Agenda of Regular Meeting

The Board of Trustees
Seguin ISD

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: — 8
      District 2 - Alejandro R. Guerra
      District 5 - Denise Crettenden
      Dr. Jack Lee
   B. Administer Oath of Office to Elected Trustees in: — 9
      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 — 10

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 31

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 52

      Emily Allen and Dr. Jack Lee
   D. Campus Highlight 53

      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 54

B. Business Services

Liz Banks

1. Financial Statement for October 2026 55
2. Purchase Orders Over $50,000 60

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. 62

Nancy Ramirez

B. Approval of Tax Collection Reports for October 2026 68

Liz Banks

C. Acknowledge Public Information Act Requests October-November 2026 69

Emily Allen

12. **Action Items**

A. Approval to Purchase District Library Books 71

Jackie Silvius

B. Consideration and Approval of the 2026-2027 Targeted Improvement Plans and Local Improvement Plans 135

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. The election was called in accordance with the Texas Education Code and applicable provisions of the Texas Election Code. 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. 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 ☐ Life-Ready Students ☒ Positive Community Culture ☐ Growth-Minded Personnel ☒ 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		
Early Votes by Mail (absentee)		
Election Day Votes		
TOTAL		

Under Votes, if any: _____ Total Votes Cast: _____
Provisional Ballots, if any: Counted: _____ Uncounted: _____

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 2: 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 3: 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 4: 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 5: 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 6: This Order shall be construed and enforced in accordance with the laws of the State of Texas and the United States of America.

SECTION 7: 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 8: 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 9: 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

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	Administer Statement of Elected Officers in: District 2 – Alejandro R. Guerra 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. 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). BBB (LEGAL) Board Members Elections
Fiscal Implication(s)	N/A
District Goals	☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students ☒ Positive Community Culture ☐ Growth-Minded Personnel ☐ 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
F: (830) 379-0392
www.seguin.k12.tx.us

Information Item	Administer Oath of Office to Elected Trustees in: District 2 – Alejandro R. Guerra 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. The oath is in accordance with Education Code 11.061 and Board Policy BBB (LEGAL). BBB (LEGAL) Board Members Elections
Fiscal Implication(s)	N/A
District Goals	☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students ☒ Positive Community Culture ☐ Growth-Minded Personnel ☐ 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. 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. 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 ☐ Positive Community Culture ☐ Growth-Minded Personnel ☒ 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

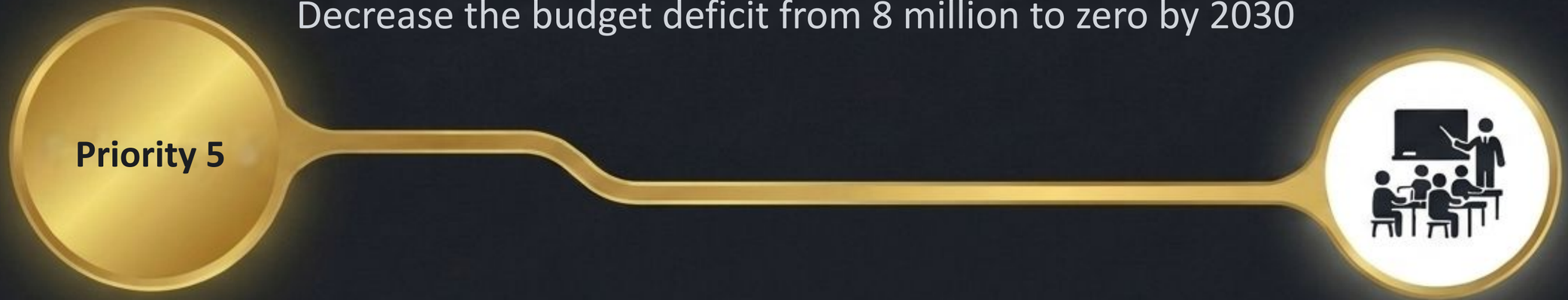
Based on 2024–2025 Financial Data

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.

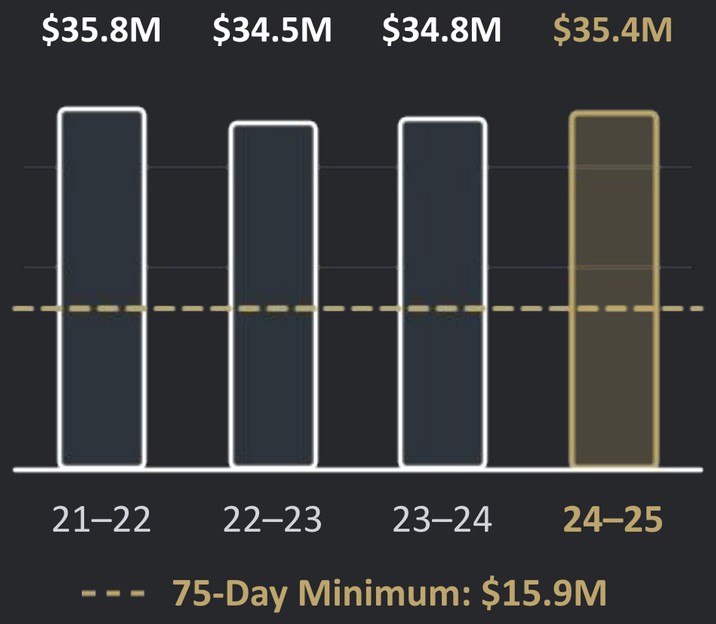
Financial Obligations: 100% compliance with all debt agreements and timely payments to TRS, TWC, and IRS.

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

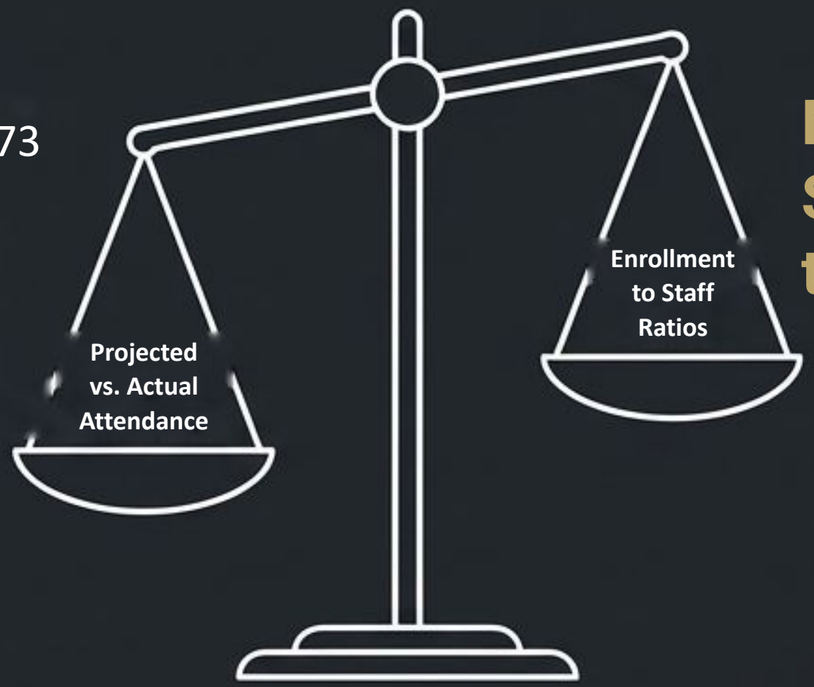
(Scoring 8 out of 10 points on correlation).

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 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
Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

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

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

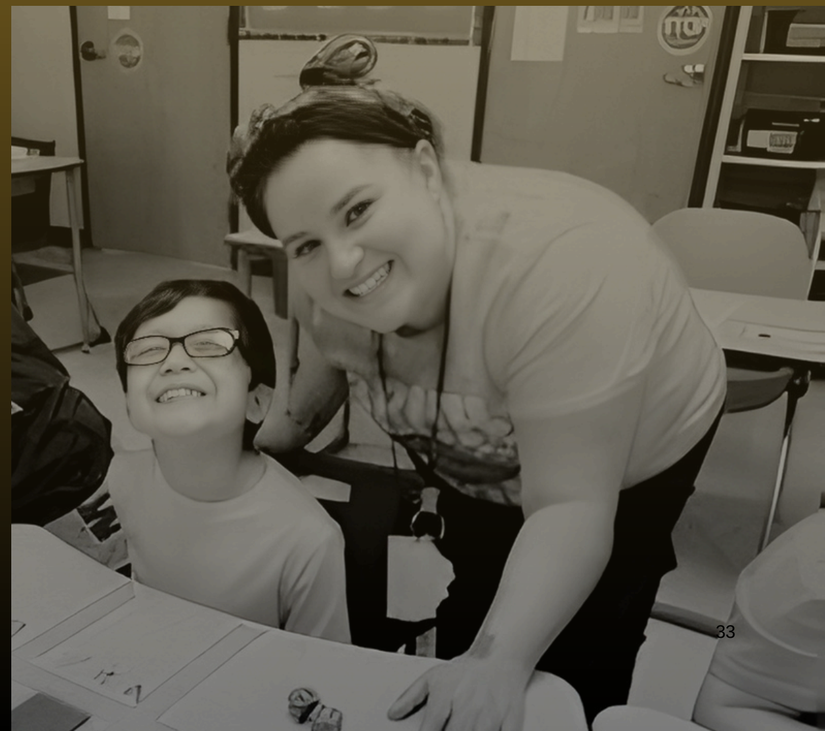
SEGUIN
INDEPENDENT SCHOOL DISTRICT

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 OBSERVATION & FEEDBACK: WALKTHROUGH TOOL	OCTOBER
DATA-INFORMED DIALOGUE: AN EVIDENTIARY APPROACH 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 2025

SEGUIN INDEPENDENT SCHOOL DISTRICT

1221 E. Kingsbury
Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

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

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. Superintendent's Students of the Month from: - Ball Early Childhood Center - Rodriguez Elementary School Matador Marching Band State Qualifiers Cross Country State Qualifier Superintendent's Apple Award
Fiscal Implication(s)	N/A
District Goals	☒ Challenging & Meaningful Learning Experiences ☒ Life-Ready Students ☒ Positive Community Culture ☒ Growth-Minded Personnel ☒ 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

1221 E. Kingsbury
Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

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

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. 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. 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 ☒ Life-Ready Students ☒ Positive Community Culture ☒ Growth-Minded Personnel ☒ 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

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	Personnel Information - Professional Employees
Contact Person(s)	Jeremy Nueman, Chief Human Resources Officer
Background	**BOARD'S ACKNOWLEDGEMENT OF RESIGNATIONS:** **Booth, Sharon, Seguin High School, effective December 31, 2026** Ms. Booth, CTE Teacher, has resigned and elected to retire. Ms. Booth has been with Seguin ISD for 9 years. **Goff, Steven, McQueeney Elementary, effective November 6, 2026** Mr. Goff, Kindergarten Teacher, has resigned due to contract abandonment. Mr. Goff has been with Seguin ISD for 3 months. **REFERENCE and COMPLIANCE:** DC (LEGAL), DC (LOCAL), Employment Practices
Fiscal Implication(s)	N/A
District Goals	☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students ☒ Positive Community Culture ☒ Growth-Minded Personnel ☐ 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

Information Item	Financial Statements for October 2026
Contact Person(s)	Elizabeth Banks, Chief Financial Officer, RTSBA 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 ☐ Positive Community Culture ☐ Growth-Minded Personnel ☒ 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 Jennifer Martinez, Purchasing Coordinator, RTSBA
Background	To provide the Board of Trustees with regular updates on purchases made greater than $50,000. CH(LEGAL) and CH(LOCAL) Purchasing and Acquisition
Fiscal Implication(s)	N/A
District Goals	☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students ☐ Positive Community Culture ☐ Growth-Minded Personnel ☒ 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 $57,000 10/07/26	SOURCEWELL PURCHASING COOPERATIVE	060624-TTI SOFTWARE & SERVICES FOR GOVERNMENT AND SCHOOLS	MUNIS ARCHIVE DATABASE & HOSTING FEES	LOCAL FUNDS (199)
GUNN CHEVROLET, LTD $73,602 10/14/26	TIPS PURCHASING COOPERATIVE	260204 BUSES & OTHER TRANSPORTATION VEHICLES	CHEVY TAHOE FOR SECURITY	BOND FUNDS (623)

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

Consent Action Item	Approval of Tax Collection Report for October 2026
Contact Person(s)	Elizabeth Banks, Chief Financial Officer, RTSBA 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. Total Tax Collections for the month of October 2026: Current $ 0 Delinquent 226,474 Penalty and Interest 21,982 Total Monthly Collections $ 248,456 Total Tax Collections Year to Date $ 1,226,395 Delinquent Tax Levy $ 3,687,563 Percent Collected through October 2026 33.26% Percent of Tax Levy Collected last year 33.20%
District Goals	☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students ☐ Positive Community Culture ☐ Growth-Minded Personnel ☒ 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.

1221 E. Kingsbury
Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

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

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. Reference and Compliance: GB(LEGAL) Public Information Program
Fiscal Implication(s)	N/A
District Goals	☒ Challenging & Meaningful Learning Experiences ☒ Life-Ready Students ☒ Positive Community Culture ☒ Growth-Minded Personnel ☒ 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	

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	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. Exhibit: Book list
Fiscal Implication(s)	N/A
District Goals	☒ Challenging & Meaningful Learning Experiences ☒ Life-Ready Students ☒ Positive Community Culture ☒ Growth-Minded Personnel ☒ 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, Heath	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

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		

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	

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 an	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	

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

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				

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	

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		

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		

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			
Christmas Turkey Disaster	Erickson, John F	4 to 7	Elementary	1-591-88166-8	978-1-591-88166-7	978-0-7804-0795-4		
Chronicles of a lizard nobody	Ness, Patrick	3-6	Elementary	9798368774794		9781536235937	9781536244397	9781536237412
Cicadas	Kenan, Tessa	K-3	Elementary		9798896623915		9798896623922	9798896623939
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			
Classroom Confidence	Kelley, Ceece	K to 3	Elementary	1-9538591-2-7	978-1-9538591-2-9			
Claudia and the great search	Martin, Ann M	3-6	Elementary	9798318906114			9781546179283	
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		
Click! Snap! Picture That!	Boge, Dieter	K-3	Elementary			9780735846388		
Clothesline clues to the first day of school	Heling, Kathryn	K-3	Elementary	9781725419438		9781580898249	9781580895798	9781632897138

Clydeo makes a friend	Aniston, Jennifer	K-3	Elementary	9798318910562		9780063372443	9780063372436	
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		
Coke vs. Pepsi: The Cola Wars	Abdo, Kenny	2-8	Elementary	9781098228620				
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		
Communities at work	Neiley, Dani	K-3	Elementary	9798318944604			9798330929801	
Concrete mixers	Pettiford, Rebec	K-3	Elementary		9781636908526		9781636908533	9781636908540
Connor McDavid	Roumanis, Alexi	3-6	Elementary	9798318919909	9798874511364		9798874511371	
Construction Site: Firefight!	Rinker, Serrie Du	P-2	Elementary	9781797226590				
Copland : a story about America	Mang, Veronica	K-3	Elementary			9780593693711		9780593693728
Coral reefs	Higgins, Nadia	K-3	Elementary		9781620316764		9781620317297	9781624965531
Coral reefs : cities of the ocean	Wicks, Maris	3-6	Elementary	9781518126598			9781626721456	9781626727250
Coral snakes	Sterling, Charlie	K-3	Elementary		9798896624851			9798896624875
Corn Snakes	Murray, Julie	K-3	Elementary	9781098247805				
Corvette	Schuh, Mari C	K-3	Elementary		9798896620143		9798896620150	
Cougars	Andrews, Elizab	K-3	Elementary	9781098246891				
Counting to calm: my first self-regulation book	Barrett, Judi	K-3	Elementary	9781958372319				
Cowgirl Dreaming	Owens, R.J.	k-3	Elementary	9781949480573				
Cows on the farm	Harris, Bizzy	K-3	Elementary		9781645277033			9781645277040
Crabs	Kissock, Heathe	K-3	Elementary	9798318919657	9798874525385		9798874525392	9798874525422
Cranes	McDonald, Amy	K-3	Elementary		9781644873687			9781648340697
Cranes	Pettiford, Rebec	K-3	Elementary		9781636908496		9,781,636,908,502	9781636908519
Cranky versus the cat	Tran, Phuc	K-3	Elementary	9798318910579		9780063469099	9780063469082	9780063469105
Cranky, Crabby Crow (Saves the World)	Tabor, Corey R.	K to 3	Elementary	0-06-337358-0	978-0-06-337358-7	978-0-8479-1472-2		
Crayon Man: The True Story of the Invention of Crayola Crayons	Biebow, Natasch	K to 3	Elementary	1-328-86684-X	978-1-328-86684-4	978-0-7804-4732-5		
Creepy sheepy	Cummins, Lucy I	K-3	Elementary			9780593693896		9780593693902
Cristiano Ronaldo	Battista, Brianna	3-6	Elementary	9781725408630	9781538343487		9781538344729	9781538343845
Cristiano Ronaldo : soccer star	Kortemeier, Todd	3-6	Elementary	9781549011672	9781635174885		9781635175608	9781635177046
Cuddles	Miles, Ellen	2 to 5	Elementary	1-338-30300-7	978-1-338-30300-1	978-0-7804-4431-7		
Cup of Nations	Layton, T. Z	3-6	Elementary	9798318926044		9781464268281	9781464268298	9781464268304
Cupcake fix	Fang, Vicky	K-3	Elementary	9781713757955			9781338582970	9781338582994

