

Agenda of Special Meeting

The Board of Trustees Seguin ISD

A Special Meeting of the Board of Trustees of Seguin ISD will be held September 16, 2024, beginning at 6:30 PM in the Board Room, 1221 E Kingsbury, Seguin, TX 78155.

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

1. **Call to Order**

- A. Establish Quorum
- B. 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.
- C. Pledges to the United States Flag and Texas Flag. Moment of silence.

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 Take Possible Action to Approve "No Opposition" to the Notice of Application to Schools for The Brick Seguin LLC for a Wine and Malt Beverage Retailers Permit Located at 736 E. Kingsbury St. in Seguin, Texas 3

4. **Board Workshop:**

- A. Review and Discuss 2024 STAAR Assessment and Accountability 7

5. **Closed Session:** Board will adjourn into closed session pursuant to the following sections of the Texas Open Meetings Act

- A. Pursuant to Texas Government Code Section §§§ 551.071, 551.074, 551.129 - Consultation with legal counsel including possible telephone consultation with legal counsel, as necessary, to address legal concerns, implications, and answer any legal questions regarding posted agenda items.
- B. Pursuant to Texas Government Code Section § 551.074 - Discuss personnel matters, including appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a employee(s).

- C. Pursuant to Texas Government Code Section § 551.072 - Discuss the sale, purchase, exchange, lease, or value of real property.
- 6. **Reconvene to Open Meeting**, the Board will take appropriate action on items, if necessary, as discussed in Closed Session
 - A. Possible action on professional personnel, including appointment, employment, evaluation, assignment, duties, discipline or dismissal of a public employee(s).
- 7. **Adjourn**

ACTION ITEM: **Consideration and Take Possible Action to Approve "No Opposition" to the Notice of Application to Schools for The Brick Seguin LLC for a Wine and Malt Beverage Retailers Permit Located at 736 E. Kingsbury St. in Seguin, Texas**

RECOMMENDATION: That the Board of Trustees Approve taking "No Opposition" to the Notice of Application to Schools for The Brick Seguin LLC for a Wine and Malt Beverage Retailers Permit Located at 736 E. Kingsbury St. in Seguin, Texas

RATIONALE: According to board policy, if the majority of the district is located in a municipality with a population of at least 1.3 million, the board may petition the city/town's governing board or county commissioner's court to adopt a 1,000-foot alcohol-free zone. Seguin's population falls under that threshold, but the city is requiring this business to get district approval.

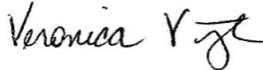
REFERENCE and COMPLIANCE: FNC (LEGAL)

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: None

EXHIBITS: Notice of Application to Schools and letter from The Brick Seguin LLC Requesting a Signature from the School District

RESOURCE PERSONNEL: Elizabeth Oaks, Chief Financial Officer, RTSBA

Submitted by:  Date Submitted: 09/16/24
(Signature) _____
(Name) Dr. Veronica Vijil, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

THE BRICK SEGUIN LLC

www.thebrickseguin.com

August 27, 2024

Dr. Veronica Vijil, Superintendent
Seguin Independent School District
1221 East Kingsbury Street
Seguin, Texas 78155

Dr. Vijil:

We are writing as the small business owners of the restaurant, The Brick, located at 736 East Kingsbury Street. We are across the street from Reyna's Mexican Restaurant and roughly 0.1 miles from Weinert Elementary School. The Brick opened in April of 2024, offering take-out pizza and wings, but we are set to open a casual dining area in the next couple of weeks.

Back in July of this year, we began the formal process of applying to the Texas Alcoholic Beverage Commission ("TABC") to acquire a wine and malt beverage retailer's permit and posted a visible sign. Because of the proximity to Weinert Elementary, we also mailed Principal Tiffany Wehe the TABC Notice of Application to Schools. We assume we are at or very close to the 1,000 feet mark from the school's property line that requires that letter.

Today, we were notified by the City of Seguin that we needed to obtain a letter of no opposition from Seguin ISD to complete our submission to the City Planning and Zoning Commission. If we want to be on the October 8th agenda, we need to submit the no opposition letter by Tuesday, September 3rd.

So basically, we are writing to ask for your approval to get a beer and wine permit at The Brick. We are currently open Thursday through Sunday but have plans to change our hours to include Monday evenings. We will also be expanding our menu to include salads, sharable appetizers and eventually pasta dishes.

736 EAST KINGSBURY STREET, SEGUIN, TEXAS 78155

830.433.4212 | THEBRICKSEGUIN@GMAIL.COM

Please review the below statement, sign and return it to us if you do not object to The Brick receiving a beer and wine permit. If you have any questions or need additional information, please do not hesitate to reach out to us via cell at (512) 633-7745 or (512) 203-4130, or email at thebrickseguin@gmail.com.

Thank you in advance for your attention to this important matter.

