. These grants support key strategies, including: implementing HQIM, targeting coaching for teachers and leaders, professional development, observation feedback cycles, PLCs, and systems level improvement. | Should grant funding not be secured, the district is prepared to:<br>-Reallocate federal ad local funds (ex, Title I, ESSA, State Comp Ed) to maintain essential positions and supports.<br>-Leverage internal instructional capabilities to continue training and coaching at the campus level.<br>-Integrate grant-funded practices into existing district systems to ensure sustainability and alignment.<br>-Prioritize high-impact strategies in budget planning to ensure continuity of implementation.<br><br>This plan ensures the continued advancement of our strategic priorities, irrespective of future funding outcomes. | As a Local Improvement Plan campus, the campus will receive prioritized district resources and intensive support aligned with the Seguin ISD Accountability Improvement Plan. Instructional coaches are strategically allocated using a weighted model based on the number of full-time teachers and campus accountability ratings, providing increased coaching support to campuses with the greatest academic needs. The Curriculum, Instruction, and Assessment (CIA) team will provide targeted instructional support, professional development, and twice-monthly curriculum calibration walks.<br><br>The campus will receive monthly instructional coaching for all core teachers in STAAR-tested subjects, twice-monthly coaching for new (0-year) core teachers, and monthly administrative feedback cycles supported by LIFT. The principal will participate in a guided leadership program with an external consultant, including monthly virtual coaching and monthly on-site, side-by-side leadership coaching, in addition to monthly coaching with the principal supervisor and monthly instructional rounds.<br><br>Every six weeks, the campus will participate in cadence of accountability meetings with the Superintendent, Chief Academic Officer, principal supervisor, and District Coordinator of School Improvement (DCSI) to review academic performance, improvement plan implementation, and progress toward established goals. This intensified system of coaching, monitoring, and accountability ensures that district talent and resources are strategically directed toward accelerating student achievement and improving campus performance. |

**Criteria for Success**

**Does the plan increase the quality of instructional materials to be used at the campus and provide adequate time and support for teachers to internalize materials and reflect on student performance?**
-The campus will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQIM or OER).
-The district has allocated sufficient instructional time for delivery of HQIM and has a calendar with a minimum of 165 instructional days.
-The campus will have weekly (at a minimum) high-quality PLCs to support instructional delivery and respond to student outcomes
-The PLC protocol includes time for lesson internalization and student work analysis.