Cupcake Fix	Fang, Vicky	K to 3	Elementary	1-338-58297-6	978-1-338-58297-0	978-0-7804-9061-1		
Cursed castle	Peters, Stephani	3-6	Elementary		9798875283550		9798875283505	
Cyclopes	Hansen, Grace	K-3	Elementary		9781098268565			
Dachshunds	Duling, Kaitlyn	K-3	Elementary		9781624967689			9781624967696
Dad's first day	Wohnoutka, Mik	K-3	Elementary			9781619634732		9781619637450
Dangerous allies	McMann, Lisa	5-8	Elementary	9798368739410		9780593615836	9780593615843	9780593615850
Danilo Was Here	Burgess, Tamika	5 to 9	Elementary	0-06-315966-X	978-0-06-315966-2	978-0-8479-0713-7		
Danilo was here	Burgess, Tamika	5-8	Elementary	9798318942792		9780063159662	9780063159679	9780063159686
Dawn of the axolotl	Brooks, Kit	3-6	Elementary			9780316601863	9780316601856	9780316601870
Dawn of the axolotl	Tan, Susan	K-3	Elementary	9798318914294		9781546180296	9781546180289	9781546180302
Dawn on the Coast	Nopra, Arley	4 to 7	Elementary	1-546-13554-5	978-1-546-13554-8	978-0-8479-0259-0		
Dawn's wicked stepsister	Martin, Ann M	3-6	Elementary	9798368783512			9781546179252	
Dear street	Zier-Vogel, Linds	K-3	Elementary			9781525303104		9781525311482
Deer x Sawbuck	Hansen, Grace	P-2	Elementary	9798384909859				
Defending the Swamp Dragon	West, Tracey	1 to 4	Elementary		979-82-250-0329-6	978-0-8479-1187-5		
Density	Pettiford, Rebec	K-3	Elementary		9798892139663		9798892139670	9798892139687
Descendants. Mal's royal challenge	Muell, Jason	3-6	Elementary	9781668829790			9781427868282	9781427869944
Deserts	Mayerling, Tim	K-3	Elementary		9781620316771		9781620317303	9781624965548
Dia de playa!	Ransom, Candic	K-3	Elementary	9781516043880			9780593646656	9780593646670
Dig Monkey, Dig!	Neal, Tony	K-3	Elementary	9798318933592			9781382072267	
Diggers	Pettiford, Rebec	K-3	Elementary		9781636908557		9781636908564	9781636908571
Digging Deep	Maddox, Jake	3 to 6	Elementary	1-496-56356-5	978-1-496-56356-9			
Dinosaur destruction	Pallotta, Jerry	K-3	Elementary			9798225030629		9798225036997
Dinosaurs in space	Sturgell, Todd	K-3	Elementary			9781728236278		9781728236285
Diplodocus	Murray, Julie	K-4	Elementary	9781098285449				
Dirty birdies	Sattler, Jennifer	k-3	Elementary	9781585363896				
Disaster on the Titanic	Messner, Kate	2 to 5	Elementary	1-338-13398-5	978-1-338-13398-1	978-0-7804-4464-5		
Discover great white sharks	Loh-Hagan, Virg	K-3	Elementary	9781489872159	9781633625983		9781633626881	9781634703062
Discover hammerhead sharks	Loh-Hagan, Virg	K-3	Elementary	9781489872166	9781633625990		9781633626898	9781634703079
Discover Maine coon cats	Micco, Trudy	K-3	Elementary	9780329932176	9780766038523		9781464401176	9781464510243
Discover oriental shorthair cats	Micco, Trudy	K-3	Elementary	9780329932152	9780766038530		9781464401152	9781464510229
Discover Persian cats	Micco, Trudy	K-3	Elementary	9780329932145	9780766038547		9781464401145	9781464510212
Discover ragdoll cats	Micco, Trudy	K-3	Elementary	9780329932138	9780766038554		9781464401138	9781464510205
Discover the Star Spangled Banner: A Tribute to Our Nation	Cherry Lake Pub	2-5	Elementary	1-668-97296-4	978-1-668-97296-0			
Disney Agent Stitch The Rodents of Roswell	Behling, Steve	3-6	Elementary	9798318971068			9780736448895	

Disney descendants. Evie's wicked runway : the complete manga collection	Muell, Jason	3-6	Elementary	9798368780733			9781427881250	
Disney Stitch! Cute and Sassy, Volume 1	Author not listed	K-3	Elementary	9798318971105			9781427889508	
Disney Stitch!, Volume 1 (Full-Color Edition)	Tsukurino, Yumi	K-3	Elementary	9798318937385			78,567,399,700,000	9781427858948
Dive for the Black Pearl	Yardi, Robin	1 to 4	Elementary	1-546-12245-1	978-1-546-12245-6	978-0-8000-7973-4		
Do sharks have bones?	London, Martha	K-3	Elementary	9798318954498	9798895778012		9798902011187	
Dog	Nugent, Samant	K-3	Elementary	9798318919459	9781791155827		9781791155834	9781791177775
Dog Behavior	Lim, Angela	2-5	Elementary	9781098291020				
Dog Man : a sprinkle in time	Pilkey, Dav	3-6	Elementary	9798318956560		9781546199359		
Doggo and Pupper	Applegate, Kathe	1 to 4	Elementary	1-250-62097-X	978-1-250-62097-2	978-0-8000-2668-4		
Doggo and Pupper Save the World	Applegate, Kathe	1 to 4	Elementary	1-250-43198-0	978-1-250-43198-1	978-0-8479-0060-2		
Doggo and Pupper Search for Cozy	Applegate, Kathe	1 to 4	Elementary	1-250-43168-9	978-1-250-43168-4	978-0-8479-0065-7		
Don't Be Scared	Faruqi, Saadia	3-6	Elementary	9798318956225		9781250879332	9781250879240	9781250471468
Don't be scared	Stine, R. L	K-3	Elementary			9780063482951	9780063482944	
Don't blink!	Rosenthal, Amy	K-3	Elementary	9781725468955			9780593175699	9780385391887
Don't Do It, Doug!	Pwell-Tuck, Mau	P-2	Elementary	9781664300798				
Don't push the button!	Cotter, Bill	K-3	Elementary	9781713782575		9781402287466	9781728250083	9781402287473
Don't wake up the tiger	Teckentrup, Britt	K-3	Elementary			9780763689964		
Double creature feature	Miedoso, Andres	K-3	Elementary	9798368764993		9781665966702	9781665966696	9781665966719
Double cross	McMullen, Beth	3-6	Elementary	9781713701941		9781481490269	9781481490276	9781481490283
Double Trouble	Santat, Dan	3-6	Elementary	9798318966378		9781250360014	9781250360021	
Double trouble. Lost in Japan	Misako Rokkusu	5-8	Elementary	9798318941689		9781250901422	9781250901439	9781250496706
Dr. Seuss's How the grinch stole Christmas...according to Max!	Heim, Alastair	K-3	Elementary		9798217228089	9798217228072		9798217228096
Dragon bones	McMann, Lisa	3-6	Elementary	9781725421141		9781481456845	9781481456852	9781481456869
Dragon curse	McMann, Lisa	3-6	Elementary	9781713725923		9781534416017	9781534416024	9781534416031
Dragon fire	McMann, Lisa	3-6	Elementary	9781713747185		9781534416048	9781534416055	9781534416062
Dragon fury	McMann, Lisa	3-6	Elementary	9781713790204		9781534416109	9781534416116	9781534416123
Dragon ghosts	McMann, Lisa	3-6	Elementary	9781725466838		9781534415980	9781534415997	9781534416000
Dragon slayers	McMann, Lisa	3-6	Elementary	9781713766698		9781534416079	9781534416086	9781534416093
Dragons	Hansen, Grace	K-3	Elementary		9781098261887			9781098262723
Dragsters	Harris, Bizzy	K-3	Elementary		9781636906720		9781636906737	9781636906744
Drawn to Friends	Kelley, Ceece	K to 3	Elementary	1-9538590-7-0	978-1-9538590-7-5			
Dream big	Hale, Shannon	3-6	Elementary	9798318909887		9781250843104	9781250843111	9781250496041
Dream-along nursery rhymes.	various authors	K-3	Elementary	9781518131660			9780531229637	

Duck in a Sock: With Four Phonics Stories	Rae, Elspeth	1 to 4	Elementary	1-459-82490-3	978-1-459-82490-4	978-0-8000-3595-2		
Duckling Gets a Valentine	Mo Willems Wor	P-2	Elementary	1-454-96908-3	978-1-454-96908-2	978-0-8479-2667-1		
Ducks on the farm	Harris, Bizzy	K-3	Elementary		9781645277057			9781645277064
Dulces y antojitos: a high contrast bilingual board book	Bowersock, Aarc	k-3	Elementary	9781962227230				
Dwayne Johnson	Duling, Kaitlyn	K-3	Elementary		9781641280341		9781641280358	9781641280365
Earl & Worm: The Bad Idea and Other Stories	Greg Pizzoli	K-3	Elementary	0-593-64966-4	978-0-593-64966-4			
Earth and Moonie	Colmenares, An	K-3	Elementary			9781665981507		9781665981521
Earth! : my first 4.54 billion years	McAnulty, Stacy	K-3	Elementary			9781250108081		9781250197917
El dia de Sarah en el kinder	Wells, Robin	K-3	Elementary	9781549022708	9781641563864		9781641560740	9781641561457,9781731608574
El Leon desmelenado no se come ni un bocado	Oro, Begona	K-3	Elementary	9781516063970			9788448863753	9788448864965
Elena va a acampar	Medina, Juana	K-3	Elementary	9798368774749		9781536234053	9781536248012	9781536244687
Elephant	Gillespie, Katie	K-3	Elementary	9798318919084	9798874524883		9798874524890	9798874524920
Elephant	Daniels, Ruby	3-9	Elementary	9781098296315				
Elephant calves in the wild	Brandle, Marie	K-3	Elementary		9798885240628		9798885240635	9798885240642
Elephants	Murray, Julie	K-4	Elementary	9781098280024				
Ellen DeGeneres	Gleisner, Jenna	K-3	Elementary		9781641280372		9781641280389	9781641280396
Ellie and the Good-Luck Pig	Barkley, Callie	1 to 4	Elementary	1-481-42402-5	978-1-481-42402-8	978-0-605-85700-1		
Ellie Steps up to the Plate	Barkley, Callie	1 to 4	Elementary	1-534-41178-X	978-1-534-41178-4	978-0-7804-0380-2		
Ellie the Flower Girl	Barkley, Callie	1 to 4	Elementary	1-481-46718-2	978-1-481-46718-6	978-0-605-94876-1		
Ellie's Lovely Idea	Barkley, Callie	1 to 4	Elementary	1-442-48218-4	978-1-442-48218-0	978-0-605-72823-3		
Eloise the flame dragon	Mara, Maddy	3-6	Elementary	9798368748214		978-0-8000-7028-1	9781339019918	9781546140054
Eloise the Flame Dragon	Mara, Maddy	2 to 5	Elementary	1-339-01991-4	978-1-339-01991-8	978-0-8000-7028-1		
Elon Musk	Duling, Kaitlyn	K-3	Elementary		9781641281980		9781641281997	
Elves	Hansen, Grace	K-3	Elementary		9781098261894			
Ember the Fire Dragon	West, Tracey	K-3	Elementary	9798368783888		9781546193159	9781546193142	9781546193166
Emily Morrison presents Lila Duray : a collection of delightfully delectable poems	Morrison, Emily	3-6	Elementary			9798985071351		
Encanto. La familia lo es todo	Mack, Luz M	K-3	Elementary	9781668858882			9780736443654	9780736443661
Entertainment hobbies : music, magic, theater & more	Daniels, Ruby	5-8	Elementary		9781098297732			9798384930549
Epic Guide to Dragon Masters	West, Tracey	1 to 4	Elementary	1-339-02345-8	978-1-339-02345-8	978-0-8000-6594-2		
Erling Haaland : soccer superstar	Hanlon, Luke	3-6	Elementary	9798368757315	9781634949514		9781634949651	9781634949927

Escape Artist: A True Story of Octopus Adventure	Hanson, Thor	K to 3	Elementary	0-06-267647-4	978-0-06-267647-4	978-0-8479-1485-2		
Escape from the Roller Ghoster	Miedoso, Andres	3-6	Elementary	9781713702016		9781534464919	9781534464902	9781534464926
Escape from the Twin Towers	Messner, Kate	2 to 5	Elementary	1-338-53794-6	978-1-338-53794-9	978-0-7804-7636-3		
Esperanza Rising --A Graphic Novel	Ryan, Pam Munc	5-8	Elementary	9798318945656		9781338768145	9781338768138	
Eugenia Lincoln and the Unexpected Package	DiCamillo, Kate	1 to 4	Elementary	1-536-20353-X	978-1-536-20353-0	978-0-7804-2829-4		
Europa	Ponti, James	3-6	Elementary	9798318976803		9781665959988	9781665959995	9781665960007
Europa	Ponti, James	4 to 7	Elementary	1-665-95998-3	978-1-665-95998-8	978-0-8479-0452-5		
Eva saves the day	Elliott, Rebecca	K-3	Elementary	9798318906039	9781546127116		9781546127109	9781546127123
Evelyn Del Rey Is Moving Away	Medina, Meg	K to 3	Elementary	1-536-20704-7	978-1-536-20704-0	978-0-7804-8150-3		
Evelyn Del Rey is moving away	Medina, Meg	K-3	Elementary	9781713778424		9781536207040	9781536230673	9781536219913
Every Monday Mabel	Awan, Jashar	K to 3	Elementary	1-665-93815-3	978-1-665-93815-0	978-0-8479-1360-2		
Everything mythology	Hoena, B. A	3-6	Elementary	9781489806208			9781426314988	
Evil spy school, the graphic novel	Gibbs, Stuart	5-8	Elementary	9781516080625		9781665931946	9781665931939	9781665931953
Examining Mixtures & Solutions	Rusick, Jessica	3 to 6	Elementary	1-532-19899-X	978-1-532-19899-1			
Except Antarctica	Sturgell, Todd	K-3	Elementary			9781728233260		9781728233277
Eyelash Vipers	Murray, Julie	K-3	Elementary	9781098247812				
Fairies	Hansen, Grace	K-3	Elementary		9781098268572			
Farm animals	Kenan, Tessa	K-3	Elementary		9781645275190			9781645275206
Farm buildings	Kenan, Tessa	K-3	Elementary		9781645275213			9781645275220
Farm jobs	Kenan, Tessa	K-3	Elementary		9781645275237			9781645275244
Farm plants	Kenan, Tessa	K-3	Elementary		9781645275275			9781645275282
Felix Powell, boy dog	Kelly, Erin Entrac	3-6	Elementary	9798368778020		9780063337169	9780063337176	9780063337183
Fencing	Coupe, Jessica	3-6	Elementary	9798318916090	9798874526399		9798874526405	9798874526436
Ferrari	Schuh, Mari C	K-3	Elementary		9798896620174		9798896620181	
Ferret	Siemens, Jared	K-3	Elementary	9798318919466	9781791155940		9781791155957	9781791177812
Fifth grade top dogs	Spinelli, Jerry	3-6	Elementary			9798225028237		9798225028244
Fight or flight	Kinney, Jeff	5-8	Elementary	9798318950476		9781419782701		
Fight or Flight	Kinney, Jeff	4 to 7	Elementary	1-419-78270-3	978-1-419-78270-1	978-0-8479-1816-4		
Find Fergus	Boldt, Mike	K-3	Elementary			9781984849021		9781984849045
Finn's little fibs	Percival, Tom	K-3	Elementary	9798368795119		9781547612932	9781547617142	9781547612949
Finnik the furious	Ulrich, Josh	3-6	Elementary	9798318942563		9781524883447	9798881604110	9798881612764
Fire truck vs. dragon	Barton, Chris	K-3	Elementary		9780316522137			9780316522090
Fire trucks	McDonald, Amy	K-3	Elementary		9781644873205		9781681038070	9781648343131
Firefox Moon	Colfer, Eoin	3-6	Elementary	9798318941429		9781250372642	9781250444936	9781250372635

Fireworks	Burgess, Matthe	K-3	Elementary			9780063216723		
Fireworks	Houran, Lori Has	K-3	Elementary	1-662-67054-0	978-1-662-67054-1			
Fish	Nugent, Samant	K-3	Elementary	9798318919473	9781791155858		9781791155865	9781791177782
Fish do not have feet!	Miller, T. J	K-3	Elementary	9798318942914		9780063472877	9780063472853	9780063472884
Five little monkeys ; and Five little penguins	Moses, Brian	K-3	Elementary	9780329980832			9780778711513	9781427145611
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

Frog or toad?	Rice, Jamie	K-3	Elementary		9781636903460		9781636903477	9781636903484
Frogs : awesome amphibians	Prince, Liz	3-6	Elementary	9798368707433			9781250268860	9781250357687
Frogs play cellos : and other fun facts	DiSiena, Laura L	K-3	Elementary	9781518171536		9781481414265	9781481414258	9781481414272
Front Desk --A Graphic Novel	Yang, Kelly	3-6	Elementary	9798318945700		9781338856453	9781338856446	9781338856460
Fruit bats	Austen, Lily	K-3	Elementary		9798896621966		9798896621973	
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