Regards,



Jennifer & Gordon Allen, Owner
The Brick Seguin LLC

CITY OF SEGUIN
PLANNING & ZONING COMMISSION
108 EAST MOUNTAIN STREET
SEGUIN, TEXAS 78155

RE: THE BRICK SEGUIN LLC

TO WHOM IS MAY CONCERN:

WE ARE AWARE OF THE PROXIMITY OF THE BRICK SEGUIN LLC TO WEINERT ELEMENTARY SCHOOL AND HAVE NO OPPOSITION TO THE BRICK SEGUIN LLC SERVING BEER AND WINE DURING NORMAL BUSINESS HOURS AT THEIR RESTAURANT LOCATED AT 736 EAST KINGSBURY STREET IN SEGUIN, TEXAS.

SINCERELY,

DR. VERONICA VIJIL
SUPERINTENDENT
SEGUIN INDEPENDENT SCHOOL DISTRICT

736 EAST KINGSBURY STREET, SEGUIN, TEXAS 78155

830.433.4212 | THEBRICKSEGUIN@GMAIL.COM

Seguin ISD Board Workshop

2024 STAAR Assessment & Accountability

September 16, 2024



Workshop Objective

We will provide an overview of State and District accountability and 2024 assessment data; by the end of the presentation, outline specific action plans to enhance student success, teacher development, and overall district performance for the school year.

TEA Accountability Overview



TEA Accountability Overview

- Statewide rating system
 - Evaluates academic performance of each campus and district
 - Assigns letter grades A→F
- Evaluates three domains, which combine to calculate overall rating for each campus and the District
 - Domain 1: Student Achievement
 - Domain 2: School Progress
 - Domain 3: Closing the Gaps
- As of today, TEA has not yet issued 2024 A-F Accountability ratings due to a temporary restraining order. A hearing is scheduled on September 16, 2024. There is no guarantee that a resolution will be reached at this hearing.

TEA Accountability (con't)



2024 STAAR Assessment Data



STAAR Performance Levels



Approaches Grade Level

Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.



Meets Grade Level

Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.



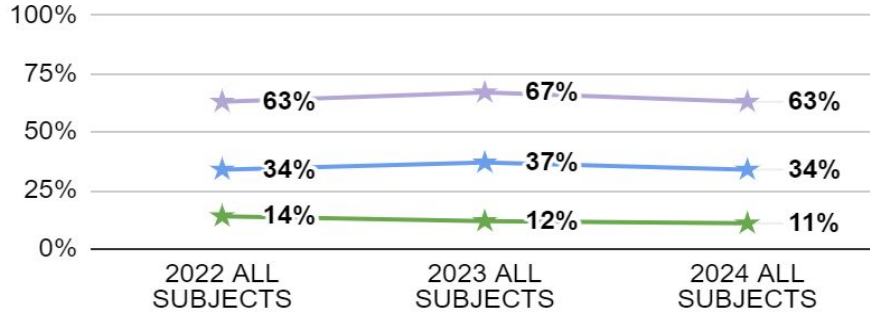
Masters Grade Level

Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

STAAR Assessment Results

ALL SUBJECTS

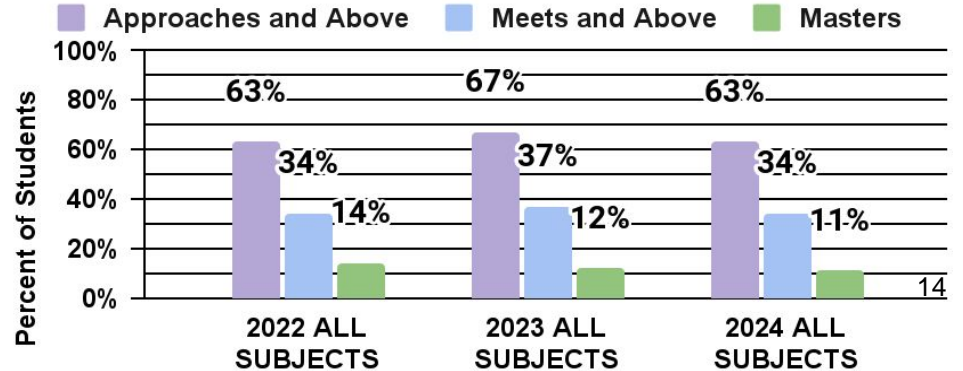
★ Approaches and Above ★ Meets and Above ★ Masters



ALL SUBJECTS

STAAR Assessment Results

ALL SUBJECTS

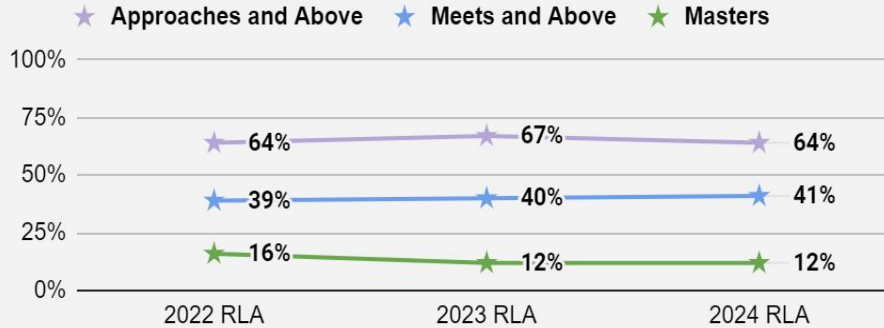


Data Sources:

- TEAL 2024 Accountability Results
- TAPR 2018-2023

STAAR Assessment Results

Reading Language Arts (RLA)

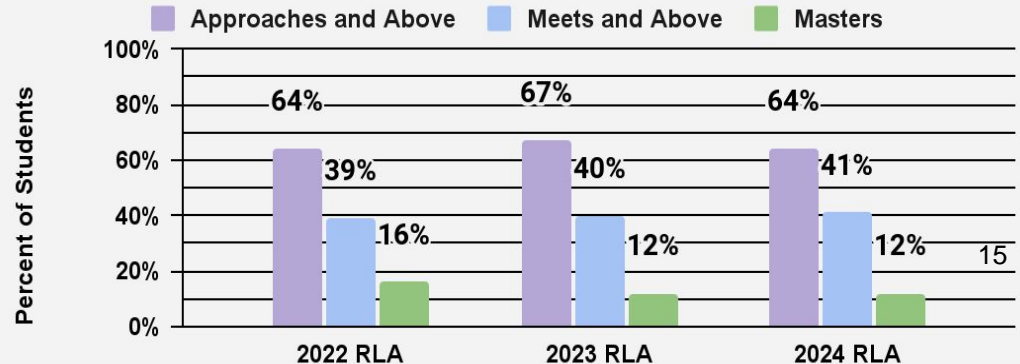


READING LANGUAGE ARTS (RLA)

- *Grade 3-8 RLA*
- *English 1 EOC*
- *English 2 EOC*

STAAR Assessment Results

Reading Language Arts (RLA)

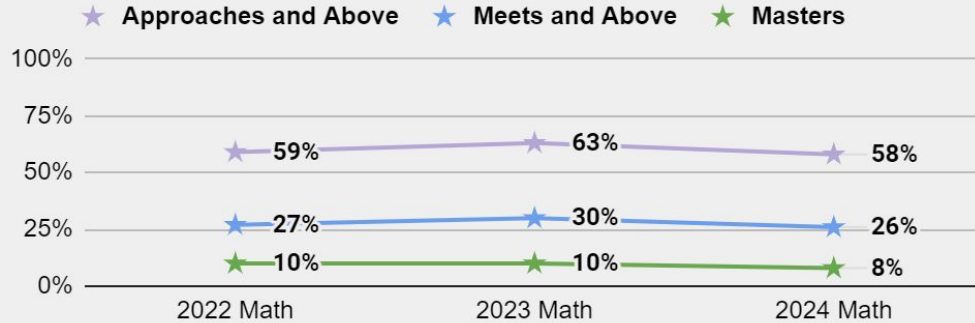


Data Sources:

- TEAL 2024 Accountability Results
- TAPR 2018-2023

STAAR Assessment Results

Mathematics

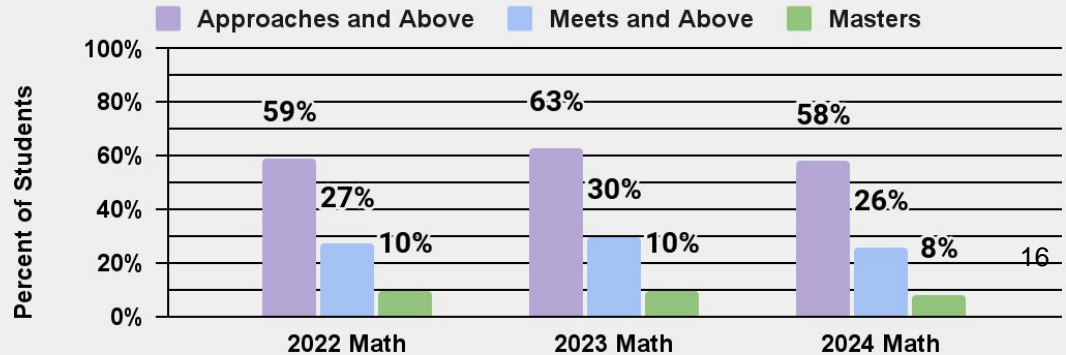


MATHEMATICS

- *Grade 3-8 Math*
- *Algebra 1 EOC*

STAAR Assessment Results

Mathematics

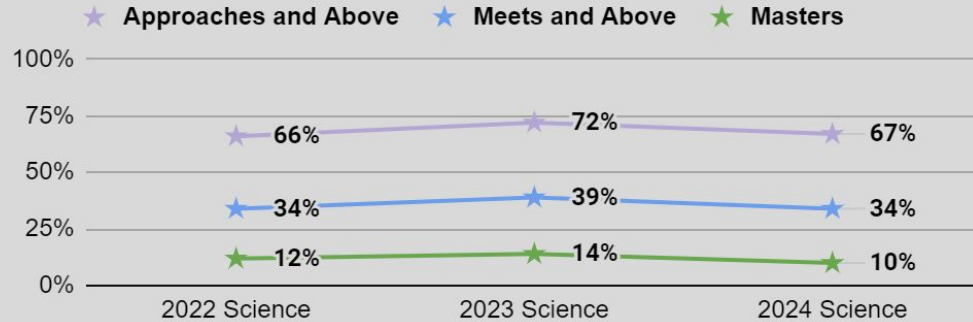


Data Sources:

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- TAPR 2018-2023

STAAR Assessment Results

Science

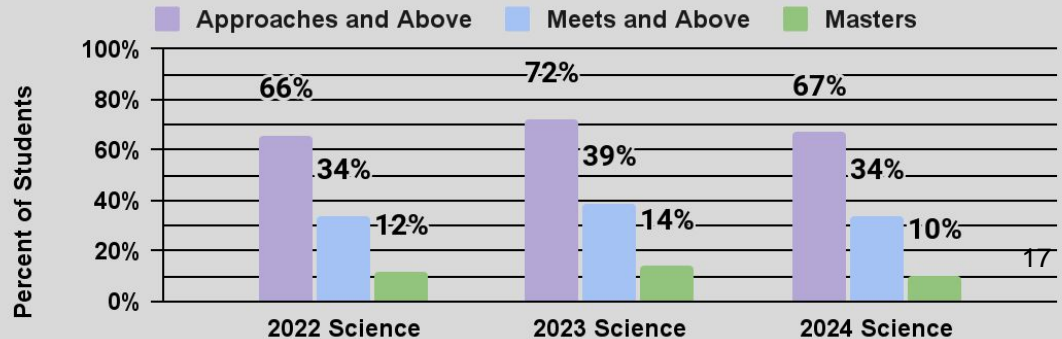


SCIENCE

- *Grade 5 Science*
- *Grade 8 Science*
- *Biology EOC*

STAAR Assessment Results

Science

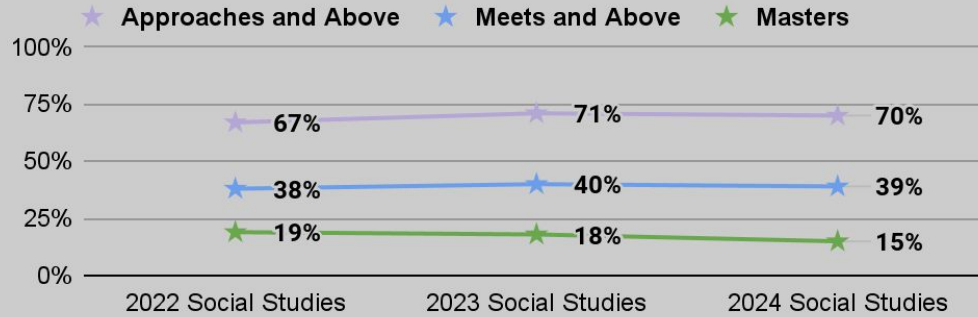


Data Sources:

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- TAPR 2018-2023

STAAR Assessment Results

Social Studies

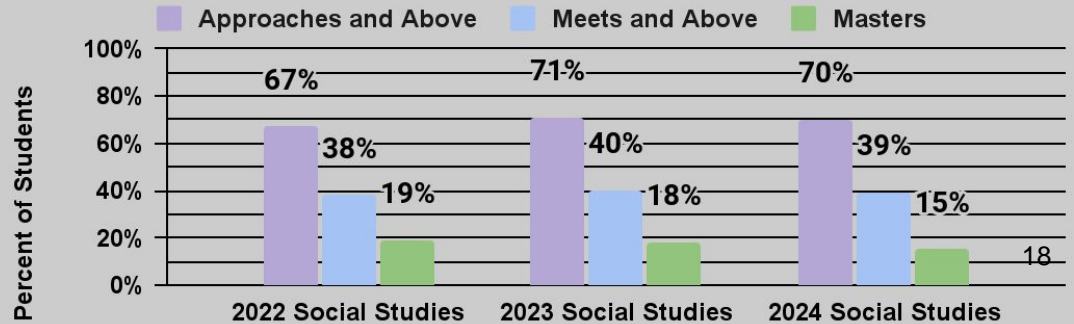


SOCIAL STUDIES

- *Grade 8 SS*
- *US History EOC*

STAAR Assessment Results

Social Studies



Data Sources:

- TEAL 2024 Accountability Results
- TAPR 2018-2023

Reading Language Arts (RLA) by Campus

Reading Language Arts	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	2024	2023	2024	2023	2024	2023
State	74%	76%	53%	52%	22%	20%
Seguin ISD	64%	67%	41%	40%	12%	12%
001 SHS	58%	60%	41%	37%	5%	5%
002 MBLC	73%	68%	29%	30%	0%	0%
041 Barnes MS	67%	72%	42%	44%	16%	17%
042 AJB MS	69%	72%	44%	40%	16%	14%
103 Jefferson	48%	62%	20%	26%	1%	4%
104 Rodriguez	68%	72%	37%	45%	14%	19%
105 Weinert	69%	72%	42%	42%	18%	15%
106 McQueeney	77%	78%	46%	47%	18%	16%
108 Patlan	74%	72%	47%	43%	22%	15%
109 Koennecke	70%	76%	49%	51%	25%	23%
110 Vogel	70%	65%	40%	39%	15%	16%

Mathematics by Campus

Mathematics	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	2024	2023	2024	2023	2024	2023
State	69%	73%	41%	43%	17%	18%
Seguin ISD	58%	63%	26%	30%	8%	10%
001 SHS	61%	65%	18%	20%	3%	3%
002 MBLC	53%	44%	0%	0%	0%	0
041 Barnes MS	49%	57%	20%	28%	7%	13%
042 AJB MS	56%	60%	23%	24%	6%	7%
103 Jefferson	38%	60%	11%	26%	2%	5%
104 Rodriguez	74%	78%	48%	43%	15%	11%
105 Weinert	52%	67%	29%	41%	10%	13%
106 McQueeney	75%	69%	41%	38%	11%	13%
108 Patlan	75%	69%	42%	38%	20%	17%
109 Koennecke	61%	69%	36%	41%	12%	20%
110 Vogel	69%	66%	37%	40%	12%	15%

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Science by Campus

Science	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	2024	2023	2024	2023	2024	2023
State	72%	75%	42%	46%	15%	18%
Seguin ISD	67%	72%	34%	39%	10%	14%
001 SHS	87%	81%	45%	43%	11%	13%
002 MBLC	100%	83%	29%	33%	0%	0%
041 Barnes MS	63%	75%	31%	52%	10%	17%
042 AJB MS	51%	62%	27%	29%	7%	9%
103 Jefferson	20%	38%	5%	15%	2%	7%
104 Rodriguez	59%	74%	30%	40%	13%	20%
105 Weinert	55%	59%	29%	34%	15%	16%
106 McQueeney	66%	69%	31%	36%	5%	13%
108 Patlan	52%	61%	30%	25%	15%	13%
109 Koennecke	55%	65%	29%	32%	11%	17%
110 Vogel	63%	81%	22%	54%	15%	28%

Social Studies by Campus

Social Studies	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	2024	2023	2024	2023	2024	2023
State	76%	77%	49%	50%	26%	27%
Seguin ISD	70%	71%	39%	40%	15%	18%
001 SHS	94%	89%	59%	57%	23%	27%
002 MBLC	91%	92%	24%	53%	3%	8%
041 Barnes MS	45%	57%	22%	30%	10%	14%
042 AJB MS	44%	49%	18%	16%	6%	7%