**ONLY IF YOU SELECTED C&I, ACE, SCHOOL MODEL CHANGE, OR 1882 AS YOUR SCHOOL IMPROVEMENT STRATEGY**

| Question | List or copy and paste all SI - identified campuses below | Please select the adopted curriculum | Is this the curriculum that will be implemented for the duration of the plan?I | How many instructional minutes per week are required/recommended for implementation of this curriculum? | Does the amount of minutes meet the required/recommended number of minutes for the curriculum adoption? | How many instructional days are included in the 2026-2027 calendar? | Describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used. | Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored | What is the campus plan for student intervention and supporting students below grade level and in special populations | Will the campus(es) implement a PLC structure? | How frequently will PLCs occur? | Who will facilitate PLCs? | Who is requried to attend PLCs? | Please describe the PLC protocol to be used |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Additional Instructions** | List all SI campuses in the district excluding Texas Partnership schools | | | | | | | | | | | | | |
| **Answer(s)** | Rodriguez Elementary School (LIP), Koennecke Elementary, School (LIP), A.J. Briesemeister Middle School (LIP) | **Elementary:** RLA: Bluebonnet, Mathematics: Bluebonnet, Social Studies: Studies Weekly, Science: SAVVAS<br><br>**Middle School:** RLA: Amplify, Mathematics: Bluebonnet, Science: SAVVAS, Social Studies: Navigate Texas | **Yes** | **Elementary**:<br>Reading/Language Arts: 600 minutes per week<br>Mathematics: 450 minutes per week<br>Science:<br>Grades K–2: 150 minutes per week<br>Grades 3–4: 200 minutes per week<br>Grade 5: 225 minutes per week<br>Social Studies: 150 minutes per week<br><br>**Middle School and High School**:<br>Reading/Language Arts: 250 minutes per week<br>Mathematics:<br>250 minutes per week<br>Science and Social Studies:<br>250 minutes per week each | **Yes** | **168 Days** | The campus assessment plan is designed to provide timely, accurate, and actionable data to inform instruction, target interventions, monitor student progress, and ensure accountability for accelerated achievement.<br><br>Common Formative Assessments:<br>Weekly Exit Tickets: District Created<br>Class exit tickets and quick checks aligned to the TEKS and objectives of the week will be used to inform immediate instructional adjustments and guide small-group instruction and intervention.<br>Frequency: Weekly<br><br>Common Formative Assessments:<br>Module or Unit Assessments: Campus Based<br>Frequency: every 2–3 weeks<br>Purpose: Identify knowledge and skill gaps and respond to class and student misconceptions.<br><br>STAAR Released Test: District Created<br>Frequency: Once a Year - March.<br>Purpose: to adjust instruction, provide targeted interventions, and update student groups for intervention support.<br><br>RenSTAR Math & RLA<br>Frequency: BOY/MOY/EOY.<br>Purpose: Computer adaptive tests are given three times a year to track student growth and flag those students needing immediate tier-based intervention. The assessment can be re-administered to students at any time to determine if students are making progress in specific skills and standards. | The campus will implement a consistent student growth monitoring system using teacher and student-level data trackers to measure individual student progress throughout the year. Each tracker will include the student's prior-year STAAR or end-of-year assessment performance, an individualized growth goal, and results from module/unit assessments, quarterly curriculum-based assessments, and benchmark assessments.<br>Teachers will update the tracker following each identified assessment and determine whether each student is on track for growth, demonstrating insufficient growth, or falling behind the expected growth trajectory. During PLCs, teachers and campus leaders will routinely review student-level and aggregate data to identify trends, evaluate progress toward growth goals, and determine students requiring additional support or acceleration. | The campus will use a systematic intervention process to support students performing below grade level and students in special populations. Teachers and PLC teams will use weekly exit tickets, assessment data, and student growth trackers to identify skill gaps, set student goals, and provide targeted reteaching and intervention. Special education staff will collaborate with teachers to ensure supports align with IEP goals and individual student needs. Campus MTSS teams will regularly review student data and adjust interventions based on progress. IXL will also be used to target skill deficits and monitor growth. Campus leaders will monitor intervention effectiveness through PLCs, MTSS meetings, and ongoing student performance data. | Yes | Campus grade level teams will meet at least twice a week. | A campus administrator or the designated PLC facilitator (Instructional Coach or Department Lead). | Required Weekly:<br>All subject-level and grade-level teachers<br>Instructional coaches (Math and RLA)<br>Campus administration<br><br>Required 2 times per semester:<br>Central office instructional administration<br><br>Upon Request:<br>ESL teachers<br>SpEd teachers | IEach campus will implement a PLC structure focused on improving instruction and student outcomes, utilizing protocols for collaborative lesson planning, lesson internalization, lesson rehearsal, and data analysis. PLCs are organized by grade level.<br><br>Prompt Start: Every PLC begins with norms, data-driven celebrations, and a clear understanding of the upcoming standard (TEK).<br>Focus: Meetings are to be purposeful, data-driven, and directly aligned with student learning outcomes.<br>Pre-Work: To ensure full engagement in the collaborative process, teachers and administrators must complete all pre-work before the PLC meeting.<br>Accountability: Each PLC will develop and implement an agenda that details pre-work, meeting objectives, notes, and action items.<br><br>Meeting 1: Required Curriculum PLC (Focus: The Five Questions) - This meeting follows a continuous loop, beginning with reflection on recent student performance to inform future instruction.<br><br>Meeting 2: Collaboration Session (Focus: Team Choice) - During this time, teams select a focus from the list below to go deeper into instructional practice:<br>Lesson Internalization: Deep diving into High-Quality Instructional Materials (HQIM).<br>Collaborative Lesson Planning: Building daily lessons aligned to the explicit instructional model and research-based instructional strategies.<br>Lesson Rehearsal: Utilizing TEA protocols to practice high-impact delivery.<br>Data Analysis: Conducting deep dives into summative or interim assessment trends.<br>Mini-PD: Targeted professional learning based on team goals.<br>Intervention & Enrichment Planning: Detailed design of differentiated support.<br><br>The PLC develops data-informed instructional action plans, including targeted re-teaching, differentiated small-group instruction, or refined lesson delivery using high-quality instructional materials (HQIM). Regular follow-up cycles monitor the impact of changes, fostering continuous improvement, shared accountability, and accelerated student achievement, thereby directly addressing the demands of a turnaround environment. Framework and agenda templates are attached. |

