Grand Prairie Independent School District

Seguin Elementary

2025-2026 Campus Improvement Plan

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Mission Statement

Juan Seguin Elementary School's mission is to support our students in reaching their highest developmental, social and academic potential. We will create and maintain a developmentally appropriate environment for learning while empowering families to participate in and enhance their children's education. By monitoring their progress, we will make data driven decisions that aid in each student's achievements and provide comprehensive supports. Our mission is to impact student thinking to help them solve problems, value service, believe in themselves, and reach beyond what others expect of them, in order to strengthen their impact on the World.

Vision

Our vision is to empower all students, encouraging them to love learning, value diversity, and reach their full potential in order to become productive members in tomorrow's society. We value strength and our vision is to build students up and help them be "Seguin Strong"....strong emotionally, strong mentally, strong physically, and strong academically.

Value Statement

We create success, lead by example, and empower people.

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Comprehensive Needs Assessment

Demographics

Summary

Seguin is a traditional elementary school with an enrollment of 455 students, PK3 to fifth grade. The percent of economically disadvantaged students equals 86.4 percent. Of the 455 students, 46% are English Language Learners and 11.8% are served in the Special Education program, 3% are identified as 504, and 60% are At-risk. The mobility rate is 10.8 percent. The campus employs 28 classroom teachers, 57% of that number are new to the campus or their position. Seguin is a one-way Dual Language campus and also houses a two CARE units, PPCD 3, PPCD 4, and Elementary DAEP.

Strengths

Although the number of students decreased in the past year, the percentage of at risk and ELL students remains the same. Our staff consists of 100% highly qualified professional educators and trained paraprofessionals. The teachers of record are 100% ESL certified. Teachers are in the processes of receiving professional development that focuses on district initiatives.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	We have a high mobility rate.	Families transition in and out of the district due to a limited amount of affordable housing in the area.

★ = Priority

Student Learning

Summary

Seguin received a "B" overall on state accountability with performance in the three domains with Domain 1=65, Domain 2= 81, Domain 3 = 88.

Strengths

- Students will use the District problem-solving model
- Promoting higher-order thinking
- Producing independent writers
- Producing independent grade-level readers
- Producing critical thinkers
- Consistent student data results across data sources
- Daily implementation of Guided Reading instruction
- Daily implementation of Guided Math instruction
- Disaggregating data to drive student instruction

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Overall pass rate of 36%(Meets) and 13%(Masters), with economically disadvantaged students having a pass rate of 36%(Meets) and 13%(Masters) and Hispanic students with a pass rate of 35%(Meets) and 13%(Masters) . Seguin will focus on improving growth in the area of reading and math.	The teachers lack the skills to provide individualized/small group data driven instruction.
2 ★	Economically disadvantaged students make up 84.3% of our school population. Small group instruction is the best way to catch them up, but staff is not always available to pull a small group.	Students who have a high mobility rate and/or low socioeconomic status come to school lacking the skills and vocabulary needed to be on grade level. Computer programs and updated technology is needed to assist teachers with teaching virtually and face-to-face while still being able to conduct small group instruction.

★ = Priority

School Processes & Programs

Summary

Campus leadership work collaboratively to ensure that all staff attends required training. Campus based staff development is linked directly to student data and student needs. PLC's will continue to develop engaging lessons and strive to achieve 80% mastery of SE's.

Previous years STAAR scores are analyzed to address low SE's to be remediated using mini lessons during Intervention time. Seguin also continued to focus funds toward in school tutoring and revised and improved the tutoring instruction to specifically meet the needs of our students. We will continue to focus on providing strong SE based instruction focusing on rigor and lessons correlating with our scope and sequence, as well as researching and purchasing effective supplemental instructional materials. Our greatest gains will come in the strength of Tier 1 instruction.

An interventionist was utilized to focus on building reading skills in Kinder-5th grade. This position will also increase the identification of students with specific learning disabilities and dyslexia.

Teachers attended professional development in math, science, reading and writing almost monthly throughout the year. Areas to address this year in staff development plan include: content specific vocabulary, school culture, guided reading, guided math, Word Journeys, Empowering Writers, and Response to Intervention and Ron Clark Academy.