Alignment to Strategic Goals



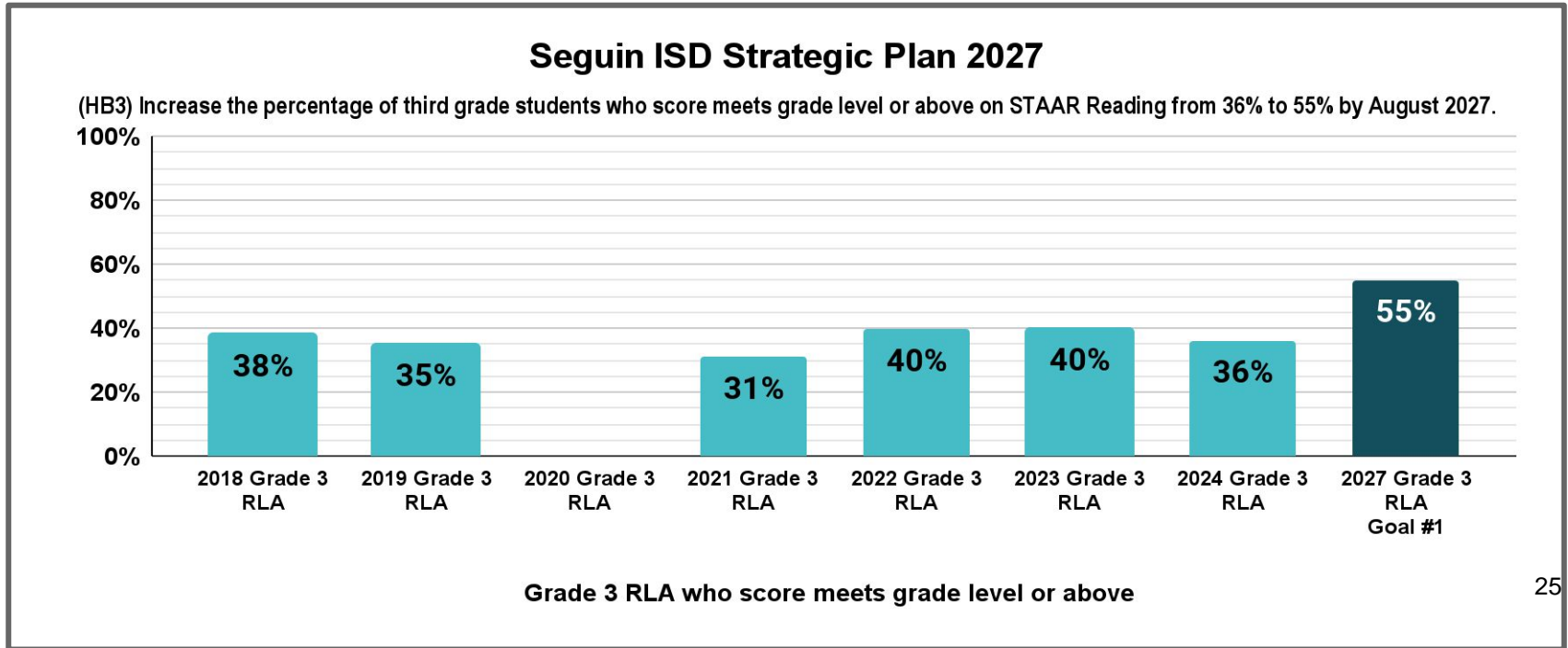
Goals

TEA has set targets for the ALL STUDENTS group in the Closing the Gap Domain for each campus type.

[2024 Accountability Manual](#)
[Chapter 4: Closing the Gaps Domain](#)

 ELEMENTARY Closing the Gaps Targets for the ALL STUDENTS Group	 Current Target SY 2022-2023 <i>through</i> SY 2026-2027	 Long Term Target SY 2032-2033 <i>through</i> SY 2037-2038
Academic Achievement Target - RLA <i>(Meets and Above)</i>	44%	72%
Academic Achievement Target - Math <i>(Meets and Above)</i>	49%	74%
Student Growth Target - RLA	63%	93%
Student Growth Target - Math	67%	95%
EL Progress* <i>(all current EBs/ELLs)</i>	44%	50%
STAAR <i>{App+Meets+Master}/3</i>	47%	77%

Goal 1

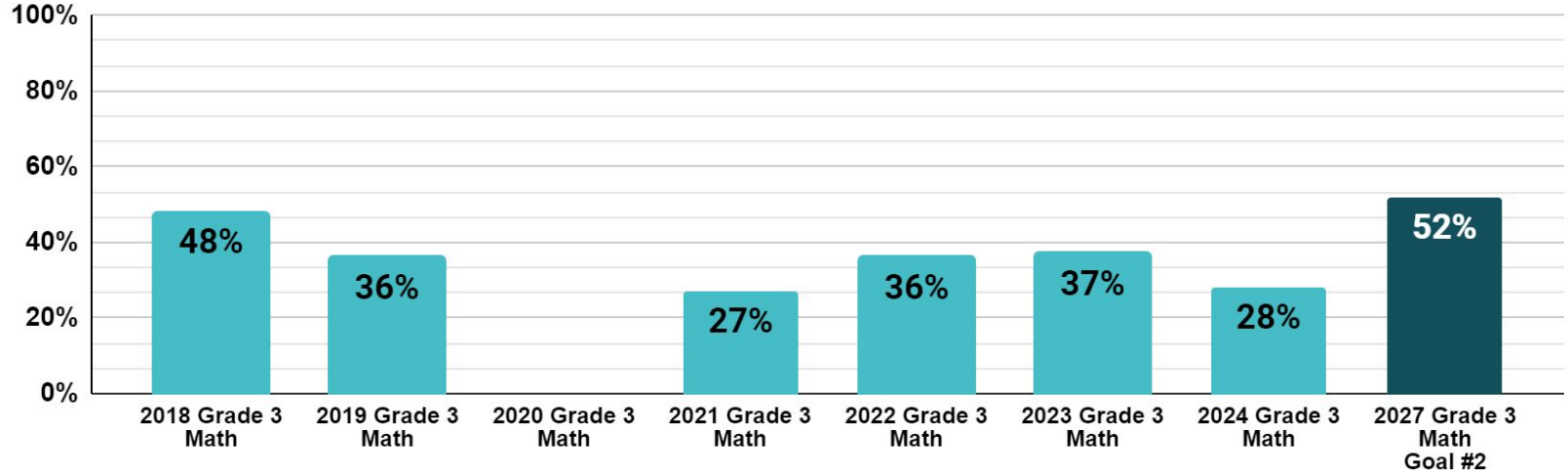


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Goal 2

Seguin ISD Strategic Plan 2027

(HB3) Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 28% to 52% by August 2027.