Good morning, Crayons	Daywalt, Drew	K-3	Elementary			9780593694848		9780593694862
Goosebumps, the graphic novel. Monster Blood	Gonzalez, Madd	3-6	Elementary	9798368786933		9781338879438	9781338879421	9781338879445
Goosebumps, the graphic novel. The haunted mask	Gonzalez, Madd	3-6	Elementary	9798368720340		9781338879407	9,781,338,879,391	9781338879414
Gorgons	Hansen, Grace	K-3	Elementary		9781098268596			9781098269647
Gorilla infants in the wild	Brandle, Marie	K-3	Elementary		9798885240680		9798885240697	9798885240703
Gorilla vs Leopard	Klepinger, Teresa	2-5	Elementary	1-645-19572-4	978-1-645-19572-6			
Gorillas	Murray, Julie	K-4	Elementary	9781098280031				
Gotta go, Buffalo : a silly book of fun goodbyes	Meyers, Kevin	K-3	Elementary					9781423645986
Grace the cove dragon	Mara, Maddy	3-6	Elementary	9781668893821			9781338875485	9781339012551
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			
Green Tree Pythons	Murray, Julie	K-3	Elementary	9781098247829				
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				
Gross animal eaters	Chanez, Katie	K-3	Elementary		9798892130592		9798892130608	9798892130615
Gross animal habits	Chanez, Katie	K-3	Elementary		9798892130622		9798892130639	9798892130646
Groundhog	Kissock, Heathe	K-3	Elementary	9798318920776	9781791155278		9781791155285	9781791174606
Grumpy monkey. Get your grumps out	Lang, Suzanne	K-3	Elementary	9781713784197			9780593428320	9780593428634
Grumpy monkey. Ready, set, bananas!	Lang, Suzanne	K-3	Elementary	9781713784203			9780593428313	9780593428627
Grumpy monkey. The egg-sitter	Lang, Suzanne	K-3	Elementary	9781668880258			9780593434642	9780593434666
Guide to the Dragon World	Sutherland, Tui T	3 to 6	Elementary	1-338-63482-8	978-1-338-63482-2			
Gus the Mushroom Dragon	West, Tracey	K-3	Elementary	9798318905919		9781546193180	9781546193173	9781546193197
Hafsa's way	Saeed, Aisha	5-8	Elementary			9780593529379		9780593529386
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

Hana the thunder dragon	Mara, Maddy	3-6	Elementary	9781516077175			9781339019888	9781339043746
Handful of Dogs	Rae, Elspeth and	1 to 4	Elementary	1-459-83823-8	978-1-459-83823-9	978-0-8000-6927-8		
Happy Father's Day from the Crayons	Daywalt, Drew	K-3	Elementary	0-593-62461-0	978-0-593-62461-6			
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		
Harry versus the first 100 days of school	Jenkins, Emily	K-3	Elementary	9798368711560		9780525644712	9780593708590	9780525644736
Haunted hospital	Chan, Marty	5-8	Elementary	9781713728641			9781459826205	9781459826229
Haunted hotel	Atwood, Megan	3-6	Elementary		9798875283475		9798875283420	
Haunted house	Sonneborn, Scot	3-6	Elementary		9798875281471		9798875281426	
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
Hello, Mallory	Martin, Ann M	3-6	Elementary	9781544454047	9781338684988		9781338684971	
Help the brave giraffe	Ruths, Mitali Bar	K-3	Elementary	9781516093397		9781338895025	9781338895018	9781338895032
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
Hide and seek	Edge, Christoph	3-6	Elementary	9798318911583		9781536250558	9781536250565	9781536252170
Hide, fish, hide! : sea creature camouflage	Wilder, Derick	K-3	Elementary			9781534113589		
High-speed trains	Gleisner, Jenna	K-3	Elementary		9781645272427			
Hike	Oswald, Pete	K-3	Elementary	9781668885116		9781536201574	9781536219623	9781536216899
Hippo	Gillespie, Katie	K-3	Elementary	9798318919107	9798874524487		9798874524494	9798874524524
Hippopotamus calves in the wild	Brandle, Marie	K-3	Elementary		9798885240710		9798885240727	9798885240734
Hippos can't swim : and other fun facts	DiSiena, Laura L	K-3	Elementary	9781518171543			9781442493247	9781442493254
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		
Hocus and Pocus and the Snow Day Sorcery	Capetta, A. R.	K to 3	Elementary	1-536-24966-1	978-1-536-24966-8	978-0-8479-0623-9		
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

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, Genevie	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		
How to Catch a Groundhog	Walstead, Alice	K-3	Elementary	1-7282-9303-0	978-1-7282-9303-5	978-0-8000-5910-1		
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		
How to Catch Bigfoot	Walstead, Alice	K-3	Elementary	1-46423-077-3	978-1-46423-077-6			
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	
How to draw cute manga	Powell, Marc	3-6	Elementary	9781489881328	9781499411706		9781499411393	
How to draw dramatic manga	Powell, Marc	3-6	Elementary	9781489881335	9781499411744		9781499411416	
How to draw fantasy manga	Powell, Marc	3-6	Elementary	9781489881342	9781499411768		9781499411423	
How to speak in Spanglish	Mancillas, Monic	K-3	Elementary			9780593521809		9780593660270

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		

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
Ink! : 100 fun facts about octopuses, squid, and more	Drimmer, Stepha	K-3	Elementary	9781544437538			9781426335013	9781426335037
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		
Isadora Moon and the Pop Stars	Muncaster, Harri	1 to 4	Elementary	1-382-07516-2	978-1-382-07516-9	978-0-8479-1032-8		
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
Isadora Moon Helps Out	Muncaster, Harri	1 to 4	Elementary	1-382-05224-3	978-1-382-05224-5	978-0-8000-6470-9		
Isadora Moon Makes a Wish	Muncaster, Harri	1 to 4	Elementary	0-19-278877-9	978-0-19-278877-1	978-0-8000-7929-1		
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
It Takes a Family to Serve	Wheeler, Lisa	K-3	Elementary	0-06-328347-6	978-0-06-328347-3			
It's Corn Picking Time!	Esbaum, Jill	K to 3	Elementary	0-8234-5561-0	978-0-8234-5561-4	978-0-8479-1489-0		
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

Joshua Tree Mirage	Fulton, C.R.	3 to 6	Elementary	1-09-825690-5	978-1-09-825690-6			
Judgy bunny and the terrible beach	Rothman, Scott	K-3	Elementary			9781728296722		9781728296739
Jumping spiders	Gleisner, Jenna	K-3	Elementary		9781624967924			9781624967931
Jungle animals = Animales de la selva	Gersh, Camilla	K-3	Elementary			9780593966617	9780593966600	
Just Add Glitter	DiTerlizzi, Angela	P to 2	Elementary	1-481-40967-0	978-1-481-40967-4	978-0-605-02235-5		
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
K-Pop demon hunters : the official deluxe junior novelization	Yoon, Jessica	3-6	Elementary			9798217234288		9798217234295,9798217409594
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	
Kai the Spell Dragon	Mara, Maddy	3-6	Elementary	9798318965746			9798225018375	
Kamala and Maya's big idea	Harris, Meena	K-3	Elementary	9781713787341		9780062937407		9780063018914
Kangaroo	Dell, Pamela	4-7	Elementary	979-8-89581-077-4				
Kangaroos	Deniston, Natalie	K-3	Elementary		9798892135160		9798892135177	
Kangaroos	Scheffer, Janie	K-3	Elementary	979-88-930479-5-0				
Karen's Kittycat Club	Martin, Ann M.	2 to 5	Elementary	1-338-76303-2	978-1-338-76303-4	978-0-7804-9881-5		
Karen's Little Sister	Martin, Ann M.	2 to 5	Elementary	1-338-77659-2	978-1-338-77659-1	978-0-7804-9875-4		
Kiki Kallira conquers a curse	Mandanna, Sang	5-8	Elementary	9781516041886			9780593207017	9780593207024
Kiki Kallira conquers a curse	Mandanna, Sang	5-8	Elementary	9781516041886			9780593207017	9780593207024
Killer whales	Chanez, Katie	K-3	Elementary		9798885245982		9798885245999	9798885246002
Kindness glows in the dark	Valle, Gama	K-3	Elementary	9798318935039		9798888599150	9798888599488	
King & Kayla and the Case of the Downstairs Ghost	Butler, Dori Hille	1 to 4	Elementary	1-682-63470-1	978-1-682-63470-7	978-0-8000-5865-4		
King & Kayla and the Case of the Escape Artist	Butler, Dori Hille	1 to 4	Elementary	1-682-63701-8	978-1-682-63701-2	978-0-8000-8321-2		
Kingston and the echoes of magic	Moses, Rucker	5-8	Elementary	9781668832905			9780525516910	9780525516903
Kisses from space	Menon, Anna	K-3	Elementary			9780593811146		9780593811160
Kitten Delivery	Downing, Erin S	4 to 7	Elementary	1-546-12494-2	978-1-546-12494-8	978-0-8479-0291-0		
Kitten Trouble (full-Color Edition)	Bruel, Nick	2 to 5	Elementary	1-250-78244-9	978-1-250-78244-1			
Kitten's first full moon	Henkes, Kevin	K-3	Elementary					9780062417107
Kitty-cam	Palatini, Margie	K-3	Elementary	9781516051991		9781665927321	9781665927314	9781665927338
Kitty's cuddles	Cabrera, Jane	K-3	Elementary	9781516071296		9780823444724	9780823456000	
Knuffle Bunny	Willems, Mo	K-3	Elementary					9781368110365

Koala Caper	Lockhart, Melody	2 to 5	Elementary	1-398-85056-X	978-1-398-85056-9	978-0-8000-7960-4		
Koalas	Deniston, Natalie	K-3	Elementary		9798892135191		9798892135207	9798892135214
Komodo Dragon vs. Anaconda	O'Brien, Cynthia	2-5	Elementary	1-645-19800-6	978-1-645-19800-0			
Kristy and the Mother's Day Surprise	Epstein, Gabriela	4 to 7	Elementary	1-546-13558-8	978-1-546-13558-6	978-0-8479-2951-1		
Kristy and the Mother's Day Surprise --a Graphic Novel	Epstein, Gabriela	3-6	Elementary	9798318964244		9781546135593	9781546135586	
Kristy and the secret of Susan	Martin, Ann M	3-6	Elementary	9798368784090			9781546179269	
Kylian Mbappe : soccer superstar	Moon, Derek	3-6	Elementary	9798368757650	9781634949521		9781634949668	9781634949934
La cancion del cambio: himno para ninos	Gorman, Amand	P to 2	Elementary	0-593-52731-3	978-0-593-52731-3	978-0-8000-2777-3		
La ira de Tlaloc	Valenti, Karla	3-6	Elementary	9798368735344			9798890981431	9798890981448
La Mala Semilla	John, Jory and F	K to 3	Elementary	1-644-73801-5	978-1-644-73801-6			
La oruga muy impaciente	Burach, Ross	K-3	Elementary	9781544447681			9781338601138	9781338601527
La pelea final de reptiles	Pallotta, Jerry	K-3	Elementary	9798368752549			9781546148067	9781546160984
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	
Last Fallen Moon	Kim, Graci	4 to 7	Elementary	1-368-07315-8	978-1-368-07315-8	978-0-8000-3392-7		
Laugh-along nursery rhymes.	various authors	K-3	Elementary	9781518131677			9780531229651	
Layla the Water Lily Dragon	Mara, Maddy	3-6	Elementary	9798318949937			9798225018368	9798225024536
Layla the Water Lily Dragon	Mara, Maddy	2 to 5	Elementary		979-8-225-01836-8	978-0-8479-2917-7		
Learning to fly	Punset, Ana	K-3	Elementary	9798368760421		9781536241006	9781536241013	9781536241792
LeBron James	Cucini, Sara	K-3	Elementary	9798318919916	9798874504311		9798874504328	
LeBron James	Duling, Kaitlyn	K-3	Elementary		9798889965756		9781641280419	9781641280426
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				
Let's look at sharks	Nelson, Kristin L	K-3	Elementary	9780329783648			9780761360414	9780761362838
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	
Libros Libres, Sobre Ruedas	Campoy, F. Isab	K to 3	Elementary	0-06-344407-0	978-0-06-344407-2	978-0-8000-9652-6		
Lights! Camera! Hammerhead! (Shark School #2)	Ocean, Davy	K-3	Elementary	1-53794-468-1	978-1-53794-468-5	978-1-48140-681-9		

Lila and the jack-o'-lantern : Halloween comes to America	Churnin, Nancy	K-3	Elementary			9780807566633		9780807566640
Lin-Manuel Miranda	Spanier, Kristine	K-3	Elementary		9781641280433		9781641280440	9781641280457
Lion	Gillespie, Katie	K-3	Elementary	9798318919138	9798874524630		9798874524647	9798874524678
Lion	Daniels, Ruby	3-9	Elementary	9781098296339				
Lion cubs in the wild	Brandle, Marie	K-3	Elementary		9798885240741		9798885240758	9798885240765
Lion x Pyroar	Hansen, Grace	P-2	Elementary	9798384909866				
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
Little Boo	Frost, Maddie	K-3	Elementary			9780063267831		
Little kids first big book of African animals	Hughes, Catheri	K-3	Elementary		9781426375484	9781426374005		
Little kids first big book of baby animals	Myers, Maya	K-3	Elementary			9781426371462		9781426371486
Little kids first big book of how	Esbaum, Jill	K-3	Elementary		9781426323300	9781426323294		9781426326141
Little kids first big book of pets	Hughes, Catheri	K-3	Elementary			9781426334702		9781426334726
Little kids first big book of reptiles and amphibians	Hughes, Catheri	K-3	Elementary			9781426338182		9781426338205
Little kids first big book of space	Hughes, Catheri	K-3	Elementary		9798217225484	9798217225477		
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				
Little Miss Stoneybrook--and Dawn	Martin, Ann M	3-6	Elementary	9781544453989	9781338685039		9781338685015	9780545533904
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		
Liz at Marigold Lake	Barkley, Callie	1 to 4	Elementary	1-442-49525-1	978-1-442-49525-8	978-0-605-80420-3		
Liz Learns a Lesson	Barkley, Callie	1 to 4	Elementary	1-442-46768-1	978-1-442-46768-2	978-0-605-71527-1		
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
Lola and the Troll	Schultz, Connie	K-3	Elementary			9780593527634		9780593527658

Lola Levine and the dinosaur scene	Brown, Monica	K-3	Elementary	9798318924514		9780316580663	9780316580656	9780316580670
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
Look Out! a Storm!	Milgrim, David	P to 2	Elementary	1-534-44197-2	978-1-534-44197-2			
Loops	Awan, Jashar	K-3	Elementary			9781665974943		9781665974950
Los caimanes y los cocodrilos	Marsh, Laura	K-3	Elementary	9798368731780			9781426377211	
Los koalas	Marsh, Laura F	K-3	Elementary	9798368718996	9781426377426		9781426377419	
Los murcielagos	Carney, Elizabet	K-3	Elementary	9798368780559	9781426378270		9781426378263	
Los Viernes Comemos Churros	Alvarado, Jenny	K to 3	Elementary	0-8234-5834-2	978-0-8234-5834-9			
Lost Puppy	Lockhart, Melody	2 to 5	Elementary	1-398-85049-7	978-1-398-85049-1	978-0-8000-7959-8		
Loud Librarian	Beatrice, Jenna	K to 3	Elementary	1-665-91054-2	978-1-665-91054-5	978-0-8000-5038-2		
Love Finds a Way	Kousky, Vern	K-3	Elementary	1-25033-475-6	978-1-25033-475-6			
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
Manga Classics Little Women	Alcott, Louisa M	3-6	Elementary	9798318962097			9781787081949	
Many Cultures, One Community	Driggs, Lorin	K-3	Elementary	9798318944611			9798330929849	
Marion and the Girls' Getaway	Barkley, Callie	1 to 4	Elementary	1-534-44869-1	978-1-534-44869-8	978-0-7804-6176-5		
Marion and the Secret Letter	Barkley, Callie	1 to 4	Elementary	1-481-48702-7	978-1-481-48702-3	978-0-605-97350-3		
Marion Strikes a Pose	Barkley, Callie	1 to 4	Elementary	1-442-49528-6	978-1-442-49528-9	978-0-605-82042-5		
Marion Takes a Break	Barkley, Callie	1 to 4	Elementary	1-442-46772-X	978-1-442-46772-9	978-0-605-71547-9		
Marion Takes Charge	Barkley, Callie	1 to 4	Elementary	1-481-42408-4	978-1-481-42408-0	978-0-605-90620-4		
Mars! : Earthlings welcome	McAnulty, Stacy	K-3	Elementary			9781250256881		9781250823052
Marvel vs. DC: A Superhero Showdown	Abdo, Kenny	2-8	Elementary	9781098228644				
Mary Anne and the great romance	Martin, Ann M	3-6	Elementary	9798368749495			9781546110262	
Mary Anne and the search for Tigger	Martin, Ann M	3-6	Elementary	9781668893807			9781338815078	