**Does the plan ensure that administrators and teachers receive appropriate job-embedded training?**
-Administrators responsible for the campus (including the principal and principal manager) receive upfront/initial training on key elements of the school improvement strategy.
-Teachers receive upfront/initial training on key elements of the school improvement strategy.
-Teachers receive an observation and feedback round from an instructional leader or coach at least biweekly.
-The observation tool includes research-based instructional strategies (RBIS) look fors.
-The observation tool includes look fors related to implementation of approved curriculum.
-The capacity building/professional development (PD) plan matches the current state of talent at the campus.
+There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role.
+There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success.
+There is a plan to differentiate and/or increase support for uncertified teachers.

**DO NOT INCLUDE TEXAS PARTNERSHIP STRATEGY, ACE, OR GRADUATION RATE STRATEGY CAMPUSES**

| Question | List or copy and paste all SI - identified campuses below | Please describe your planned training/PD sessions (and who delivers and attends). | How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ? | What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool? | How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback? | What capacity building supports related to supporting students in special populations will teachers and administrators receive? |
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| **Answer(s)** | Rodriguez Elementary School (LIP), Koennecke Elementary, School (LIP), A.J. Briesemeister Middle School (LIP) | The leadership development topics focus on essential instructional and operational competencies aligned with the Guided Leadership and Turnaround framework. Key areas include driving turnaround leadership, cultivating high-frequency instructional feedback, and designing operational processes to maintain systemic coherence. The curriculum also emphasizes data-informed dialogue through structured protocols, strategic initiative planning, and building collective efficacy to strengthen team capacity and improve student outcomes.<br><br>Turnaround Leadership: Lead Like a Teacher<br>Rationale: Effective leaders apply the same intentional practices that make great teachers successful: establishing purpose, engaging learners, using evidence, and adjusting based on results. Participants examine how they spend their time and identify high-impact leadership actions that support adult learning. Leaders leave with practical strategies to strengthen instructional leadership and improve student outcomes.<br><br>The Human Element: Meaningful Feedback<br>Rationale: Meaningful feedback helps people grow, strengthens instructional practice, and improves student outcomes. Participants learn to deliver timely, specific, actionable feedback while balancing support with clear expectations and accountability. Through practice and reflection, leaders develop strategies for providing feedback that is direct, respectful, and focused on continuous improvement.<br><br>Data-Informed Dialogue: An Evidentiary Approach<br>Rationale: Sustainable school improvement relies on structured protocols to collaboratively analyze student performance data. This session equips leaders with a five-step analysis cycle to diagnose root causes and monitor targeted interventions that drive instructional growth. Participants follow the five-step analysis cycle using campus “real-time data”.<br><br>Data-Informed Dialogue: Data Storytelling<br>Rationale: Data visualization and storytelling help educators make sense of complex metrics across multiple categories. This session equips leaders with tools to translate student performance and demographic data into compelling narratives that motivate strategic action. Participants create a visualization, story, and timeline to share with their staff.<br><br>The Human Element: Communication and Conflict<br>Rationale: Navigating difficult conversations and resolving conflict constructively is critical for sustaining effective school teams. Leaders will explore active listening and clear messaging strategies to build trust, preserve relationships, and align campus operations. Participants practice and role-play active listening, conflict resolution, and messaging using scenario cards.<br><br>The Human Element: Building Teacher Efficacy (½ day)<br>Rationale: John Hattie identifies collective teacher efficacy as one of the most powerful influences associated with student achievement, emphasizing the shared belief that educators can positively impact student learning. This session helps principals understand how their leadership shapes teachers’ mindsets, expectations, and collective responsibility for results. Participants explore practical strategies to build collective efficacy through evidence-based collaboration, a focus on instructional impact, and a shared belief that all students can achieve at high levels.