Strengths

Seguin has hired 1 1/2 Instructional Coaches to help plan and facilitate instruction, playing a strong role in academic development of staff. The instructional coach leads teachers in developing lesson plans, delivery of instruction, and effective assessment tools. In addition, an interventionist has been added to the staff in order to work with struggling students, Kinder to fifth grade. This position will need training in order to improve the quality of reading for students and to identify students with learning problems, including dyslexia.

Teachers implement strategies to address areas of academic concern as identified through district and state assessments, universal screeners, and results from other sources of data.

Intervention and the ACE Program has been implemented to address students needs who are 2-3 years behind in Math and Reading.

Seguin has multiple sources of technology available for instruction and student use with grades 3-5 having one-to-one technology. New programs purchased will be reliant on updated technology for optimal operation and student success. These programs include MAP, IReady, StemScopes and Imagine Learning.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Better small group instruction is needed to provide support for struggling learners.	A lack of emphasis has been placed on small group instruction. Training, equipment, and support is needed to ensure this practice is done with fidelity; as well as, certified teachers hired to tutor in small groups.
2 ★	Technology training will be necessary to successfully implement one-to-one technology in the elementary schools.	With new implementation of one-to-one technology, teachers are less fearful to implement these strategies with appropriately trained.

★ = Priority

Perceptions

Summary

High expectations and recognition of student strengths are in place to grow a positive campus culture and environment. Seguin Elementary campus-wide behavior management plan is based on Ron Clark implementation. Each classroom of trained teachers, has a social contract and students are held responsible for checking their own behavior as well as the behavior of their peers. Discipline referrals are reserved for severe events/outbursts. Teachers are proactive in teaching and modeling the accepted behaviors in classrooms and throughout the campus common areas (library, playground, cafeteria, restrooms). These initiatives contribute to lower student discipline referrals and prouder students. Every student belongs to a vertically grouped team to increase a sense of community. Each team focuses on academic and behavioral strengths.

Strengths

Students and parents are greeted every morning by administrators and teachers and made to feel welcome. An increased emphasis on parent involvement has resulted in more parents volunteering. Ron Clark House System and 3C's are in place for student behaviors. Students participate in anti-bulling lessons, led by the school counselors and an outside source, which will present a motivational program to all students. The Parent Liaison plans classes to increase the knowledge base of the parents who are able to attend. . All staff members also lead a variety of clubs for students to select from and participate in. Parents are encouraged to attend in monthly grade-level performances. Seguin provides a variety of opportunities for families to get involved.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Parental involvement has increased but it is more prominent during occasional events rather than on an on-going consistent basis.	The working community has difficulty juggling family and employment responsibilities. We need to use the results from a parent survey to determine effectiveness of campus culture and how our campus can grow through community involvement, based on parent feedback. The Parent Liaison will plan activities during and beyond school hours in order to increase participation.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	We have a high mobility rate.	Families transition in and out of the district due to a limited amount of affordable housing in the area.
2 ★	Overall pass rate of 36%(Meets) and 13%(Masters), with economically disadvantaged students having a pass rate of 36%(Meets) and 13%(Masters) and Hispanic students with a pass rate of 35%(Meets) and 13%(Masters) . Seguin will focus on improving growth in the area of reading and math.	The teachers lack the skills to provide individualized/small group data driven instruction.
3 ★	Economically disadvantaged students make up 84.3% of our school population. Small group instruction is the best way to catch them up, but staff is not always available to pull a small group.	Students who have a high mobility rate and/or low socioeconomic status come to school lacking the skills and vocabulary needed to be on grade level. Computer programs and updated technology is needed to assist teachers with teaching virtually and face-to-face while still being able to conduct small group instruction.
4 ★	Better small group instruction is needed to provide support for struggling learners.	A lack of emphasis has been placed on small group instruction. Training, equipment, and support is needed to ensure this practice is done with fidelity; as well as, certified teachers hired to tutor in small groups.
5 ★	Technology training will be necessary to successfully implement one-to-one technology in the elementary schools.	With new implementation of one-to-one technology, teachers are less fearful to implement these strategies with appropriately trained.

6 ★	Parental involvement has increased but it is more prominent during occasional events rather than on an on-going consistent basis.	The working community has difficulty juggling family and employment responsibilities. We need to use the results from a parent survey to determine effectiveness of campus culture and how our campus can grow through community involvement, based on parent feedback. The Parent Liaison will plan activities during and beyond school hours in order to increase participation.