Mary Anne and too many boys	Martin, Ann M	3-6	Elementary	9798318914508			9798225051624	
Mass	Pettiford, Rebec	K-3	Elementary		9798892139632		9798892139649	9798892139656
Masters of Disguise	McMann, Lisa	4 to 7	Elementary	0-593-69879-7	978-0-593-69879-2	978-0-8479-0769-4		
Match day mayhem	author not listed,	5-8	Elementary			9781400217120		9781400217137
Match Day Mayhem Dude Perfect + Panda	Perfect, Dude	5-8	Elementary			9781400217120		
Max, a little axolotl : an original graphic novel	Spiotto, Joey	3-6	Elementary	9798368786919		9781546169468	9781546169451	9781546169475
Max, a little axolotl: an original graphic novel. Breaking out!2	Spiotto, Joey	3-6	Elementary	9798318912078		9798225037147	9798225037130	9798225037154
Maxolotl	Sieveking, Laura	K-3	Elementary	9798318950001			9798225064617	9798225064624
Maya the ember dragon	Mara, Maddy	3-6	Elementary	9798368786926			9781339019932	9781546140078
Mbappe v. Haaland	Oldfield, Matt	3-6	Elementary	9798318946226		9781536252934	9781536249446	9781536254198
McLaren	Schuh, Mari C	K-3	Elementary		9798896622536		9798896622543	
Me gusta mi carro	Robertson, Mich	K-3	Elementary	9798368739144			9780823458042	
Meesha makes friends	Percival, Tom	K-3	Elementary	9798368723525		9781547605194	9781547611287	9781547605200
Megan Rapinoe : soccer superstar	Hewson, Anthon	3-6	Elementary		9781634942010		9781634942027	9781634942034
Mei the ruby treasure dragon	Mara, Maddy	3-6	Elementary	9781713770404			9781338680669	9781338743593
Mei the Ruby Treasure Dragon	Mara, Maddy	2 to 5	Elementary	1-338-68066-8	978-1-338-68066-9	978-0-8000-5146-4		
Mercedes-Benz	Schuh, Mari C	K-3	Elementary		9798896622567		9798896622574	
Mercy Watson Is Missing!	DiCamillo, Kate	1 to 4	Elementary	1-536-24201-2	978-1-536-24201-0	978-0-8000-6251-4		
Mermaid you look	Miedoso, Andres	3-6	Elementary	9781668839720		9781665914093	9781665914086	9781665914109
Message	Applegate, K. A.	3 to 6	Elementary	1-338-79620-8	978-1-338-79620-9	978-0-8000-4896-9		
Messi	Mugford, Simon	K-3	Elementary	9798368742540			9781804536773	
Messi v. Ronaldo	Oldfield, Matt	3-6	Elementary	9798318946233		9781536252941	9781536248913	9781536254204
Mexican Culture and Cooking	Lowe, Lindsey	3-6	Elementary	1-502-66911-0	978-1-502-66911-7			
Mexico	Van, R.L.	2-5	Elementary	9781532199684				
Mi Boca Es Un Volcan	Cook, Julia	K to 3	Elementary	84-914543-6-5	978-8-491-45436-6			
Michael Jordan : basketball superstar	Rose, Rachel	K-3	Elementary	9798368709598	9781647477189		9781647477264	9781647477349
Michelle Obama	Duling, Kaitlyn	K-3	Elementary		9781641280495		9781641280501	9781641280518
Military dogs	Brandle, Marie	K-3	Elementary		9781645279280		9781645279297	9781645279303
Milk Snakes	Murray, Julie	K-3	Elementary	9781098247836				
Millie	Hoyle, McCall	3-6	Elementary	9798368771991		9781639932337	9781639933945	9781649332486
Millie Fleur's pumpkin problem	Mandin, Christy	K-3	Elementary			9798225041335		9798225041359
Milo	Miles, Ellen	2 to 5	Elementary		979-8-225-00834-5	978-0-8479-2918-4		

Milo's monster	Percival, Tom	K-3	Elementary	9798368723518		9781547610976	9781547615704	9781547610983
Mina the lightning dragon	Mara, Maddy	3-6	Elementary	9781516093526			9781339019895	9781339047126
Mina the Lightning Dragon	Mara, Maddy	2 to 5	Elementary	1-339-01989-2	978-1-339-01989-5	978-0-8000-6606-2		
Mindy Kim and the Fun Family Vacation	Lee, Lyla	1 to 4	Elementary	1-665-93584-7	978-1-665-93584-5	978-0-8000-7666-5		
Mindy Kim and the Mid-Autumn Festival	Lee, Lyla	1 to 4	Elementary	1-665-93578-2	978-1-665-93578-4	978-0-8000-4583-8		
Mindy Kim, Big Sister	Lee, Lyla	1 to 4	Elementary	1-665-93581-2	978-1-665-93581-4	978-0-8000-6408-2		
Minecraft	Downs, Kieran	3-6	Elementary		9798893040470			9781644879870
Minecraft the manga. 1	Seto, Kazuyoshi	3-6	Elementary	9798318928949			9781974747146	
Minecraft the manga. 2	Seto, Kazuyoshi	3-6	Elementary	9798318928956			9781974747153	
Minecraft the manga. 3	Seto, Kazuyoshi	3-6	Elementary	9798318928963			9781974758104	
Minecraft the manga. 4	Seto, Kazuyoshi	3-6	Elementary	9798318928970			9781974758111	
Minecraft the manga. 5	Seto, Kazuyoshi	3-6	Elementary	9798318922435			9781974762330	
Minecraft the manga. 6	Seto, Kazuyoshi	3-6	Elementary	9798318966804			9781974763108	
Minecraft the manga. 7	Seto, Kazuyoshi	3-6	Elementary	9798318967085			9781974763115	
Minecraft. Mobs in the mansion!	Kaplan, Arie	K-3	Elementary	9781516085484			9780593709467	9780593709481
Minecraft. Search for the snowy wolf	Dutka, Nada Sha	K-3	Elementary	9798318937071	9798217121090		9798217121083	9798217121106
Minerals	Pettiford, Rebec	K-3	Elementary		9798885244398		9798885244404	9798885244411
Mingo the flamingo	Oswald, Pete	K-3	Elementary			9780062391988		
Misfit mansion	Davault, Kay	3-6	Elementary	9781516052943		9781665903080	9781665903073	9781665903097
Mission Manhattan	Ponti, James	3-6	Elementary	9798368755731		9781665932479	9781665932486	9781665932493
Mistaco	Kinkz, Eliza	K to 3	Elementary	0-593-70023-6	978-0-593-70023-5	978-0-8479-1477-7		
Mix it up!	Tullet, Herve	K-3	Elementary			9781452137353		
Mommy, carry me please!	Cabrera, Jane	K-3	Elementary	9781516084609		9780823444748	9780823456864	
Monkey infants in the wild	Brandle, Marie	K-3	Elementary		9798885240772		9798885240789	9798885240796
Monorail trains	Gleisner, Jenna	K-3	Elementary		9781645272441			
Monster trucks	McDonald, Amy	K-3	Elementary		9781644873212		9781681038087	9781648343148
Moon! : Earth's best friend	McAnulty, Stacy	K-3	Elementary			9781250199348		
Moose	Carr, Aaron	K-3	Elementary	9798318920783	9781791154301		9781791154318	9781791174651
Moose on the Loose	Rae, Elspeth and	1 to 4	Elementary	1-459-83829-7	978-1-459-83829-1	978-0-8479-0046-6		
Moray eels in the wild	Beaton, Kathryn	K-3	Elementary	9798318912382	9781668972793		9781668974179	
Most Magnificent Idea	Spires, Ashley	P to 2	Elementary	1-525-30504-2	978-1-525-30504-7			
Most Magnificent Maker's a to Z	Spires, Ashley	P to 2	Elementary	1-525-30629-4	978-1-525-30629-7			
Most Magnificent Team	Spires, Ashley	K to 3	Elementary	1-525-31295-2	978-1-525-31295-3			
Mouse	Lukidis, Lydia	K-3	Elementary	9798318919541	9798874505837		9798874505844	
Mouse & his dog	Applegate, Kathe	3-6	Elementary	9798368774206		9781250345004	9781250344991	9781250345011
Mouse's First Day of School	Thompson, Laur	PreK/K	Elementary	9781416994763				
Mouse's First Fall	Thompson, Laur	PreK/K	Elementary	9781416994770				

Move-along nursery rhymes.	various authors	K-3	Elementary	9781518131684			9780531229644	
Mr. Lemoncello's Very First Game	Grabenstein, Ch	4 to 7	Elementary	0-593-48085-6	978-0-593-48085-4	978-0-8000-6393-1		
Mr. Lemoncello's Wondermous Christmas Gift	Grabenstein, Ch	4 to 7	Elementary		979-8-217-11789-5	978-0-8479-2447-9		
Mr. Wolf's class	Steinke, Aron Ne	3-6	Elementary	9781549036774			9781338047684	9781338047707
Mr. Wolf's class. Field trip	Steinke, Aron Ne	3-6	Elementary	9781544458625			9781338617634	9781338617658
Mr. Wolf's class. Lucky stars	Steinke, Aron Ne	3-6	Elementary	9781725430624			9781338047837	9781338047905
Mr. Wolf's class. Mystery club	Steinke, Aron Ne	3-6	Elementary	9781549087134			9781338047738	9781338047752
Mr. Wolf's class. Snow day	Steinke, Aron Ne	3-6	Elementary	9781544462318			9781338746754	9781338746785
Mr. Wolf's class. The new student	Steinke, Aron Ne	3-6	Elementary	9798318912092		9781546175728	9781546175711	9781546175735
Mrs. Smith's spy school for girls	McMullen, Beth	3-6	Elementary	9781549071348		9781481490207	9781481490214	9781481490221
Mulan and the Lantern Festival	Johnson, Nicole	K-3	Elementary	9798368751634			9780736445153	9780736445160
Mustang	Schuh, Mari C	K-3	Elementary		9798896622598		9798896622604	
My first look at French	Gleisner, Jenna	K-3	Elementary		9781645273035			
My first look at German	Gleisner, Jenna	K-3	Elementary		9781645273059			
My first look at Italian	Gleisner, Jenna	K-3	Elementary		9781645273073			
My first look at Spanish	Gleisner, Jenna	K-3	Elementary		9781645273097			
My five senses	Aliki	K-3	Elementary	9781489895332		9780062381910	9780062381927	
My friend has Down syndrome	Duling, Kaitlyn	K-3	Elementary		9781641287265		9781641287272	9781641287289
My friend is blind	Chang, Kirsten	K-3	Elementary		9781641287326		9781641287333	9781641287340
My friend is deaf	Chang, Kirsten	K-3	Elementary		9781641287357		9781641287364	9781641287371
My friend uses a wheelchair	Chang, Kirsten	K-3	Elementary		9781641287388		9781641287395	9781641287401
My Pet Bird	Yazdani, Sheila	K-3	Elementary	9798318964985	9781039890435		9781039891104	
My Pet Cat	Yazdani, Sheila	K-3	Elementary	9798318964992	9781039890398		9781039891067	
My Pet Dog	Yazdani, Sheila	K-3	Elementary	9798318965005	9781039890404		9781039891074	
My Pet Fish	Yazdani, Sheila	K-3	Elementary	9798318965012	9781039890442		9781039891111	
My Pet Hamster	Yazdani, Sheila	K-3	Elementary	9798318965029	9781039890411		9781039891081	
My Pet Lizard	Yazdani, Sheila	K-3	Elementary	9798318965036	9781039890459		9781039891128	
My Pet Pony	Yazdani, Sheila	K-3	Elementary	9798318965043	9781039890466		9781039891135	
My Pet Rabbit	Yazdani, Sheila	K-3	Elementary	9798318965050	9781039890428		9781039891098	
Myles Garrett	Beattie, Charlie	5-8	Elementary		9798384941750			
Mythical beasts : 100 fun facts about real animals and the myths they inspire	Drimmer, Stepha	K-3	Elementary	9781713719045	9781426338946		9781426338939	

Mythological creatures : a classical bestiary : tales of strange beings, fabulous creatures, fearsome beasts, & hideous monsters from Ancient Greek mythology	Curlee, Lynn	3-6	Elementary	9798368765679		9781665968980	9781665968973	9781665968997
Naomi the rainbow glitter dragon	Mara, Maddy	3-6	Elementary	9781713760566			9781338680652	9781338743562
Naomi the Rainbow Glitter Dragon	Mara, Maddy	2 to 5	Elementary	1-338-68065-X	978-1-338-68065-2	978-0-8000-5143-3		
Naomi the rainbow glitter dragon	Mara, Maddy	3-6	Elementary	9781713760566			9781338680652	9781338743562
Nat again	Scrivan, Maria	3-6	Elementary	9798318945816		9798225011741	9798225011727	9798225011765
Nat the Cat and the Mysterious Thing	Lerner, Jarrett	K-3	Elementary	9798318956652			9798347109487	
Nat the cat finds a map	Lerner, Jarrett	K-3	Elementary	9798318921803		9781665957151	9781665957144	9781665957168
Nat the Cat Has a Hat	Lerner, Jarrett	P to 2	Elementary	1-665-95711-5	978-1-665-95711-3	978-0-8000-7668-9		
Nat the Cat Has a Snack	Lerner, Jarrett	P to 2	Elementary	1-665-95708-5	978-1-665-95708-3	978-0-8479-2619-0		
Nat the cat has a snack	Lerner, Jarrett	K-3	Elementary			9781665957090	9781665957083	9781665957106
Nat the Cat Takes a Bath	Lerner, Jarrett	P to 2	Elementary	1-665-91893-4	978-1-665-91893-0	978-0-8000-7669-6		
Nat the Cat Takes a Nap	Lerner, Jarrett	P to 2	Elementary	1-665-91890-X	978-1-665-91890-9	978-0-8000-7554-5		
Nature hobbies : bird-watching, camping, hiking & more	Daniels, Ruby	5-8	Elementary		9781098297749			9798384930556
Neil deGrasse Tyson	Duling, Kaitlyn	K-3	Elementary		9781641282079		9781641282086	9781641282093
Never a doll moment	Miedoso, Andres	3-6	Elementary	9781516052707		9781665933834	9781665933827	9781665933841
New Girl	Cargill, Perdita a	1 to 4	Elementary	1-664-34057-2	978-1-664-34057-2	978-0-8000-4496-1		
New Pup on the Block	Winston, Sherri	1 to 4	Elementary	0-06-297606-0	978-0-06-297606-2	978-0-8000-1511-4		
Night night, sweet screams	Miedoso, Andres	K-3	Elementary	9798368755786		9781665966672	9781665966665	9781665966689
Night of Soldiers and Spies	Messner, Kate	2 to 5	Elementary	1-338-13401-9	978-1-338-13401-8	978-0-7804-5992-2		
Night of the zombie zookeeper	Miedoso, Andres	3-6	Elementary	9781549063190	9781532149825	9781534418059	9781534418042	9781534418066
No More Bows	Cotterill, Samant	P to 2	Elementary	0-06-240870-4	978-0-06-240870-9			
No Rest for the Easter Beagle	Schultz, Charles	K-3	Elementary	1-534-45480-2	978-1-534-45480-4			
North American Field Guide: Bats	Lim, Angela	3-9	Elementary	9781098298944				
North American Field Guide: Raptors	Wheeler, Jill C.	3-9	Elementary	9798384970217				
North American Field Guide: Spiders	Lim, Angela	3-9	Elementary	9781098298951				
North American Field Guide: Waterfowl	Lim, Angela	3-9	Elementary	9781098298968				
North American Field Guide: Wildflowers	Lim, Angela	3-9	Elementary	9781098298975				