<br><br>Systems Approach: Controlling the Chaos (½ day)<br>Rationale: Clear operational processes enable school leaders to maintain systemic order and focus on instructional priorities. Participants will learn how to delegate operational oversight and establish structured routines to continuously improve organizational practices so that every component of the system supports teaching, learning, and student success. Participants and/or teams choose an operational process that has worked for them this year, map it, and create a visual display to share with the large group. Brainstorm the top area needing a “clear” process. Determine a timeline to create and pilot the implementation group.<br><br>The Human Element: Building the Right Team (½ day)<br>Rationale: Building a high-performing school team begins with strategic talent selection and management. This session helps principals develop effective hiring processes to identify candidates whose skills, mindset, and values align with campus priorities and student needs. Participants explore strategies for evaluating candidates, selecting the right talent, and strategically positioning staff to maximize strengths, build capacity, and improve student outcomes. | Seguin ISD will differentiate professional learning based on teacher experience, instructional effectiveness, and student performance through the implementation of a Teacher Tiering Tool. The tool will evaluate teachers across three T-TESS-aligned areas: student performance, planning and lesson internalization, and professional demeanor and ethics, with classroom management concerns serving as an additional indicator for intensive support. Teachers will be assigned one of four support levels: Level 1 – Exemplary, Level 2 – Proficient, Level 3 – Developing, or Level 4 – Needs Improvement. Each level will establish differentiated expectations for instructional coaching, professional learning, feedback, and progress monitoring.<br>Teachers with fewer than two years of experience will receive foundational training, mentoring, and twice-monthly instructional coaching focused on HQIM implementation, lesson internalization, classroom management, and effective instructional practices. Teachers identified as Developing or Needs Improvement will receive increasingly intensive, job-embedded support, including instructional modeling, co-planning, targeted coaching cycles, and individualized improvement plans when warranted. Campus leadership will monitor teacher progress through T-TESS observations, instructional walkthroughs, coaching documentation, and student achievement data. Teacher support levels will be reviewed and adjusted based on demonstrated instructional improvement and student outcomes, ensuring professional learning is responsive to individual needs and focused on improving instructional quality and student achievement. | Classroom Walk Through Tool Look-fors:<br>Monitoring the fidelity of curriculum implementation<br>Differentiated instruction<br>Data-driven decisions<br>Instructional Look-fors:<br>Student-centered activities<br>High expectations<br>Evidence-based tasks<br>Productive Struggle<br>Structured Discussions<br>Writing Opportunities<br><br>Foundational Look-fors:<br>Balance of conceptual understanding, procedural skills, and fluency<br>Instruction emphasizes depth of key concepts by focusing on the most important topics for the grade level/content<br><br>PLC Feedback Look-fors:<br>Clear purpose and vision<br>Consistent regular meetings<br>Shared norms<br>Collaborative<br>Real-time data<br>Shared ownership and accountability | Monthly | Seguin ISD will provide differentiated, job-embedded professional learning and ongoing coaching to strengthen teachers’ and administrators’ capacity to effectively serve students in special populations, including students receiving special education services, emergent bilingual students, students with disabilities served through Section 504, and students receiving MTSS interventions. Special Education teachers will participate in sustained professional development focusing on high-leverage instructional strategies and explicit instruction principles.<br>Consistent and effective delivery of Specially Designed Instruction (SDI), including the SDI guides of bluebonnet.<br>Multi-Tiered System of Supports (MTSS) and reinforcement of TEA Tier Learn coursework.<br>Principals will receive monthly campus-specific support from the central special education department to assist in addressing SPED students’ needs, including:<br>Adherence to federal and state compliance requirements, including the timely execution of ARD meetings and the appropriate scheduling and delivery of services for Special Education students.<br>Monitoring the progress and achievement of Special Education students, instrutional implementation of SDI for Bluebonnet, and special education legal updates from the school district attorney.<br>Dual Language teachers will participate in periodic professional development focused on high-leverage instructional strategies for Emergent Bilinguals and Content-Based Language Instruction (CBLI). |