★ = Priority

Priority Focus Areas

Priority Focus Area 1

GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 1

☑ High Priority ☑ HB3 Priority Focus Area

Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

This campus will support effective implementation of PLC and Lesson Internalization protocols on all grade-levels by the end of Q1 to ensure consistency. Additionally, ongoing professional development will be provided on High-Quality Instructional Materials (HQIM) and research-based strategies to foster analytical reading and skilled writing. Progress will be monitored through standardized learning walks to ensure effective HQIM application and drive student achievement.

Strategy's Expected Result/Impact: By June 2026, Seguin will elevate the number of students that perform at Meets grade level or above on STAAR/EOC reading by 4% (from 39% to 44%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Staff Responsible for Monitoring: Principal, APs, ICoach, Interventionist

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	January	March	June
Some Progress				

Strategy 2

The campus will focus on supporting the internalization of foundational skills lessons and providing coaching and modeling for small group instruction. This approach ensures that teachers can effectively meet the diverse needs of their students, enhancing their understanding and application of essential skills.

Strategy's Expected Result/Impact: Seguin will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 39% to 44% by June of 2026.

Staff Responsible for Monitoring: Principal, APs, ICoach, Interventionist

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

	November	January	March	June
Some Progress				

Measurable Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Overall pass rate of 36%(Meets) and 13%(Masters), with economically disadvantaged students having a pass rate of 36%(Meets) and 13%(Masters) and Hispanic students with a pass rate of 35%(Meets) and 13%(Masters) . Seguin will focus on improving growth in the area of reading and math.	The teachers lack the skills to provide individualized/small group data driven instruction.
2	Economically disadvantaged students make up 84.3% of our school population. Small group instruction is the best way to catch them up, but staff is not always available to pull a small group.	Students who have a high mobility rate and/or low socioeconomic status come to school lacking the skills and vocabulary needed to be on grade level. Computer programs and updated technology is needed to assist teachers with teaching virtually and face-to-face while still being able to conduct small group instruction.

Measurable Objective 2 ☑ High Priority ☑ HB3 Priority Focus Area

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Math Data & MAP Data

Strategy 1

The campus will focus on providing ongoing professional development on High-Quality Instructional Materials (HQIM) and research-based instructional strategies to ensure balanced mathematical instruction. The strategy also emphasizes conducting structured learning walks, offering opportunities for teachers to observe exemplary peers, aligning Tier 1 instruction with 21st-century skills like problem-solving and student discourse, and implementing PLC protocols for lesson internalization and alignment with HQIM.

Strategy's Expected Result/Impact: By June 2026, Seguin will elevate the number of students that perform at Meets grade level or above on STAAR/EOC mathematics by 3% (from 40% to 45%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Staff Responsible for Monitoring: Principal, APs, ICoach, Interventionist

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	January	March	June
Some Progress			

Measurable Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Overall pass rate of 36%(Meets) and 13%(Masters), with economically disadvantaged students having a pass rate of 36%(Meets) and 13%(Masters) and Hispanic students with a pass rate of 35%(Meets) and 13%(Masters) . Seguin will focus on improving growth in the area of reading and math.	The teachers lack the skills to provide individualized/small group data driven instruction.
2	Economically disadvantaged students make up 84.3% of our school population. Small group instruction is the best way to catch them up, but staff is not always available to pull a small group.	Students who have a high mobility rate and/or low socioeconomic status come to school lacking the skills and vocabulary needed to be on grade level. Computer programs and updated technology is needed to assist teachers with teaching virtually and face-to-face while still being able to conduct small group instruction.

Measurable Objective 3 ☑ High Priority

8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR Reading will increase from 38% to 48% by June 2030

Evaluation Data Source: Not applicable. Seguin Elementary is a PK through 5th grade campus.

Measurable Objective 4 ☑ High Priority

Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

Evaluation Data Source: Skyward Discipline Data

Strategy 1

Establish clear goals, train staff, integrate Positive Behavioral Interventions & Supports (PBIS) and 3Cs (Connect, Community, Celebrate) into daily routines using simple visual aids and reminders to reinforce behavior expectations, monitor progress, engage families, and regularly review and adjust strategies based on feedback.