Northern Mockingbird	Murray, Julie	P-2	Elementary	9781098207175				
Not like every day	Lucianovic, Step	K-3	Elementary		9780593652244	9780593652220		9780593652237
Not little	Myers, Maya	K-3	Elementary	9798368793894		9780823446193	9780823461684	
Now museum, now you don't	Miedoso, Andres	3-6	Elementary	9781725450677	9781532149870	9781534449527	9781534449510	9781534449534
Numeros en el aula	Newman, Consta	K-3	Elementary	9781549022715	9781641563857		9781641560733	9781641561440,9781731608598
Nunu and the sea	Kung, Isabella	K-3	Elementary		9780593812730	9780593812723		9780593812747
Ocean! : waves for all	McAnulty, Stacy	K-3	Elementary			9781250108098		9781250788863
Octopus or squid?	Deniston, Natalie	K-3	Elementary		9798892136846		9798892136853	9798892136860
Octopuses	Kissock, Heathe	K-3	Elementary	9798318919688	9798874525132		9798874525149	9798874525170
Octopuses in the wild	James, Helen Fo	K-3	Elementary	9798318912399	9781668972809		9781668974186	
Og finds the cog	Dyckman, Ame	K-3	Elementary			9781665941471	9781665941464	9781665941488
Og meets Mog	Dyckman, Ame	K-3	Elementary			9781665941440	9781665941433	9781665941457
Oh, No! Not Again! (How I Built a Time Machine to Save History) (Or at Least MY History Grade)	Barnett, Mac	P-2	Elementary	1-423-14912-2	978-1-423-14912-5	978-0-605-55535-8		
Old Mother Hubbard	Cabrera, Jane	K-3	Elementary	9781516084623		9780823444847	9780823456895	
Olympic Pursuit	Fulton, C.R.	3 to 6	Elementary	1-09-825689-1	978-1-09-825689-0			
On the loose in London!	Yaccarino, Dan	K-3	Elementary			9781665980609	9781665980593	9781665980616
One Big Crafty Family	Maker, Martha	1 to 4	Elementary	1-534-46606-1	978-1-534-46606-7			
One giant leap	Lam, Thao	K-3	Elementary			9781771475990		
One, two, buckle my shoe	Cabrera, Jane	K-3	Elementary	9781516071401		9780823444670	9780823456055	
Operation chaos	McMann, Lisa	5-8	Elementary	9798368766188		9780593698747	9780593698761	9780593698754
Operation Chaos	McMann, Lisa	4 to 7	Elementary	0-593-69876-2	978-0-593-69876-1	978-0-8000-8754-8		
Operation Oz	Ponti, James	4 to 7	Elementary	1-665-96001-9	978-1-665-96001-4	978-0-8479-2835-4		
Operation trick shot	Kote, Genevieve	3-6	Elementary			9781400217106		9781400217038
Opossums	Deniston, Natalie	K-3	Elementary		9798892135221		9798892135238	
Oprah Winfrey	Duling, Kaitlyn	K-3	Elementary		9781641282130		9781641282147	9781641282154
Orcas	Murray, Julie	K-3	Elementary	9781098247751				
Otherwise known as Judy the Great : a poetic ode to Judy Blume	Alko, Selina	3-6	Elementary			9780316570633		9781668654682
Otter chaos!	Lockhart, Melody	3-6	Elementary	9798318900075	9798899131240		9781398858329	
Otter Chaos!	Lockhart, Melody	2 to 5	Elementary	1-398-85832-3	978-1-398-85832-9	978-0-8479-0126-5		
Our class is a family	Olsen, Shannon	K-3	Elementary	9781516053391		9780578629100	9780578629094	
Our planet! : there's no place like Earth	McAnulty, Stacy	K-3	Elementary			9781250782496		9781250876812
Our school is a family	Olsen, Shannon	K-3	Elementary			9798987408001	9781735414195	
Our solar system! : a stellar neighborhood	McAnulty, Stacy	K-3	Elementary	1-25081-347-6		9781250813473		9781250440884

Over and under the coral reef	Messner, Kate	K-3	Elementary	1-79722-535-9		9781797225357		9781797225371,9781797225388
Over and under the waves	Messner, Kate	K-3	Elementary		9781645498278	9781797203478	9781797245614	9781797206202,9781797206226
Over in the meadow	Cabrera, Jane	K-3	Elementary	9781516084630			9780823456901	
Over in the meadow	Langstaff, John I	K-3	Elementary	9780758733528			9780156705004	
Owl by myself	Oswald, Pete	K-3	Elementary		9780593303610	9780593303603		9780593303627
Owls	Koestler-Grack,	K-3	Elementary		9798892131131		9798892131148	9798892131155
Ozzie	Miles, Ellen	2 to 5	Elementary	1-546-13151-5	978-1-546-13151-9	978-0-8000-7261-2		
Pablo and Splash	Dempsey, Sheer	3-6	Elementary			9781547616176		9781547616183
Pablo and Splash. Frozen in time	Dempsey, Sheer	3-6	Elementary			9781547616190		9781547616206
Pablo and Splash. Roman holiday	Dempsey, Sheer	K-3	Elementary			9781547617623		9781547617630
Pablo and Splash. Viking voyage	Dempsey, Sheer	3-6	Elementary			9781547620036		9781547620043
Paint with Ploof	Clanton, Ben	K-3	Elementary			9781774881941		9781774881958
Paisley & Peck. Jurassic farm	Torres, J	K-3	Elementary			9781771476409		
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		

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

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

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

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

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

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
Skunk kits in the wild	Chanez, Katie	K-3	Elementary		9798885244152		9798885244169	9798885244176
Sky Watcher	Starling Lyons, K	1 to 4	Elementary	0-593-22646-1	978-0-593-22646-9	978-0-8000-0761-4		
Skyfishing	Sterer, Gideon	K-3	Elementary			9781419719110		
Sleepless	Korman, Gordon	3-6	Elementary			9781546126119		9781546126126
Sleepy Sheepy and the sheepover	Cummins, Lucy I	K-3	Elementary			9780593465943		9780593465950
Slimy animals	Chanez, Katie	K-3	Elementary		9798892130653		9798892130660	
Snoopy and the Red Baron	Schultz, Charles	2-5	Elementary	1-7877-4272-5	978-1-7877-4272-7			
Snow Thief	Hemming, Alice	P to 2	Elementary	1-464-22678-4	978-1-464-22678-6			
Snow White's forest friends	Johnson, Nicole	K-3	Elementary	9781516085521			9780736444187	9780736444194
So Much Slime	Lefebvre, Jason	K to 3	Elementary	1-947277-33-2	978-1-947277-33-5			
Soccer	Leatherland, Noa	K-3	Elementary	9798318915000	9798894710631		9798894710839	9798894711201
Soccer	Santoyo, Melissa	K-3	Elementary	9798318944802	9781426224959		9781426378027	
Soccer : score with STEM!	Kelley, K. C	3-6	Elementary	9798368709703	9781636911779		9781636911847	9781636911915
Soccer Icons Messi	Mugford, Simon	3-6	Elementary	9798318962233			9781839553646	
Soccer Simulator	Avatar, Ari	2 to 5	Elementary	1-546-15961-4	978-1-546-15961-2	978-0-8479-0302-3		
Sofia the lagoon dragon	Mara, Maddy	3-6	Elementary	9781516060139			9781338875508	9781339012605
Soil	Pettiford, Rebec	K-3	Elementary		9798885244459		9798885244466	9798885244473
Solids	Pettiford, Rebec	K-3	Elementary		9798892139694		9798892139700	9798892139717
Someone is missing!	Butler, Dori Hille	K-3	Elementary	9781668828953		9780823448555	9780823451357	9780823450213
Sona and the golden beasts	LaRocca, Rajani	3-6	Elementary	9798368790343		9780063295407	9780063295414	9780063295421
Sonic the Hedgehog	Downs, Kieran	3-6	Elementary		9798893040494			9781644879894
Sonic the Hedgehog Amy's Anniversary Special	Flynn, Ian	5-8	Elementary			9798887244754		
Sonic the Hedgehog Best of Amy	Flynn, Ian	5-8	Elementary	9798318971969			9798887245331	
Space case, the graphic novel	Gibbs, Stuart	3-6	Elementary	9798368702131		9781665934800	9781665934817	9781665934824
Spaced out, the graphic novel	Gibbs, Stuart	3-6	Elementary			9781665934831	9781665934848	9781665934855
Spain	Van, R.L.	2-5	Elementary	9781532199738				
Speak up, Santiago!	Anta, Julio	3-6	Elementary	9798368751870	9780593651650	9780593651643	9780593651636	9780593651667
Speed Racer adventures! 1	Aureliani, Franco	3-6	Elementary	9798318923647		9781545823781	9781545823798	9781545833162
Spells to cast on your parents	Holmes, Pete	K-3	Elementary			9798217119035		
Sperm whales	Chanez, Katie	K-3	Elementary		9798885246019		9798885246026	9798885246033
Spinner dolphins	Das, Priyanka	K-3	Elementary	9798318919725	9798874526733		9798874526740	9798874526764

Splinter's dojo	Abdo, Dan	3-6	Elementary	9798318945823			9781546195610	
Spongebob Comics #2: Aquatic Adventurers Unite!	Hillenburg, Steph	3-6	Elementary	1-419-72320-0	978-1-419-72320-9	978-0-605-97444-9		
Spongebob Squarepants Official Character Guide	Manning, Matthe	4-7	Elementary	0-7624-8979-0	978-0-7624-8979-4	978-0-8479-0379-5		
Sports hobbies : playing, watching, collecting & more	Daniels, Ruby	5-8	Elementary		9781098297770			9798384930587
Sprinkle in Time	Pilkey, Dav	1 to 4	Elementary	1-546-19935-7	978-1-546-19935-9	978-0-8479-2118-8		
Sprint cars	Harris, Bizzy	K-3	Elementary		9781636906812		9781636906829	9781636906836
Spy camp, the graphic novel	Gibbs, Stuart	5-8	Elementary	9781668884614		9781534499386	9781534499379	9781534499393
Spy School Blackout	Gibbs, Stuart	4-7	Elementary	1-665-95652-6	978-1-665-95652-9	978-0-8479-2650-3		
Spy School Goes South the Graphic Novel	Gibbs, Stuart	3-6	Elementary	9798318977428		9781665988339	9781665988322	
Spy school secret service, the graphic novel	Gibbs, Stuart	5-8	Elementary	9798318921711		9781665956642	9781665956635	9781665956659
Spy school, the graphic novel	Gibbs, Stuart	5-8	Elementary	9781516069910		9781534455436	9781534455429	9781534455443
Spy ski school, the graphic novel	Gibbs, Stuart	5-8	Elementary	9798368755915		9781665956611	9781665956604	9781665956628
Squirrel	McGill, Jordan	K-3	Elementary	9798318920813	9781791154462		9781791154479	9781791174620
Squirrel kits in the wild	Chanez, Katie	K-3	Elementary		9798885244183		9798885244190	9798885244206
Stacey and the mystery of Stoneybrook	Martin, Ann M	3-6	Elementary	9798318945854			9798225051631	
Stalactite and Stalagmite : a big tale from a little cave	Beckmeyer, Drev	K-3	Elementary	9798318946813		9781665926638		9781665926645
Star stories	DiCamillo, Kate	K-3	Elementary			9781536227581		9781536250725
Star Wars: The Padawan Cookbook	Fujikawa, Jenn a	3-6	Elementary	1-647-22631-7	978-1-647-22631-2			
Stars of Chinese mythology	Dickmann, Nanc	3-6	Elementary	9798318904561	9781482473254		9781482473247	9781482473261
Stars of Egyptian mythology	Dickmann, Nanc	3-6	Elementary	9798318904578	9781482473285		9781482473278	
Stars of Greek mythology	Dickmann, Nanc	3-6	Elementary	9798318904585	9781482473315		9781482473308	
Stars of Indian mythology	Dickmann, Nanc	3-6	Elementary	9798318904592	9781482473346		9781482473339	
Stars of Roman mythology	Dickmann, Nanc	3-6	Elementary	9798318904608	9781482473377		9781482473360	
Stars of Viking mythology	Dickmann, Nanc	3-6	Elementary	9798318904615	9781482473407		9781482473391	
Stars! The Secrets Behind the Twinkle	McAnulty, Stacy	K-3	Elementary			9781250334480		
Stegosaurus	Chanez, Katie	K-3	Elementary		9798892139991		9798896620006	9798896620013
Stella Diaz Dreams Big	Dominguez, Ang	2 to 5	Elementary	1-250-82051-0	978-1-250-82051-8	978-0-8000-1847-4		
Stella Díaz Leaps to the Future	Dominguez, Ang	1 to 4	Elementary	1-250-37803-6	978-1-250-37803-3	978-0-8000-7550-7		
Stella Díaz to the Rescue	Dominguez, Ang	1 to 4	Elementary	1-250-76310-X	978-1-250-76310-5	978-0-8000-1745-3		

Stella Endicott and the Anything-Is-Possible Poem: Tales from Deckawoo Drive, Volume Five	DiCamillo, Kate	1 to 4	Elementary	1-536-21904-5	978-1-536-21904-3	978-0-7804-9004-8		
Stella the starlight dragon	Mara, Maddy	3-6	Elementary	9781668837726			9781338846614	9781338865547
Stella the Starlight Dragon	Mara, Maddy	2 to 5	Elementary	1-338-84661-2	978-1-338-84661-4	978-0-8000-5150-1		
Stephen Curry	Duling, Kaitlyn	K-3	Elementary		9781641281928		9781641281935	9781641281942
Stephen F Austin	Wilson, Sierra	K-3	Elementary	1-510-58386-6	978-1-510-58386-3			
Stephen Hillenburg: I Created Spongebob Squarepants	Troupe, Thomas	3-6	Elementary	979-88-926025-5-6				
Stick and Other Stories	Jarvis	K to 3	Elementary	1-536-23927-5	978-1-536-23927-0	978-0-8000-9964-0		
Stick Dog Comes to Town	Watson, Tom	4 to 7	Elementary	0-06-301422-X	978-0-06-301422-0			
Stick Dog Takes out Sushi	Watson, Tom	3 to 6	Elementary	0-06-301427-0	978-0-06-301427-5	978-0-7804-8495-5		
Stink and the Attack of the Slime Mold	McDonald, Mega	2 to 5	Elementary	1-536-21386-1	978-1-536-21386-7	978-0-7804-9005-5		
Stink: Superhero Superfan	McDonald, Mega	1 to 4	Elementary	1-536-23055-3	978-1-536-23055-0	978-0-8000-5318-5		
Stink: Twice as Incredible	McDonald, Mega	2 to 5	Elementary	1-536-22289-5	978-1-536-22289-0	978-0-8000-3298-2		
Stinky animals	Chanez, Katie	K-3	Elementary		9798892130684		9798892130691	
Stitch : reimagining Frankenstein	Kenny, Padraig	3-6	Elementary			9781536241983		9781536244946
Stitch Head The Pirate's Eye	Bass, Guy	3-6	Elementary			9798217224449		
Stitch Head. 2,The pirate's eye :a graphic novel	Bass, Guy	3-6	Elementary			9798217224449		9798217224456
Stitch-or-treat!	Geron, Eric	K-3	Elementary	9781668832134			9780736443050	9780736443067
Stitch! Vol. 1	Tsukirino, Yumi	3-6	Elementary		9781098258177			
Stitch! Vol. 2	Tsukirino, Yumi	3-6	Elementary		9781098258184			
Stitch. Camping trip!	Johnson, Nicole	K-3	Elementary	9798318935992	9780736490641		9780736446242	9780736446259
Stitch. Manners matter, Stitch!	Hayashi, Leslie A	K-3	Elementary	9781516080540			9780736443937	
Stitch. The dog show	Johnson, Nicole	K-3	Elementary	9798368754291			9780736445580	9780736445597
Stitch's valentine	McCanna, Tim	K-3	Elementary	9781516069392			9780736443999	9780736444002
Stock cars	Harris, Bizzy	K-3	Elementary		9781636906843		9781636906850	9781636906867
Storm chasers	Hicks, Kelli L	3-6	Elementary	9798318912849	9781668973271		9781668974650	
Stubby : a pencil's journey	Mallery, Sydra	K-3	Elementary			9780062364319		
Sueltala, Rocket!	Hills, Tad	K-3	Elementary	9781713763451			9780593178003	9780593178010
Sugar gliders	Deniston, Natalie	K-3	Elementary		9798892135252		9798892135269	9798892135276
Summer Island	Butler, Dori Hilles	3-6	Elementary	9781713764281			9780593094884	9780593094907
Sumo	Coupe, Jessica	3-6	Elementary	9798318916113	9798874526498		9798874526504	9798874526535
Sun! : one in a billion	McAnulty, Stacy	K-3	Elementary			9781250199324		9781250229915
Sunday scaries	Shumaker, Debr	K-3	Elementary		9780593904398	9780593904381		9780593904404

Sundust	Pena, Zeke	K-3	Elementary	9798318946905		9780593700112		9780593700129,9798217413416
Super King Viking land!	Flintham, Thoma	K-3	Elementary	9781668875476		9781338828764	9781338828757	9781338828788
Super Mario Bros.	Downs, Kieran	3-6	Elementary		9798893040500			9781644879900
Super Rabbit Boy's Race Against Time!	Flintham, Thoma	K-3	Elementary	9798318964558		9798225054625	9798225054618	
Super Ty!	Lyons, Kelly Stai	P to 2	Elementary	0-06-308371-X	978-0-06-308371-4	978-0-8000-8308-3		
Supergiant vs. neutron star	Kuchner, Marc J	3-6	Elementary	9798368753249		9781536227369	9781536242256	9781536242584
Surf's up, creepy stuff!	Miedoso, Andres	3-6	Elementary	9781549063183	9781532149818	9781534418028	9781534418011	9781534418035
Sweet Valley Twins Against the Rules	Pascal, Francine	3-6	Elementary	9798318972133		9798217119868	9798217119851	
Swings on Strike A Funny, Rhyming, Read Aloud Kid's Book for Preschool, Kindergarten, 1st Grade, 2nd Grade, 3rd Grade,	Jones, Jennifer	K-3	Elementary			9781637313107		
Sylvia Doe and the 100-year flood	Beatty, Robert	5-8	Elementary	9798318937187		9781368007580	9781368009461	9781368010634
Tales of the Teenage Mutant Ninja Turtles. A very Mechazoid summer	Levitt, Mikey	5-8	Elementary	9798318951473			9798887244150	
Tales of the Teenage Mutant Ninja Turtles. Save the pearl!	Huntley, Matt	K-3	Elementary	9798368751306			9780593646847	
Tana cooks for a show-and-tell brainstorm	Wells, Stacy	K-3	Elementary		9798875239588		9798875239540	
Tana cooks for field day fun	Wells, Stacy	K-3	Elementary		9798875239656		9798875239618	
Tarantulas	Spanier, Kristine	K-3	Elementary		9781624967948			9781624967955
Tasmanian devils	Deniston, Natalie	K-3	Elementary		9798892135283		9798892135290	9798892135306
Taylor Swift	Xiong, Keng	2-5	Elementary	9781098299873				
Teenage Mutant Ninja Turtles Choose Your Own Adventure	author not listed,	5-8	Elementary	9798368792224			9780593647127	
Teenage Mutant Ninja Turtles Saturday Morning Adventures--On the GoDaring Deeds and Extra Cheese	Burnham, Erik	5-8	Elementary	9798318972164			9798887245355	
Teenage Mutant Ninja Turtles Turtle Power Pack, Vol. 5	Clarrain, Dean	5-8	Elementary	9798318972171			9798887245362	
Teenage Mutant Ninja Turtles. Turtle power pack.Vol. 1.	Author not listed	5-8	Elementary	9798368760414			9798887240978	
Teenage Mutant Ninja Turtles. Turtle power pack.Vol. 2.	Author not listed	5-8	Elementary	9798368752006			9798887241913	