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| | | Additional Professional Development includes: Monthly SILT (Superintendent Instructional Leadership Team) Meetings, Seguin ISD will implement a comprehensive 2026–2027 teacher professional development plan focused on strengthening research based instructional practices, HQIM implementation, and student achievement. New teachers will participate in a dedicated onboarding week. August PD will focus on aligning district instructional expectations, explicit instruction, HQIM, research-based instructional strategies (RBIS), as well as Teach Like a Champion Strategies (Turn and Talk, Work the Clock, and Exit Tickets). September training will emphasize PLC data protocols using screening and assessment data. November sessions will address curriculum based assessments, EB and Special Education supports, and MTSS processes. Additional district and campus professional learning will reinforce HQIM, targeted interventions, TLAC strategies (Do Now, Active Observation, and Show Me). Ongoing coaching, PLC collaboration, and monitoring will ensure consistent implementation and improvements in student outcomes. | | Leadership Look-fors:<br>Instructional leadership: Documented walkthroughs, actionable feedback, coaching cycles, and evidence of improved instructional practices.<br>Data-driven decision-making: Structured PLC agendas, student growth trackers, documented intervention plans, and follow-up on student outcomes.<br>Accountability: Campus improvement goals, progress-monitoring evidence, clear action steps, and documented follow-through.<br>Leadership effectiveness: Clear communication protocols, established operational systems, strategic staff assignments, and evidence of collaborative problem-solving.<br>Continuous improvement: Evidence that campus leaders evaluate implementation, adjust strategies based on results, and build teacher capacity. | | |
| | | Observation/Feedback - Walk through Tool - Participants will understand how Observation and Feedback Cycles support teacher improvement by preparing for observations and using Classroom Observation Tools to rate instruction and calibrate with other leaders and Observation/Feedback - Action Step Feedback Participants will understand how to implement action step feedback as part of the observation and feedback cycle. | | | | |

| Criteria for Success | | | |
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| **How will the strategy be implemented?**<br>-Description (What specific action or deliverable will be completed?), Timeline (By what checkpoint will this milestone be completed?) | | | |
| **Question** | **List or copy and paste all SI - identified campuses below** | **List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities.** | **Align milestones to key checkpoints: December 2026, May 2027, August 2027** |
| **Additional Instructions** | List all SI campuses in the district | Time Frame is, at minimum, through end of SY 26-27 for TIP and through end of SY 27-28 for TAP. | |
| **Answer(s)** | Rodriguez Elementary School (LIP), Koennecke Elementary, School (LIP), A.J. Briesemeister Middle School (LIP) | M1: HQIM Curriculum Internalization and Research-Based Instructional Strategies: Complete districtwide professional development on HQIM internalization, Bluebonnet Math and Reading. Train teachers in research-based instructional strategies (RBIS) and Teach Like a Champion techniques (TLAC), including Turn and Talk, Work the Clock, and Exit Tickets. Teachers will demonstrate understanding through lesson internalization, walk throughs, and instructional planning artifacts. | December 2026 |
| | | M2: HQIM Fidelity and Instructional Practice Implementation: Implement job-embedded professional development and coaching focused on consistent HQIM implementation, instructional rigor, and effective instructional delivery. Provide lesson modeling, co-planning, and targeted coaching on foundational skills, comprehension using complex texts, differentiated small-group instruction, and Teach Like a Champion strategies: Turn and Talk, Work the Clock, Exit Tickets, Do Now, Active Observation, and Show Me. | May 2027 |
| | | M3: Data-Driven PLC Implementation and Student Growth Monitoring: Establish consistent data-driven PLC protocols across campuses to analyze beginning-of-year screening data, curriculum-based assessments, benchmarks, student work, and weekly exit tickets. Teachers will maintain individual student growth trackers, establish student achievement and growth goals, identify learning gaps, and develop targeted instructional action plans. Campus leaders will monitor implementation and progress toward student growth targets. | May 2027 |
| | | M4: Instructional-Focused PLC Protocol Implementation: Establish and implement instructional-focused PLC protocols emphasizing collaborative lesson internalization, HQIM planning, instructional modeling, research-based instructional strategies, and analysis of student work. Campus leaders will monitor PLC implementation to ensure instructional planning is aligned with district curriculum expectations and translates into effective classroom instruction. | December 2026 |
| | | M5: Assessment Plan Integration and Targeted Intervention Implementation - Complete professional development on district assessment procedures, curriculum-based assessments, formative assessment practices, Tier 2 and Tier 3 district-adopted instructional materials, and MTSS processes. Implement data-driven intervention plans using assessment results, weekly exit tickets, and IXL progress monitoring. Campus teams will review intervention effectiveness and adjust instructional supports for students demonstrating learning gaps, including students receiving special education, multilingual, and other specialized services. | May 2027 |
| | | M6: Differentiated Teacher Coaching and Novice Teacher Support - Implement a differentiated teacher support system based on experience, instructional effectiveness, and campus accountability needs. Establish teacher coaching tiers, mentor assignments, and targeted professional development plans. Provide twice-monthly instructional coaching for new (0-year) core teachers in STAAR-tested subjects and monthly coaching for core STAAR-tested teachers. Coaching will emphasize HQIM implementation, RBIS, classroom management, and identified instructional growth areas. | May 2027 |
| | | M7: Instructional Leadership Development and Accountability - Implement ongoing leadership development aligned to the Guided Leadership and Turnaround framework, emphasizing instructional leadership, meaningful feedback, data-informed dialogue, data storytelling, communication, collective teacher efficacy, operational systems, and strategic talent management. Principals will participate in monthly virtual and on-site leadership coaching, principal supervisor coaching, instructional rounds, and six-week cadence of accountability meetings to monitor improvement plan implementation and student outcomes. | May 2027 |