Strategy's Expected Result/Impact: By June 2026, Seguin will see a 5% decrease in in-school suspension (ISS from 1 to 0), Out of school suspension (OSS from 0 to 0), and Disciplinary Alternative Education Program (DAEP from 0 to 0) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

Staff Responsible for Monitoring: Principal, APs, Counselor

Problem Statements: School Processes & Programs 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June
Some Progress			

Measurable Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Better small group instruction is needed to provide support for struggling learners.	A lack of emphasis has been placed on small group instruction. Training, equipment, and support is needed to ensure this practice is done with fidelity; as well as, certified teachers hired to tutor in small groups.

Measurable Objective 5 ☑ High Priority

Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

Evaluation Data Source: Survey Data & Sign-In Documents

Strategy 1

Elementary campuses will review Beginning of the Year parent survey responses to design family engagement activities that are customized to the specific needs of their families. Campuses with family engagement liaisons will collaborate to increase participation in these events, and submit a monthly data report to monitor and assess participation levels.

Strategy's Expected Result/Impact: By June 2026, Seguin will increase overall family engagement participation by 10% for campus events by implementing family engagement initiatives and strategies.

Staff Responsible for Monitoring: Principal, AP, Teachers

Problem Statements: Perceptions 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	January	March	June
Some Progress			

Measurable Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parental involvement has increased but it is more prominent during occasional events rather than on an on-going consistent basis.	The working community has difficulty juggling family and employment responsibilities. We need to use the results from a parent survey to determine effectiveness of campus culture and how our campus can grow through community involvement, based on parent feedback. The Parent Liaison will plan activities during and beyond school hours in order to increase participation.

Measurable Objective 6 ☑ High Priority

Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030

Evaluation Data Source: Skyward Attendance Data

Strategy 1

Track attendance rates and evaluate the success of implemented strategies using the district's data analysis tools. Offer daily student attendance incentives, such as stickers, coupons, or school bucks, and host quarterly attendance recognition programs for students who have consistently maintained an attendance rate of 90% or more. Additionally, develop and distribute materials, including posters, flyers, and newsletters, to promote the importance of regular attendance among students and parents. To increase enrollment, the elementary school will showcase its programs through targeted marketing, engage in community outreach, partner with local preschools, and encourage word-of-mouth referrals. The school will also offer world class customer service, personalized assistance, and highlight student success stories to attract new families.

Strategy's Expected Result/Impact: By June 2026, Seguin will increase overall ADA from 93.7% to 95% and maintain a student enrollment of at least 450 in order to meet the annual fiscal enrollment and attendance goals.

Staff Responsible for Monitoring: Principal, APs, Counselor, PEIMS Clerk

Problem Statements: Demographics 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November | January | March | June

Measurable Objective 6 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	We have a high mobility rate.	Families transition in and out of the district due to a limited amount of affordable housing in the area.

Measurable Objective 7 ☑ High Priority ☑ HB3 Priority Focus Area

College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

Evaluation Data Source: EMS CCMR Dashboard Data & OnDataSuite Data

Strategy 1

This campus will support effective implementation of PLC and Lesson Internalization protocols on all grade-levels by the end of Q1 to ensure consistency. Additionally, ongoing professional development will be provided on High-Quality Instructional Materials (HQIM) and research-based strategies to foster analytical reading and skilled writing. Progress will be monitored through standardized learning walks to ensure effective HQIM application and drive student achievement.

Strategy's Expected Result/Impact: By June 2026, Seguin will elevate the number of students that perform at Meets grade level or above on STAAR/EOC reading, math and science by 4% (from 36% to 40%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Staff Responsible for Monitoring: Principal, APs, ICoach, Interventionist

Title I: 2.5.2

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November | January | March | June

Strategy 2

Include and plan for ELPS in lesson plans.

Strategy's Expected Result/Impact: By June 2026, at least 30% English Learners will advance by at least one level of TELPAS composite rating (from 25% to 30%).

Staff Responsible for Monitoring: Principal, ICoach,

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June
Some Progress			

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	--	8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect	--	--	Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation	--	6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)	--	11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services	--	7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	5/5/2025	Holly Mohler	5/24/2024