Temple of Secrets	Soontornvat, Ch	3-6	Elementary	9798318950056		9781338759211	9798225077884	9781338759228
Ten in the bed	Cabrera, Jane	K-3	Elementary	9798368753928			9780823460243	
Ten-word tiny tales of love	Coelho, Joseph	3-6	Elementary			9781536241297		
Terror en el Titanic	Wallace, Jim	3-6	Elementary	9798318941085			9786073862479	
That's what dinosaurs do	John, Jory	K-3	Elementary			9780062343192		9780062983923
That's What Dinosaurs Do	John, Jory	K to 3	Elementary	0-06-234319-X	978-0-06-234319-2			
The 12 days of Christmas	Cabrera, Jane	K-3	Elementary					9780823437832
The 1989 era	Hansen, Grace	3-6	Elementary		9781098248673			
The 39 clues. 3,The sword thief	Templer, Hannah	3-6	Elementary	9798368787114		9781546111054	9781339026404	9781546111061
The Academy	Layton, T. Z	3-6	Elementary	9798368795881		9781464267093	9781464267109	9781464267116
The Adventures of Invisible Boy Monster Mash A Graphic Novel	Horner, Doogie	3-6	Elementary			9780593532744	9780593532751	
The adventures of Invisible Boy. 3,Monster mash	Horner, Doogie	3-6	Elementary			9780593532744	9780593532751	9780593532775
The adventures of Super Diaper Baby : the first graphic novel	Pilkey, Dav	K-3	Elementary			9781338687859		9781338783674
The African animal encyclopedia	Royce, Brenda S	5-8	Elementary		9781098296575			9798384918004
The Asian animal encyclopedia	Basu, Ritta M	5-8	Elementary		9781098296599			9798384918028
The Australian animal encyclopedia	Gramson, Hanna	5-8	Elementary		9781098296605			9798384918035
The Baby-sitters Club super special. 1,Baby-sitters on board!	Telgemeier, Rain	3-6	Elementary	9798318948558		9781546174370	9781546174363	9781546174387
The Baby-sitters Club. 19,Dawn on the coast	Nopra, Arley	3-6	Elementary	9798368795775		9781546135555	9781546135548	9781546135562
The bear went over the mountain	Cabrera, Jane	K-3	Elementary	9781668896556		9780823446537	9780823454655	
The bear who wasn't there	Pham, LeUyen	K-3	Elementary			9781596439702		9781250140067
The beginner's guide to manga and anime : learn the history, explore the art meet the creators	Takeda, Shuichir	3-6	Elementary	9781516093250			9781338893373	9781546128328
The big brain storm	Miedoso, Andres	3-6	Elementary	9798318921506		9781665990431	9781665990424	9781665990448
The book smugglers	James, Anna	3-6	Elementary	9781668853825		9780593327203	9780593327227	9780593327210
The boy and the gorilla	Azua Kramer, Ja	K-3	Elementary			9780763698324		9781536246216
The Boy Who Knew Too Much	Blabey, Aaron	3-6	Elementary			9781250424990		
The brain : the ultimate thinking machine	Woollcott, Tory	3-6	Elementary	9781549078170			9781626728011	9781250229373
The bubble gum blob	Miedoso, Andres	3-6	Elementary	9781668820773		9781665914062	9781665914055	9781665914079

The Case of Old MacDonald and His Farm	Teague, Mark	k-3	Elementary	9781665990769				
The chime seekers	Montgomery, Ro	3-6	Elementary	9798318947599			9781536254778	9781536260472
The Christmas owl : based on the true story of a little owl named Rockefeller	Kalish, Ellen	K-3	Elementary			9780316299121		
The city beyond the sea	Thomson, Pari	3-6	Elementary	9798368744940		9780374391393	9781250894557	9780374391409
The city beyond the stars	Nabi, Zohra	5-8	Elementary	9798368765402		9781665931113	9781665931120	9781665931137
The city beyond the stars	Nabi, Zohra	5-8	Elementary	9798368765402		9781665931113	9781665931120	9781665931137
The Claiming	Warga, Jasmine	3-6	Elementary	9798318965432		9781546162841	9798225087494	9781546162858
The college football encyclopedia	Beattie, Charlie	5-8	Elementary		9781098298838			9798384932635
The college soccer encyclopedia	Beattie, Charlie	5-8	Elementary		9781098298845			9798384932642
The Color of Nature	Barr, Catherine	k-3	Elementary	9781547619177				
The complete Chi's sweet home. Part 1	Konami, Kanata	3-6	Elementary	9798318940828			9781942993162	
The complete Chi's sweet home. Part 2	Konami, Kanata	3-6	Elementary	9798318940835			9781942993179	
The crystal and gemstone encyclopedia	Bell, Samantha	5-8	Elementary		9781098298883			9798384932680
The Crystal Cave	Muncaster, Harri	K-3	Elementary	9798318957642			9781382082181	
The Cubs get the scoop	Vrabel, Beth	3-6	Elementary	9781713753810			9780762496907	9780762496914
The cupcake contest	Punset, Ana	K-3	Elementary	9798368774718		9781536241020	9781536241037	9781536244953
The dance show	Punset, Ana	K-3	Elementary	9798368793313		9781536241044	9781536241051	9781536248159
The dangerous gift	Sutherland, Tui	3-6	Elementary	9781668876435		9781338214543	9781338883329	9781338214567
The dark and other scary stories	Brallier, Max	3-6	Elementary			9798225049621		9798225079031
The Day the Books Disappeared	Ho, Joanna & Pr	P-2	Elementary	1-368-11065-7	978-1-368-11065-5	978-0-8479-1203-2		
The dragon's dookie	Reynolds, Aaron	3-6	Elementary	9781516099863		9781250206442	9781250898029	9781250206435
The drawing encyclopedia	Rebman, Nick	5-8	Elementary		9798384970088			9798384935070
The dream	Sterer, Gideon	K-3	Elementary			9780063357990		
The duck can't sleep	White, E. B	K-3	Elementary			9780063304291		
The Elf on the Shelf Where Is Jingle McSprinkles?	Bell, Chanda A	K-3	Elementary	9798318966439			9780063327436	
The evermore era	Andrews, Elizab	3-6	Elementary		9781098248680			
The fearless era	Hansen, Grace	3-6	Elementary		9781098248697			
The final treasure	Butler, Dori Hille	3-6	Elementary	9781713786191			9780593094914	9780593094938
The final trial	Armstrong, Kelle	5-8	Elementary	9781516046294		9780735270206	9780735270220	9780735270213
The first cat in space and the headless knight	Barnett, Mac	3-6	Elementary	9798318979606		9780063415553	9780063415560	
The first week of school	Beckmeyer, Dre	K-3	Elementary			9781665940429		9781665940436

The flames of hope	Sutherland, Tui	3-6	Elementary	9781516093717		9781338214574	9781338214581	9781338214598
The Flower Thief	Hemming, Alice	K-3	Elementary	1-464-23950-9	978-1-464-23950-2			
The folklore era	Andrews, Elizab	3-6	Elementary		9781098248703			
The forest in the sky	Thomson, Pari	3-6	Elementary	9798318910425		9780374391423	9781250894564	9780374391416
The fort that Jack built	Ashburn, Boni	K-3	Elementary			9781419707957		9781613125168
The fossil encyclopedia	Herman, Miles	5-8	Elementary		9781098298890			9798384932697
The frindle files	Clements, Andre	3-6	Elementary	9798318936364	9780399557644	9780399557637	9780399557668	9780399557651
The frozen palace	Punset, Ana	K-3	Elementary	9798318912009		9781536248166	9781536248173	9781536250367
The future book	Barnett, Mac	K-3	Elementary		9798217033188	9798217033171		9798217033195,9798217284153
The Future Book	Barnett, Mac	K-3	Elementary		979-82-17-03318-8			
The gingerbread monster	Gemeinhart, Dar	K-3	Elementary			9781250892256		9781250438683
The gingerbread yeti	Gemeinhart, Dar	K-3	Elementary			9781250356765		
The gold bowl	Bolling, Valerie	K-3	Elementary	9781668894064		9781338805970	9781338805963	9781338805987
The good egg	John, Jory	K-3	Elementary	9781668879917		9780062866004		9780062958372
The great big water cycle adventure	Barnham, Kay	K-3	Elementary			9781438050447		
The great escape	Marcero, Debora	K-3	Elementary			9780593857953		9780593857960
The Great Gift Swap	Elliott, Rebecca	K-3	Elementary	9798318945922			9781546127130	
The great gift swap	Elliott, Rebecca	K-3	Elementary	9798318945922	9781546127147		9781546127130	9781546127154
The gruffalo	Donaldson, Julia	K-3	Elementary	9781415651230		9780803731097	9780142403877	9780593341285
The gryphon's lair	Armstrong, Kelle	5-8	Elementary	9781668822739		9780735265387	9780735265400	9780735265394
The hat of great importance	Ness, Patrick	3-6	Elementary	9798318947445		9781536241266	9781536253061	9781536244915
The hero next door	Various authors,	3-6	Elementary	9781725498709			9780525646334	9780525646327
The hidden room	Butler, Dori Hille	3-6	Elementary	9781713744610			9780593094853	9780593094877
The High Circle	Twiddy, Robin	K-3	Elementary		9798899132421		9798899133480	
The Hugasaurus	Bright, Rachel	K-3	Elementary	9781668837818			9781338828696	9781338848403
The Island	Sterer, Gideon	K-3	Elementary			9780593900147		
The journey continues	Layton, T. Z	3-6	Elementary	9798368795898		9781464267130	9781464267147	9781464267154
The keeper of stories	Pritchard, Caroli	K-3	Elementary	9798318946660		9781665914970		9781665914987
The koala caper	Lockhart, Melody	3-6	Elementary	9798368775456	9781645198901		9781398850569	9798899130243
The last bookwanderer	James, Anna	3-6	Elementary	9798368763552			9780593327289	
The last resort	Kelly, Erin Entra	3-6	Elementary	9798318949876		9781546132431	9798225079062	9781546132455
The legend of the sea dragon	Elliott, Rebecca	K-3	Elementary	9798318914553	9781546127208		9781546127192	9781546127215
The Legend of Zelda	Goerwitz, Jariya	3-6	Elementary		9798893040463			9781644879863
The library of unruly treasures	Birdsall, Jeanne	3-6	Elementary		9780525579052	9780525579045	9780525579076	9780525579069,9780593915707
The Life Of Pele	PreK/K	PreK/K	Elementary	9781947971530				
The Life of Selena	Rodriguez, patty	PreK/K	Elementary	9780986109997				
The little butterfly that could	Burach, Ross	K-3	Elementary			9781338615005		9781338757439,9781338762150

The Little Engine That Could: 90th Anniversary Edition	Piper, Watty	K-3	Elementary	0-593-09439-5	978-0-593-09439-6			
The littlest yak and the new arrival	Fraser, Lu	K-3	Elementary	9798368794037		9781682635896	9781682638279	
The lost fairy tales	James, Anna	3-6	Elementary	9781668812440			9781984837318	9780593208465
The lost puppy	Lockhart, Melody	3-6	Elementary	9798368775463	9781645198895		9781398850491	9798899130236
The lover era	Hansen, Grace	3-6	Elementary		9781098248710			
The magic & card trick encyclopedia	Stickney, Laura	5-8	Elementary		9798384970101			9798384935094
The Magic of Turtle Tears	DeeAnn Schumacher		Elementary					
The map of stories	James, Anna	3-6	Elementary	9781713764205			9781984837349	9780593287866
The men's college basketball encyclopedia	Beattie, Charlie	5-8	Elementary		9781098298852			9798384932659
The midnight orchestra	Khoury, Jessica	5-8	Elementary	9781516067978		9780358612919	9780063308886	9780358665960
The midnights era	Hansen, Grace	3-6	Elementary		9781098248727			
The mineral encyclopedia	Wheeler, Jill C	5-8	Elementary		9781098298906			9798384932703
The monster at the end of this book	Stone, Jon	K-3	Elementary	9798318947865		9780307010858		
The museum of Willa and Wade	Henderson, Judi	K-3	Elementary			9781525308437		9781525311673
The Mystwick School of Musicraft	Khoury, Jessica	5-8	Elementary	9781713792468			9780358569824	9780358164449
The new girl. First crush	Calin, Cassandra	3-6	Elementary	9798318913525		9781338762495	9781338762488	9781338762501
The new school	Muncaster, Harri	K-3	Elementary	9798318957635			9781382074384	
The night before summer vacation	Wing, Natasha	K-3	Elementary	9781404602526			9780448428307	9781101636732
The Night of the Lions	Tarshis, Lauren	3-6	Elementary	9798318945076		9798225066789	9798225066772	
The only ghost at summer camp	Hannon, Tara J	3-6	Elementary	9798368766386		9780593753187	9780593753170	9780593753194
The orange wall	Bolling, Valerie	K-3	Elementary	9781516077403		9781338806007	9781338805994	9781338806076
The origami encyclopedia	Richmond, Marle	5-8	Elementary		9798384970118			9798384935100
The Pelican and His Blimp	Ness, Patrick	3-6	Elementary			9781536255157		
The pet parade	Butler, Dori Hille	K-3	Elementary	9781713785538		9780823444939	9780823450688	9780823447886
The pet potato	Lacey, Josh	K-3	Elementary			9781250834157		9781250888037
The piano recital	Miyakoshi, Akiko	K-3	Elementary	9781725493803		9781525302572		
The princess diaries, the graphic novel. 1	Cabot, Meg	YA	Elementary	9798318911026		9780063459182	9780063459175	9780063459199
The Proper Way to Meet a Hedgehog	Janeczko, Paul B	1-4	Elementary	0-7636-8168-7	978-0-7636-8168-5			
The pumpkin thief	Hemming, Alice	K-3	Elementary			9781464268076		9781464268083
The Pumpkin Thief	Hemming, Alice	K-3	Elementary	1-464-26807-X	978-1-464-26807-6			
The rabbit rescue	Lockhart, Melody	3-6	Elementary	9798318900082	9798899131233		9781398857230	

The rabbit, the dark, and the cookie tin	O'Byrne, Nicola	K-3	Elementary			9781536205763		
The red era	Andrews, Elizab	3-6	Elementary		9781098248734			
The reputation era	Hansen, Grace	3-6	Elementary		9781098248741			
The rewindable clock	Starmer, Aaron	3-6	Elementary	9781725497740				9780593094310
The rock encyclopedia	Buckey, A. W	5-8	Elementary		9781098298913			9798384932710
The scary library shusher	Miedoso, Andres	3-6	Elementary		9781532149832	9781534426924	9781534426917	9781534426931
The sea monster	Lukoff, Kyle	K-3	Elementary	9781668837870			9781338794656	9781338794946
The Senses --Signals and Stimuli	Hirsch, Andy	3-6	Elementary	9798318956089		9781250350886	9781250350879	
The Sherlock Society	Ponti, James	3-6	Elementary	9798368783079		9781665932530	9781665932547	9781665932554
The Show A Bluey Storybook	Author not listed	K-3	Elementary	9798318978708		9798217251728	9798217251711	
The show must demon!	Miedoso, Andres	3-6	Elementary	9781668884546		9781665933803	9781665933797	9781665933810
The sleepwalking snowman	Miedoso, Andres	3-6	Elementary	9781544435244	9781532149856	9781534433489	9781534433472	9781534433496
The Snow Thief	Hemming, Alice	P-2	Elementary	1-464-22678-4	978-1-464-22678-6			
The snowmansion	Sterer, Gideon	K-3	Elementary			9781536238068		9781536248852
The speak now era	Andrews, Elizab	3-6	Elementary		9781098248758			
The Spongebob Movie: Search for Squarepants: The Rescue Crew	Huntley, Matt	P-2	Elementary	979-82-17-03156-6	978-0-8479-0363-4			
The spy at the zoo	Avery, Bryan Pat	3-6	Elementary		9798875237652		9798875237614	
The spy in the gymnasium	Avery, Bryan Pat	3-6	Elementary		9798875237737		9798875237690	
The spy in the library	Avery, Bryan Pat	3-6	Elementary		9798875237492		9798875237454	
The spy in the museum	Avery, Bryan Pat	3-6	Elementary		9798875237577		9798875237539	
The Star Spangled Banner: America's National Anthem	Rustad, Martha I	K-3	Elementary	979-87-656-6835-1				
The sun thief	Hemming, Alice	K-3	Elementary			9781464258183		9781464258190
The Sun Thief	Hemming, Alice	K-3	Elementary	1-464-25818-X	978-1-464-25818-3			
The sunken ship	Lukoff, Kyle	K-3	Elementary	9781516082292		9781338794601	9781338794595	9781338794618
The Taylor Swift era	Andrews, Elizab	3-6	Elementary		9781098248765			
The terrible two	Barnett, Mac	3-6	Elementary	9781537959689			9781419727375	9781613127636
The Titanic, lost-- and found	Donnelly, Judy	K-3	Elementary	9780758717566			9780394886695	9780307560674
The Toast of the Town	John, Jory	K-3	Elementary			9780063589834		
The Toast of the Town	John, Jory	K-3	Elementary			9780063589834		
The tortured poets department era	Andrews, Elizab	3-6	Elementary		9781098248772			9781098249298
The totally awesome world of Cristiano Ronaldo : learn all there is to know about your favorite soccer legend	Fischer, Neal E	3-6	Elementary	9798368764870			9780760395394	9780760395400
The treehouse library	James, Anna	3-6	Elementary	9781516079773			9780593327258	9780593327241
The troll's toe cheese	Reynolds, Aaron	3-6	Elementary	9798368707112		9781250206466	9781250327888	9781250206473