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| | | M8: Instructional Observation and Feedback Cycles - Implement systematic classroom observation and feedback cycles to monitor instructional effectiveness, HQIM fidelity, and RBIS implementation. Campus administrators will conduct monthly T-TESS walkthroughs and provide timely, specific, actionable feedback with documented follow-up. Campuses will implement monthly administrative feedback cycles supported by LIFT, two T-TESS observations for STAAR-tested teachers, and twice-monthly curriculum calibration walks conducted by CIA and campus leadership. Feedback will inform individualized coaching and professional development. | May 2027 |

| Criteria for Success | | | | | | |
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| **Has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity?**<br>-There is a plan for plan performance management, including superintendent and other key leadership review of metrics and progress at a semesterly cadence.<br>-The response describes:<br>+Who will review progress towards milestones,<br>+How frequently progress is reviewed,<br>+How progress data will be collected, and<br>+How it is shared with district leadership and other relevant stakeholders | | | | | | |
| **Question** | **List or copy and paste all SI - identified campuses below** | **Please describe how district and campus leaders will monitor the successful implementation of this plan.** | **Who will be responsible for reviewing progress towards the milestones described in the previous section?** | **How frequently will progress toward milestones be reviewed?** | **How will milestone progress data be collected?** | **How will milestone progress data be shared with district leadership and other relevant stakeholders?** |
| **Additional Instructions** | List all SI campuses in the district | | | | | |