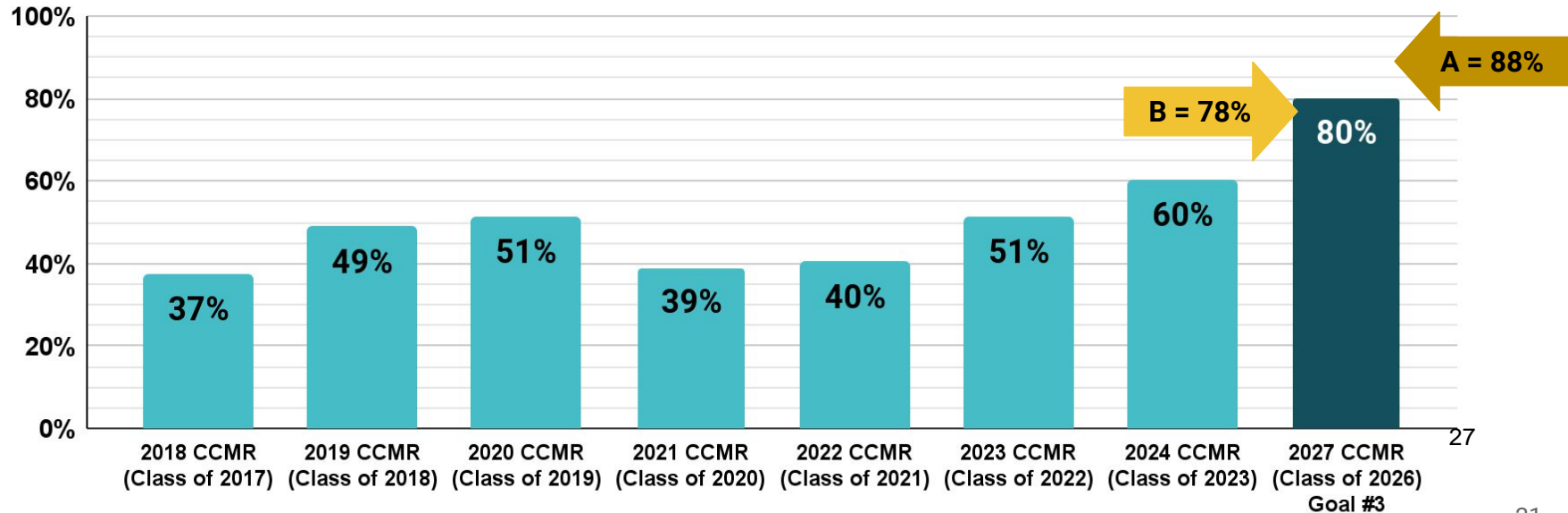


Grade 3 Math who score meets grade level or above

Goal 3

Seguin ISD Strategic Plan 2027

Increase the percentage of graduates who meet the CCMR requirements from 50.9% to 80% by August 2027.



Plan of Action

Engaging Tier 1 Instruction

Teaching that keeps all students interested and involved in learning by using clear, high-quality lessons that meet the needs of everyone in the classroom. It's the basic level of instruction designed to help most students succeed without extra support.

Data-Driven Instruction

Foster a culture where data is used collaboratively to identify areas of improvement and success. Provide ongoing professional development on data literacy and assessment practices.



Tier 1 Instruction– Focus on First Teach

Standards-Based Curriculum:

- Lessons aligned with state standards and learning objectives.
- Clear, measurable goals set for all students.

Effective Lesson Planning:

- Includes a clear objective, essential questions, and success criteria.
- Differentiated activities to meet the diverse needs of all learners.
- Incorporation of gradual release of responsibility (I Do, We Do, You Do).

Engaging Instructional Strategies:

- Active learning methods such as cooperative learning, discussions, and hands-on activities.
- Use of instructional scaffolding to support student learning.
- Incorporation of higher-order thinking skills and questioning.

Ongoing Assessment:

- Frequent formative assessments (e.g., exit tickets, quizzes, quick checks).
- Use of data to inform instruction and provide immediate feedback to students.
- Adjustments made based on student performance and needs.

High Quality Instructional Materials

The **first teach action** in a classroom through **lesson internalization** is about thoroughly understanding and preparing to deliver a lesson by deeply analyzing the instructional materials, also known as High-Quality Instructional Materials (HQIM). Here's how this process typically works:

- **Deep Study of a Unit/Lesson**
 - This involves reviewing the learning objectives, standards.
 - **Determining Instructional Strategies:** This includes selecting instructional methods, activities, and assessments that align with the lesson's goals.
 - **Campus Level:** During PLC meetings, teachers collaborate to discuss, refine their instructional approaches, and data dig.
 - **District Level:** Every 9 weeks, teachers participate in district-wide professional learning sessions that provide additional support.
 - **Differentiation-** is a teaching approach where teachers adjust their methods and materials to meet the different learning needs of students.
 - **Practice and Sharing:** After internalizing the lesson, teachers practice delivering parts of the lesson during PLCs.