The trouble with heroes	Messner, Kate	5-8	Elementary	9798318906534		9781547616398	9781547619429	9781547616404
The trouble with toothoids	Behling, Steve	3-6	Elementary	9798318942389		9781368071338	9780736446501	9780736446518
The truth about 5th grade	Tomsic, Kim	3-6	Elementary			9780063038714		9780063038738
The tunneler tunnels in the tunnel	Rex, Michael	K-3	Elementary	9798368764948		9781665962100	9781665962094	9781665962117
The ugly pumpkin	Horowitz, Dave	K-3	Elementary	9780329662189			9780142411452	9780525515456
The underwearwolf	Sterer, Gideon	K-3	Elementary			9781665955584		9781665955591
The vampire ate my homework	Miedoso, Andres	3-6	Elementary	9781713748090		9781534482838	9781534482821	9781534482845
The very eager evergreen	Wade, Stef	K-3	Elementary		9781684363940			
The whale's tale and the otter's side of the story : a book to read from front to back and back to front	Messner, Kate	K-3	Elementary			9780063372627		
The wheels on the bus	Cabrera, Jane	K-3	Elementary	9798368753935			9780823460274	
The wheels on the bus ; and The boat on the waves	Magee, Wes	K-3	Elementary	9780329980856			9780778711520	9781427145635
The wild zone	Riordan, Rick	5-8	Elementary		9798217446001	9798217445981		9798217416387
The witch get witcher	Miedoso, Andres	3-6	Elementary	9781516087921		9781665952941	9781665952934	9781665952958
The World of Zebras	Lombardo, Jenn	4-7	Elementary	1-502-67525-0	978-1-502-67525-5			
The worry monster : calming anxiety with mindfulness	Cook-Cottone, C	K-3	Elementary		9780593567920	9780593567913		9780593567937
Theia --the Little Planet Who Made the Seasons	Gwinn, Saskia	K-3	Elementary			9798895090770		
There was an old lady who built a snowman!	Colandro, Lucille	K-3	Elementary	9798368720166			9781338882971	9781338882988
There was an old lady who picked a pumpkin!	Colandro, Lucille	K-3	Elementary	9781668894255			9781338882957	9781338882964
There was an old lady who said trick or treat!	Colandro, Lucille	K-3	Elementary	9798368795652			9781546138563	9781546138587
There Was an Old Lady Who Swallowed a Chick	Colandro, Lucille	K-3	Elementary	0-545-16181-9	978-0-545-16181-7	978-0-605-40780-0		
There Was an Old Lady Who Swallowed a Shark	Colandro, Lucille	P-2	Elementary	1-546-13854-4	978-1-546-13854-9	978-0-8479-0305-4		
There was an old lady who swallowed a shark!	Colandro, Lucille	K-3	Elementary	9798318906435			9781546138549	9781546138556
There was an old lady who swallowed a trout!	Sloat, Teri	K-3	Elementary	9781404630338			9780805069006	
There Was an Old Lady Who Swallowed the 123s	Colandro, Lucille	K-3	Elementary	9798318948534			9798225061401	
There's a dragon in your book	Fletcher, Tom	K-3	Elementary	9781668832387		9781524766382	9780593569313	9781524766399
Things That Go	Musgrave, Ruth	k-3	Elementary	9781426336980				
This is a story	Schu, John	K-3	Elementary	9798318946301		9781536204520	9781536253801	9781536231878

This Is Not a Christmas Book* (*This Is a Book About Rocks)	John, Jory	K-3	Elementary	0-374-39401-6	978-0-374-39401-1			
This Is Rey	Lucasfilm Press	P-2	Elementary	1-368-10822-9	978-1-368-10822-5	978-0-8000-8179-9		
Tiana's kind pony	Koster, Amy Sky	K-3	Elementary	9781668832448			9780736443104	9780736443111
Tiburon grande, tiburon pequeno van a la escuela	Membrino, Anna	K-3	Elementary	9798368722214			9780593711712	9780593711736
Tiger cubs in the wild	Brandle, Marie	K-3	Elementary		9798885240802		9798885240819	9798885240826
Tigers	Andrews, Elizab	K-3	Elementary	9781098246938				
Tilda tries again	Percival, Tom	K-3	Elementary	9798368723532		9781547608225	9781547614486	9781547608232
Tim Burton's the nightmare before Christmas	Asuka, Jun	3-6	Elementary			9781427881496		
Tim Burton's The nightmare before Christmas	Easton, Marilyn	3-6	Elementary			9780794448257		
Tim Burton's The nightmare before Christmas. Spooky season's greetings	Huntley, Matt	K-3	Elementary	9798318951398			9780736446914	9780736446921
Time to clown around	Miedoso, Andres	3-6	Elementary	9781516074716		9781665933865	9781665933858	9781665933872
Titanic Q & A : 100+ fascinating facts for kids	Montero, Mary	3-6	Elementary			9781638786177	9781647396800	9781647394189
Title fight	Layton, T. Z	3-6	Elementary	9798318926235		9781464267215	9781464267222	9781464267239
Toast of the Town	John, Jory	K to 3	Elementary	0-06-358983-4	978-0-06-358983-4	978-0-8479-2259-8		
Tomb and Gloom	Green, John Pat	3-6	Elementary			9781250359476		
Tournament of Champions	Layton, T. Z	3-6	Elementary	9798318926228		9781464267178	9781464267185	9781464267192
Tractors	McDonald, Amy	K-3	Elementary		9781644873229			9781648343155
Train Day!	Rae, Elspeth and	1 to 4	Elementary	1-459-83826-2	978-1-459-83826-0	978-0-8000-7803-4		
Trains	McDonald, Amy	K-3	Elementary		9781644873236			9781648343162
Trains can float : and other fun facts	DiSiena, Laura L	K-3	Elementary	9781518171574		9781481402811	9781481402804	9781481402828
Trapdoor spiders	Spanier, Kristine	K-3	Elementary		9781624967962			9781624967979
Trapped!	Ponti, James	3-6	Elementary	9798368771625		9781534408913	9781534408920	9781534408937
Treasure Hunt! An Original Graphic Novel	Spiotto, Joey	3-6	Elementary	9798318964350		9798225076078	9798225076061	
Tree. Table. Book.	Lowry, Lois	5-8	Elementary	9798368778495		9780063299504	9780063299511	9780063299528
Treehouse town	Sterer, Gideon	K-3	Elementary			9780316592628		
Triathlon	Coupe, Jessica	3-6	Elementary	9798318916120	9798874526542		9798874526559	9798874526580
Triceratops	Austen, Lily	K-3	Elementary		9798896620020		9798896620037	9798896620044
Trixie	Miles, Ellen	2 to 5	Elementary	1-339-01229-4	978-1-339-01229-2	978-0-8000-6564-5		
Trolls	Hansen, Grace	K-3	Elementary		9781098261900			9781098262747
Trouble with Heroes	Messner, Kate	5 to 9	Elementary	1-547-61942-2	978-1-547-61942-9	978-0-8479-0402-0		
Truck in the muck	Gholz, Sophia M	K-3	Elementary			9781534113596		
True Survival Stories	Crowley Redding	3-6	Elementary			9781536213423		
Tundras	Higgins, Nadia	K-3	Elementary		9781620316825		9781620317358	9781624965593

Turkeys on the farm	Harris, Bizzy	K-3	Elementary		9781645277156			9781645277163
Turtle	Ridge, Yolanda	K-3	Elementary	9798318919572	9798874505868		9798874505875	
Twinkle Twinkle Little Unicorn	Shah, Anum	K-3	Elementary	0-00-852588-9	979-83-687-1099-0	978-0-00-852588-0		
Twinkle, twinkle, little Sheepy : a Sleepy Sheepy story	Cummins, Lucy I	K-3	Elementary					9798217041008
Twinkle, twinkle, little star	Cabrera, Jane	K-3	Elementary	9781516071586			9780823456130	
Tyrannosaurus Rex	Austen, Lily	K-3	Elementary		9798896620051		9798896620068	9798896620075
Uakari	Murray, Julie	P-2	Elementary	9798384903093				
Un nuevo amigo	Blevins, Wiley	K-3	Elementary	9798368760353		9780593889121	9780593889114	9780593890127
Un pinguino, sopa caliente y un peligro sorprendente	Oro, Begona	K-3	Elementary	9798318933066			9788448871031	9788448871994
Unicorn Book Club	Simpson, Dana	4 to 7	Elementary	1-524-88784-6	978-1-524-88784-1	978-0-8000-7699-3		
Unicorn for a Day	Simpson, Dana	4 to 7	Elementary	1-524-88130-9	978-1-524-88130-6	978-0-8000-4606-4		
Unicorn Time Machine	Simpson, Dana	4 to 7	Elementary	1-524-89044-8	978-1-524-89044-5	978-0-8000-6875-2		
Unicornia --a Snowy Surprise	Punset, Ana	3-6	Elementary	9798318960659		9781536252309	9781536252316	
Unicorns	Hansen, Grace	K-3	Elementary		9781098261917			9781098262754
Unraveled	Messenger, Sha	4 to 7	Elementary	1-665-96742-0	978-1-665-96742-6	978-0-8000-9884-1		
Up in the garden and down in the dirt	Messner, Kate	K-3	Elementary	9781518190209		9781452119366	9781452161365	9781452130767
Vamos! Let's go read	Raul the Third	K-3	Elementary			9780358539360		9780358539391
Vampire bats	Gleisner, Jenna	K-3	Elementary		9798896622024		9798896622031	
Vanished!	Ponti, James	3-6	Elementary	9781549041808		9781481436335	9781481436342	9781481436359
Velociraptor	Austen, Lily	K-3	Elementary		9798896620082		9798896620099	9798896620105
Venus: Earth's Twin	Betts, Bruce	2-5	Elementary	979-87-656-2682-5				
Venus! : fierce and fabulous	McAnulty, Stacy	K-3	Elementary			9781250334473		9781250466624
Venus!: Fierce and Fabulous	McAnulty, Stacy	K-3	Elementary	1-25033-447-0	978-1-25033-447-3			
Victor Wembanyama: Basketball Superstar	Hewson, Anthon	3-6	Elementary	1-634-94934-X	978-1-634-94934-7			
Volkswagen	Schuh, Mari C	K-3	Elementary		9798896622628		9798896622635	
Volume	Pettiford, Rebec	K-3	Elementary		9798892139724		9798892139731	9798892139748
Vulture	Kissock, Heathe	K-3	Elementary	9798318916663	9798874504823		9798874504830	
Waffles	Miles, Ellen	2 to 5	Elementary	1-339-01227-8	978-1-339-01227-8	978-0-8000-5470-0		
Walkingsticks	Sterling, Charlie	K-3	Elementary		9798896624004		9798896624011	9798896624028
Walrus vs. Elephant Seal	O'Brien, Cynthia	2-5	Elementary	1-645-19805-7	978-1-645-19805-5			
Walruses	Murray, Julie	K-3	Elementary	9781098247775				
Wants to Be a Witch	Twiddy, Robin	K-3	Elementary		9798899132438		9798899133497	
Warriors graphic novel. The prophecies begin.3	Riess, Natalie	5-8	Elementary	9798368789521		9780063203945	9780063203938	9780063203952

Water	Pettiford, Rebec	K-3	Elementary		9798885244480		9798885244497	9798885244503
We are already haunting here!	Sterer, Gideon	K-3	Elementary			9781454960478		
We are the Beatles	Meltzer, Brad	K-3	Elementary			9780593533451		9780593533468
We dig fossils	Agostini, Alliah L	K-3	Elementary	9798368777221	9780593812532		9780593812518	9780593812525
Weather in fall	Harvey, Norrie	K-3	Elementary		9798896624554		9798896624561	
Wee Willie Winkie and other best-loved rhymes	Author not listed	K-3	Elementary	9780329693978	9781607541370		9781607541387	
Weird Animals	Kaiser, Emma	4-8	Elementary	9781098298463				
Weird but true! Ocean : 300 fin-tastic facts from the deep blue sea	Beer, Julie	3-6	Elementary	9781544459196	9781426371820		9781426371813	
Weird but true! Sharks : 300 fin-nomenal facts to dive into.	Author not listed	3-6	Elementary	9781668895221	9781426372414		9781426372407	
Weird but true! Sports : 300 wacky facts about awesome athletics.	Author not listed	3-6	Elementary	9781518121463	9781426324680		9781426324673	
Weird Inventions	Kaiser, Emma	4-8	Elementary	9781098298487				
Weird Moments in History	Kaiser, Emma	4-8	Elementary	9781098298494				
Weirdest animals on the planet	Szymanski, Jenr	3-6	Elementary	9798368752198			9781426375873	
Welcome back, Stacey!	Martin, Ann M	3-6	Elementary	9781516093816			9781339037622	
Welcome to our classroom!	Penfold, Alexanc	K-3	Elementary		9798217030514	9798217030507		9798217030521
Werewolves	Hansen, Grace	K-3	Elementary		9781098261924			
Western Diamondback Rattlesnakes	Murray, Julie	K-3	Elementary	9781098247843				
Wetlands	Higgins, Nadia	K-3	Elementary		9781620316832		9781620317365	9781624965609
Whale sharks	Das, Priyanka	K-3	Elementary	9798318919732	9798874526092		9798874526108	9798874526139
Whales in the city	Castaldo, Nancy	K-3	Elementary			9780374308568		9780374395162
What are clouds made of?	Pettiford, Rebec	K-3	Elementary		9798885240536		9798885240543	9798885240550
What causes an earthquake?	Peterson, Megar	K-3	Elementary		9798885244879		9798885244886	9798885244893
What is the Story of Godzilla?	Keenan, Sheila	4-7	Elementary	0-593-65848-5	978-0-593-65848-2	978-0-8000-5845-6		
What Is the Wind?	Sterer, Gideon	K-3	Elementary			9780063358010		
What's the Difference: Alligator or Crocodile	Murray, Julie	K-4	Elementary	9781098287290				
What's the Difference: Monkey or Ape	Murray, Julie	K-4	Elementary	9781098287320				
When spring comes	Henkes, Kevin	K-3	Elementary	9781725421110		9780062331397	9780062741677	
When you meet my friend	Sperring, Mark	K-3	Elementary			9781664300880		9781664390928
Where the black flowers bloom	Smith, Ronald L	3-6	Elementary	9798318911125		9781328841629	9780358697213	9780358555650