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| **Answer(s)** | Rodriguez Elementary School (LIP), Koennecke Elementary, School (LIP), A.J. Briesemeister Middle School (LIP) | District and campus leaders will monitor successful implementation of the plan through a structured system of monthly progress monitoring, instructional observations, data-driven PLCs, and six-week Cadence of Accountability meetings. Campus Principals and leadership teams will update and review campus scorecards monthly, tracking milestone completion, implementation fidelity, student achievement, and growth toward established targets. The Principal Supervisor will review scorecards monthly to identify implementation gaps, provide targeted coaching, and ensure timely adjustments.<br><br>Campus administrators will conduct regular classroom walkthroughs, observation and feedback cycles, and PLC monitoring to evaluate HQIM implementation, research-based instructional strategies, assessment practices, and targeted interventions. The Curriculum, Instruction, and Assessment team will conduct curriculum calibration walks to monitor instructional alignment and consistency across campuses.<br><br>Every six weeks, Campus Principals will present progress to the Superintendent, Chief Academic Officer, Principal Supervisor, and DCSI during Cadence of Accountability meetings. District leadership will analyze performance trends, evaluate the effectiveness of implemented strategies, identify barriers, and establish three to four prioritized action steps. The Principal Supervisor and DCSI will monitor follow-through, provide differentiated support, and ensure continuous improvement in instructional practices and student outcomes. | Campus Principals and their leadership teams will review milestone progress monthly using campus scorecards, student performance data, and implementation evidence. The Principal Supervisor will also review campus scorecards monthly to monitor progress toward established targets, identify implementation gaps, and provide targeted coaching and support. Progress will be formally reviewed every six weeks during Cadence of Accountability meetings with the Superintendent, Chief Academic Officer, Principal Supervisor, and District Coordinator of School Improvement (DCSI). District leadership will evaluate milestone progress, provide feedback, and establish prioritized action steps. The Principal Supervisor and DCSI will monitor follow-through to ensure timely implementation, accountability, and improved student outcomes. | Monthly with the Campus Principal and Principal Supervisor and Every 6 Weeks in Cadence of Accountability Meetings with the Campus Principal, DCSI, Superintendent, Principal Supervisor, and Chief Academic Officer. | Milestone progress data will be collected, with documented evidence, and updated monthly on each campus scorecard. Campus leadership teams will monitor progress toward established targets, analyze implementation evidence and student performance trends, and identify areas requiring adjustments. Data will be reviewed during six-week Cadence of Accountability meetings with district leadership to evaluate milestone completion, celebrate successes, address performance gaps, and establish prioritized action steps for continuous improvement. | Milestone progress data will be shared with district leadership through structured Cadence of Accountability meetings, held every six weeks. Campus Principals will deliver standardized presentations aligned to their scorecards, Targeted improvement milestones, and district strategic priorities.<br><br>Presentations will include quarterly performance targets, the number of targets exceeded, met, or below expectations, significant data-supported accomplishments, and the actions contributing to successful outcomes. Leaders will also identify missed targets, analyze performance gaps and implementation challenges, and present specific adjustments to improve results. Each presentation will conclude with anticipated obstacles, next-quarter targets, measurable leadership commitments, and identified support needs.<br><br>Following each presentation, district leadership will engage in structured discussion, clarifying questions, feedback, and coaching. The team will identify three to four prioritized action steps, assign accountability, and monitor follow-through at subsequent meetings. This process ensures transparent progress monitoring, timely instructional adjustments, alignment with district priorities, and shared accountability for improved student outcomes.<br><br>Campus staff will be informed of campus-wide efforts during monthly staff meetings and PLC meetings.<br><br>Progress will be shared with the public at a board meeting through data updates. |

| Question | List or copy and paste all SI - identified campuses below | Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27. | Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27. | Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27. | Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27? | Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27? | Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27? | Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27? |
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| **Additional Instructions** | List all SI campuses in the district | | | | | | | |
| **Answer(s)** | | | | | | | | |
| | **A.J. Briesemeister Middle School** | 76% approaches, 50% meets, 23% masters | 65% approaches, 37% meets, 16% masters | 71% approaches, 49% meets, 20% masters | 19/32 (17.8 points) | 3/4 (4.7 points) | 3/4 (7.5 points) | 6/16 (3.8 points) |
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| | **Koennecke Elementary** | 78% approaches, 56% meets, 29% masters | 71% approaches, 47% meets, 23% masters | 73% approaches, 50% meets, 25% masters | 20/36 (18.8 points) | 4/4 (10 points) | 20/32 (31.3 points) | 10/16 (6.3 points) |
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| | **Rodriguez Elementary** | 70% approaches, 52% meets, 21% masters | 67% approaches, 52% meets, 20% masters | 68% approaches, 49% meets, 19% masters | 14/32 (13.1 points) | 4/4 (10 points) | 15/24 (31.3 points) | 8/16 (5 points) |