Data-Driven Instruction

Student Tracker- Student Learning Report:

- Goal setting with teacher
- TEKS-Based- monitor student mastery
- Tracking Progress- every teacher, every grade level

Campus administrators ensure fidelity to the use of Data Trackers

Data Analysis:

- Regular review of assessment data to identify student strengths, weaknesses, and learning gaps.
- Disaggregation of data by subgroups (e.g., EB, SPED, GT) to ensure equity in instruction.

Instructional Planning:

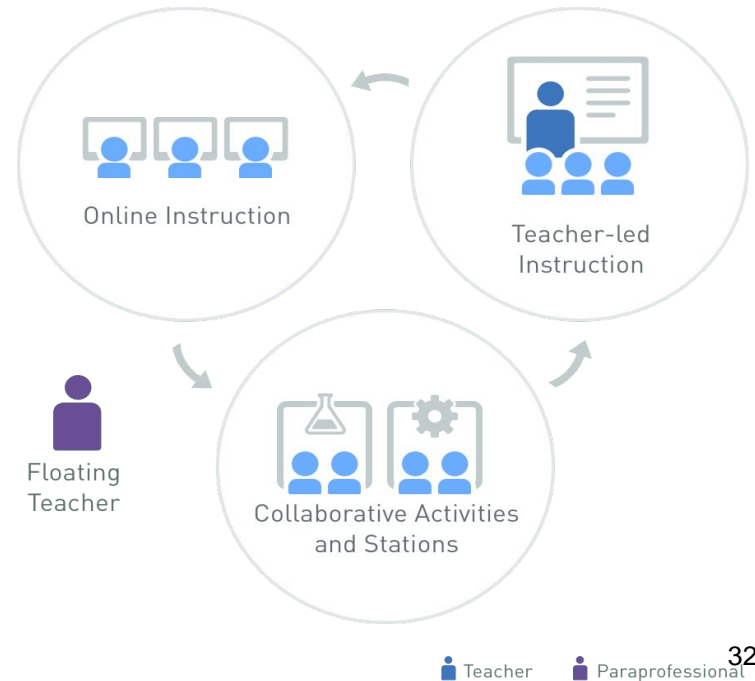
- Development of lesson plans and instructional strategies based on data insights.
- Tailoring of instruction to address identified needs and support student growth.
- Prioritization of essential standards based on data-driven goals.

Blended Learning

Teachers use student data trackers to develop small groups for targeted scaffolding, reteach, intervention, and enrichment.

PLC cycle supports data analysis for timely response to student needs.

HQIM and curricular resources support teachers to personalize learning for students based on readiness.



Writing Across the Curriculum

- Emphasize critical, cross-curricular writing in low-risk contexts
 - Implement reflection journals across all content areas
 - Analyze student writing progress during PLC and IC meetings to inform instructional decisions
- Campuses submit Short Constructed Responses & Extended Constructed Responses to CO for feedback
 - Develop campus created [Elementary](#) and [Secondary](#) calendars for submitted writing to share with the district
 - Utilize TEA Scoring Rubrics and Scoring Guides to provide consistent, aligned feedback
- Calibrate Writing Responses from Benchmark/Interim Assessments (using TEA Scoring Rubrics)
- Provide guidelines to optimize the writing block, including quarterly "look-fors"
- Celebrate writing growth and performance at the district level

Professional Development

- Sibme Coaching- 1-on-1 Coaching on best practices and Tier 1 Instruction
- TEKS internalization and Curriculum lesson planning- Carnegie Math
- Special Population Training- Achieving Student Growth
- Writing Workshop- S3 Strategies

Support from Curriculum and Instruction

- Partnership with Region XX
- Calendar with Topics and Professional Development Dates
- Planning support/PLC support
 - Provide PLC Protocol
- Instructional Rounds
 - Coordinators plan weekly classroom visit for coaching and feedback
 - Coordinators offer office hours at the campus
- Instructional Coaching
 - Sibme Training- coaching 1-on-1 for Admin and IC
- Triad Walk Throughs with Leadership
 - Monitoring Campus goals
 - Reviewing Data
 - Providing Feedback

Special Populations – EB Support

- **Biliteracy Focus**
 - Dr. Jose Medina - Providing in-person coaching at each campus for all DL teachers (Ball, Patlan, Rodriguez, & Koennecke)
 - Texas Reading Academies - Biliteracy Track
- **Summit K - 12 Platform**
 - TELPAS specific platform that will support all EBs (2nd - 12th) in Listening, Speaking, Reading, & Writing
- **Dual Language office hours provided weekly on campus to support teacher teams with lesson planning**

Recap: Workshop Objective

We will provide an overview of State and District accountability and 2024 assessment data; by the end of the presentation, outline specific action plans to enhance student success, teacher development, and overall district performance for the school year.

Thank you!

Dr. Veronica Vijil
Superintendent of Schools

Monica Lyons
Chief Academic Officer

Cindy Borden
**Director of State & Federal
Accountability**

Kristi Miranda
**Assistant Director of Assessment &
Accountability**