Where's Bluey? : a search-and-find book	Rees, Nick	K-3	Elementary	9781668812365			9780593385692	
Who wants I scream?	Miedoso, Andres	3-6	Elementary	9781713768135		9781534499478	9781534499461	9781534499485
Who Would Win: The Ultimate Rumble Collection	Pallotta, Jerry	K-3	Elementary	1-54617-923-2	978-1-54617-923-8			
Why does lightning strike?	Peterson, Megar	K-3	Elementary		9798885244909		9798885244916	9798885244923
Why does the sun shine?	Pettiford, Rebec	K-3	Elementary		9798885240567		9798885240574	9798885240581
Why is the sky blue?	Pettiford, Rebec	K-3	Elementary		9798885240598		9798885240604	9798885240611
Wild horse	Lukidis, Lydia	K-3	Elementary	9798318920820	9798874502904		9798874502911	
Wildfires --Destruction, Renewal, and Regrowth	Rosen, Josh	3-6	Elementary	9798318966279		9781250357335	9781250357328	
Willa and Wade and the way-up-there	Henderson, Judi	K-3	Elementary			9781525308420		9781525313509
Willa and Wade are definitely not spies!	Henderson, Judi	K-3	Elementary			9781525308444		
Willa the silver glitter dragon	Mara, Maddy	3-6	Elementary	9781713760733			9781338680645	9781338743531
Willa the Silver Glitter Dragon	Mara, Maddy	2 to 5	Elementary	1-338-68064-1	978-1-338-68064-5	978-0-8000-5144-0		
Windswept	Preus, Margi	5-8	Elementary	9798318924583		9781419758249	9781419758256	9781647005047
Windy night with wild horses	Osborne, Mary F	K-3	Elementary	9798368777214		9780593706473	9780593706503	9780593706497
Winter Wonderland	Lyons, Kelly Stai	P to 2	Elementary	0-06-308362-0	978-0-06-308362-2	978-0-8000-2616-5		
Wish in a Tree	Hunt, Lynda Mul	K to 3	Elementary	1-524-73968-5	978-1-524-73968-3	978-0-8479-1518-7		
Wish Tree	Maclear, Kyo	P to 2	Elementary	1-452-15065-6	978-1-452-15065-9			
Wizards	Hansen, Grace	K-3	Elementary		9781098261931			
Wolf Pack vs. Moose	Klepinger, Teresa	2-5	Elementary	1-645-19578-3	978-1-645-19578-8			
Wolf spiders	Gleisner, Jenna	K-3	Elementary		9781624968006			9781624968013
Wolverine vs. Tasmanian Devil	Klepinger, Teresa	2-5	Elementary	1-645-19577-5	978-1-645-19577-1			
Wombats	Deniston, Natalie	K-3	Elementary		9798892135313		9798892135320	9798892135337
Woodpecker	Carr, Aaron	K-3	Elementary	9798318920837	9798874504854		9798874504861	
Woodpeckers	Koestler-Grack,	K-3	Elementary		9798892131223		9798892131230	
Worm weather	Taft, Jean	K-3	Elementary	9781518160240			9780448487403	9780399541117
Yarn is Everything	Reynolds, Aaron	1-4	Elementary	1-665-96114-7	978-1-665-96114-1	978-0-8479-1617-7		
Yarn is everything!	Reynolds, Aaron	K-3	Elementary			9781665961141		9781665961158
Yes We Will: Asian Americans Who Shaped This Country	Yang, Kelly	K-3	Elementary	0-593-46305-6	978-0-593-46305-5			
Yetis	Hansen, Grace	K-3	Elementary		9781098268619			9781098269661
Yorkshire Terriers	Murray, Julie	P-2	Elementary	9798384907541				
Yosemite Fortune	Fulton, C.R.	3 to 6	Elementary	1-09-825685-9	978-1-09-825685-2			
You poop here	Meisel, Paul	K-3	Elementary	9781668897669		9780823446018	9780823453252	
Zebra	Gillespie, Katie	K-3	Elementary	9798318919152	9798874524739		9798874524746	9798874524777
Zebra foals in the wild	Brandle, Marie	K-3	Elementary		9798885240833		9798885240840	9798885240857

Zebras	Scheffer, Janie	K-3	Elementary	979-8-89880-044-4				
Zoe the beach dragon	Mara, Maddy	3-6	Elementary	9781668893838			9781338875492	9781339012599
Zora the snow dragon	Mara, Maddy	3-6	Elementary	9798368720500			9781339019901	9781546111740
Zora the Snow Dragon	Mara, Maddy	2 to 5	Elementary	1-339-01990-6	978-1-339-01990-1	978-0-8000-6568-3		

Title	Author	Interest Le	School	ISBN	ISBN	ISBN	ISBN	ISBN
Aaron Judge vs. Babe Ruth : who would win?	Anderson, Josh	3-6	Middle School		9798765610305		9798765623527	
Abandon ship! : the true World War II story about the sinking of the Laconia	Tougias, Michae	5-8	Middle School	9798368709789		9780316401371	9780316401470	9780316401579
Agent most wanted : the never-before-told story of the most dangerous spy of World War II	Purnell, Sonia	5-8	Middle School			9780593350546		9780593350560
Alaska's Iditarod	Schlesinger, Em	5-8	Middle School				9781680218831	9781645982586
Alex Rider. Snakehead : the graphic novel	Johnston, Anton	5-8	Middle School	9798368774459			9781536239317	
All-time best soccer teams	Berne, Emma Ca	K-3	Middle School		9798765668382		9798765683712	
Amari and the despicable wonders	Alston, B. B	3-6	Middle School	9798368789705		9780062975225	9780062975232	9780062975249
Amari and the Great Game	Alston, B. B	3-6	Middle School	9781516067213		9780062975195	9780062975201	9780062975218
Amari and the metalwork menace	Alston, B. B	3-6	Middle School			9780063340022		9780063340046
The Baby-sitters Club. 18,Jessi Ramsey, pet-sitter	Crenshaw, Ellen	3-6	Middle School	9798368784069		9781338835663	9781338835656	9781338835670
Baltimore Ravens vs. Pittsburgh Steelers : rival rumble	Smith, Elliott	3-6	Middle School		9798765668610		9798765683422	
Basketball's NBA and WNBA Finals	Leed, Percy	K-3	Middle School		9798765648001		9798765661499	
Best men's soccer players	Krenn, Cara	K-3	Middle School		9798765668368		9798765683729	
Best women's soccer players	Krenn, Cara	K-3	Middle School		9798765668375		9798765683736	
Besties. Set sail	Miller, Kayla	3-6	Middle School	9798368789767		9780063344099	9780063344082	9780063344112
The better to eat you with	Mejia, Tehlor Ka	5-8	Middle School		9780593647080	9780593647073		9780593647097
Bison : community builders and grassland caretakers	Backhouse, Frar	5-8	Middle School			9781459839236		9781459839250
Caitlin Clark vs. Cheryl Miller : who would win?	Roggio, Sarah	3-6	Middle School		9798765668504		9798765683439	
Candle Island	Wolk, Lauren	5-8	Middle School	9798318943805		9780593698549	9780593698563	9780593698556
Chef's secret	Yang, Kelly	3-6	Middle School			9781546138662		9781546138686
Chicago Bears vs. Green Bay Packers : rival rumble	Smith, Elliott	3-6	Middle School		9798765668627		9798765683484	
Coco Gauff vs. Serena Williams : who would win?	Ridge, Yolanda	3-6	Middle School		9798765648223		9798765661383	

Creatively human : why we imagine, make and innovate	Peterson, Lois	5-8	Middle School			9781459837775		9781459837799
Cristiano Ronaldo vs. Diego Maradona : who would win?	Hill, Anne E	3-6	Middle School		9798765648230		9798765661390	
Cryptocurrency	Higgins, M. G	5-8	Middle School	9781725420915			9781680216387	9781645980469
Curlfriends. New in town	Miller, Sharee	3-6	Middle School	9781516066742			9780316591454	9780316591447
Dallas Cowboys vs. Philadelphia Eagles : rival rumble	Colich, Abby	3-6	Middle School		9798765668634		9798765683491	
A dangerous idea : the Scopes trial, the original fight over science in schools	Levy, Debbie	5-8	Middle School			9781547612215		9781547612222
The daughter of Auschwitz the girl who lived to tell her story	Friedman, Tova	5-8	Middle School	9798368746906		9780063381544	9780063381568	9780063381551
Deadly hearts : history's most dangerous people	Burgan, Michael	5-8	Middle School			9780593386675		9780593386682
Digital worlds	Schlesinger, Em	5-8	Middle School	9781725457164			9781680217377	9781645981879
The doomsday detectives : how Walter and Luis Alvarez solved the mystery of dinosaur extinction	Jenson-Elliott, C	5-8	Middle School			9781643791098		
Drone racing	Jackson, Tom	3-6	Middle School		9798765647929		9798765662243	
Drone soccer	Cooke, Tim	3-6	Middle School		9798765647936		9798765662250	
Earthrise : the story of a photograph that changed the way we see our planet	Marcus, Leonard	5-8	Middle School			9780374392116		9780374392123
Europa	Ponti, James	3-6	Middle School			9781665959988		9781665960007
Failure : heartbreaks in sports	Sipe, Roger	5-8	Middle School	9781549082122			9781425850166	
Felice and the wailing woman	Lopez, Diana	3-6	Middle School	9781516079667		9780593326497	9780593326503	9780593326510
Football's Super Bowl	Leed, Percy	K-3	Middle School		9798765648032		9798765661505	
Games untold	Barnes, Jennifer	YA	Middle School	9798318957109		9780316573719	9780316600507	9780316573726
Giannis Antetokounmpo vs. Tim Duncan : who would win?	Kelley, K. C	3-6	Middle School		9798765625873		9798765628119	
Graciela in the abyss	Medina, Meg	5-8	Middle School	9798318945991		9781536219456	9781536253009	9781536244960
Gregor and the curse of the warmbloods	Collins, Suzanne	3-6	Middle School	9781415684504			9780439656245	9780545317979

Gregor and the marks of secret	Collins, Suzanne	3-6	Middle School	9781428745018			9780439791465	9780545318174
Hockey's Stanley Cup Finals	Leed, Percy	K-3	Middle School		9798765648018		9798765661512	
The house with no keys	Currie, Lindsay	3-6	Middle School			9781464234941	9781464234972	9781464234958
Hurricane heist	Ponti, James	5-8	Middle School			9781665932561		9781665932585
Hurricane heist	Ponti, James	5-8	Middle School			9781665932561		9781665932585
The hybrid prince	Sutherland, Tui	3-6	Middle School			9781546129547		9781546129554
I Survived the Bombing of Pearl Harbor, 1941	Tarshis, Lauren	3-6	Middle School	9798318912153		9781546137764	9781546137757	9781546137771
I survived the Dust Bowl, 1935	Tarshis, Lauren	3-6	Middle School	9798368784021		9781338891836	9781338891829	9781338897678
Into the shadow mist	Soontornvat, Ch	3-6	Middle School	9798368749563		9781338759174	9781546135838	9781338759181
James Harden vs. Kobe Bryant : who would win?	Stanley, Joe	3-6	Middle School		9798765668542		9798765683477	
Joe Burrow vs. Dan Marino : who would win?	Gigliotti, Jim	3-6	Middle School		9798765625880		9798765628126	
Joe Burrow vs. Dan Marino : who would win?	Gigliotti, Jim	3-6	Middle School		9798765625880		9798765628126	
Junius Leak and the spiraling vortex of doom	Wolf, Allan	5-8	Middle School			9781536217452		9781536244939
Justin Jefferson vs. Randy Moss : who would win?	Gigliotti, Jim	3-6	Middle School		9798765625897		9,798,765,628,133	
Kansas City Chiefs vs. Las Vegas Raiders : rival rumble	Colich, Abby	3-6	Middle School		9798765668641		9798765683507	
Karen's Surprise --A Graphic Novel	Grant, Shauna J	3-6	Middle School	9798368795768		9781546111269	9781339005133	9781546111276
Kevin Durant vs. Larry Bird : who would win?	Goldstein, Marga	3-6	Middle School		9798765648247		9798765661406	
The last kids on Earth and the destructor's lair	Brallier, Max	3-6	Middle School			9780593405277		9780593405284
LeBron James vs. Michael Jordan : who would win?	Greenberg, Keith	3-6	Middle School		9781728490878		9798765602454	
The legendary Scarlett & Browne	Stroud, Jonathar	5-8	Middle School	9798318936722		9780593707364	9780593707395	9780593707388
Lion of the sky	Hemnani, Ritu	5-8	Middle School			9780063284487		9780063284517
Lionel Messi vs. Pele : who would win?	Anderson, Josh	3-6	Middle School		9798765610299		9,798,765,623,541	
A look at judo	Krenn, Cara	K-3	Middle School		9798765647967		9798765662076	
A look at Tae kwon do	Krenn, Cara	K-3	Middle School		9798765647981		9798765662090	
A look at wrestling	Krenn, Cara	K-3	Middle School		9798765647998		9798765662106	

Luna nueva	Meyer, Stepheni	YA	Middle School	9781713750901			9786073150514	
Margot Robbie	Whalen, Lauren	5-8	Middle School		9798892502160		9798892502375	
Max in the land of lies	Gidwitz, Adam	5-8	Middle School	9798318945199		9780593112113	9780593112137	9780593112120
Meet Aaron Rodgers	Laskaris, Sam	3-6	Middle School		9798765626016		9798765629758	
Meet Bryce Young	Goldstein, Marga	3-6	Middle School		9798765626023		9798765629765	
Meet Caitlin Clark	Goldstein, Marga	3-6	Middle School		9798765649282		9798765662489	
Meet CeeDee Lamb	Goldstein, Marga	3-6	Middle School		9798765649244		9798765662441	
Meet Cristiano Ronaldo	Stabler, David	3-6	Middle School		9781728458236		9781728463377	
Meet Jalen Hurts	Doeden, Matt	3-6	Middle School		9798765610466		9798765623640	
Meet Lamar Jackson	Leed, Percy	3-6	Middle School		9798765649251		9798765662458	
Meet Lionel Messi	Stabler, David	3-6	Middle School		9781728458182		9781728463285	
Meet me at Wonderland	DeVillers, Julia	5-8	Middle School	9798368765860		9781665964258	9781665964241	9781665964265
Meet Micah Parsons	Doeden, Matt	3-6	Middle School		9798765610497		9798765623671	
Meet Naomi Osaka	Leed, Percy	3-6	Middle School		9798765649275		9798765662472	
Meet Patrick Mahomes	Levit, Joseph	3-6	Middle School		9781728458144		9781728463339	
Meet Ronald Acuna Jr.	Schwartz, Heath	3-6	Middle School		9798765643389		9798765643396	
Meet Simone Biles	Laskaris, Sam	3-6	Middle School		9798765625996		9798765629734	
Meet Travis Kelce	Stabler, David	3-6	Middle School		9798765610473		9798765623657	
Meet Victor Wembanyama	Goldstein, Marga	3-6	Middle School		9798765626030		9798765629772	
The metamorphosis of Bunny Baxter	Roberts, Barbara	5-8	Middle School			9780823458561		9780823463305
My Selma : true stories of a Southern childhood at the height of the civil rights movement	Brown, Willie Ma	5-8	Middle School	9798368723792		9780374390235	9781250848017	9780374390242
New England Patriots vs. Miami Dolphins : rival rumble	Smith, Elliott	3-6	Middle School		9798765668658		9798765683514	
Olympic Games	Higgins, M. G	5-8	Middle School	9781725457188			9781680217384	9781645981893
Partypooper	Kinney, Jeff	5-8	Middle School	9798368781082		9781419782695		
Patrick Mahomes vs. Peyton Manning : who would win?	Greenberg, Keith	3-6	Middle School		9781728490854		9798765602430	
Please pay attention	Sumner, Jamie	5-8	Middle School	9798318923548		9781665956079	9781665956086	9781665956093
The poisoned king	Rundell, Katherir	5-8	Middle School	9798368789637	9780593809914	9780593809907		9780593809921
Radiant	Nelson, Vaunda	5-8	Middle School	9798318945229		9780593855782	9780593855805	9780593855799
Robot obstacle courses	Jackson, Tom	3-6	Middle School		9798765647943		9798765662267	
Robot sumo	Cooke, Tim	3-6	Middle School		9798765647950		9798765662274	
Roman Reigns vs. Hulk Hogan : who would win?	Anderson, Josh	3-6	Middle School		9798765610275		9798765623558	

San Francisco 49ers vs. Los Angeles Rams : rival rumble	Colich, Abby	3-6	Middle School		9798765668665		9798765683521	
Scattergood	Bouwman, H. M	5-8	Middle School	9798318911798		9780823457755	9780823463725	9780823462308
Setting the stage	Champion, Linds	5-8	Middle School	9798318947735		9781645953289	9781645953302	9781645953296
Sidney Crosby vs. Wayne Gretzky : who would win?	Anderson, Josh	3-6	Middle School		9798765610312		9798765623565	
Simone Biles vs. Nadia Comaneci : who would win?	Anderson, Josh	3-6	Middle School		9798765610268		9798765623572	
Soccer's World Cup	Leed, Percy	K-3	Middle School		9798765648049		9798765661529	
Sole survivor	Ollestad, Norma	5-8	Middle School			9780374392611		9780374392628
Spark	Baron, Chris	5-8	Middle School	9798318941481		9781250864741	9781250864734	9781250864758
Spy school goes north	Gibbs, Stuart	5-8	Middle School	9798368724294		9781665934749	9781665934756	9781665934763
Spying on spies : Elizebeth Smith Friedman codebreaker	Moss, Marissa	5-8	Middle School			9781419767319		9781647009786
Starstuff : ten science fiction stories to celebrate new possibilities		5-8	Middle School			9781536236392		9781536244984
Stephen Curry vs. Magic Johnson : who would win?	Stabler, David	3-6	Middle School		9781728492339		9798765602461	
The story of the World Cup	Berne, Emma Ca	K-3	Middle School		9798765668405		9798765683750	
The tale of the twisted toymaker	Valentine, Danie	5-8	Middle School	9798368783369		9781419763472	9781419763489	
Temple of secrets	Soontornvat, Ch	3-6	Middle School	9798318950056		9781338759211	9798225077884	9781338759228
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

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

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

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

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

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				

1221 E. Kingsbury
Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

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

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 TAC 39A.055 – Targeted Improvement Plan 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. 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. 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. 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 Positive Community Culture ☒Growth-Minded Personnel 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 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 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) 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) 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 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 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 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 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 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) 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) 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 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 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 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 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 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) 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) 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 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 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 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 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 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) 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) 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 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 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? -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. -There is appropriate support dedicated to strategy implementation and capacity building: +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 +If district or campus staff members are named as the capacity builder, there is evidence that these staff members: -Have a track record of success in school turnaround -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 Closure/Reassign Improve Graduation Rate Intensive Curriculum & Instruction Improvements 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 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	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: -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.	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. 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.

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 **Middle School:** RLA: Amplify, Mathematics: Bluebonnet, Science: SAVVAS, Social Studies: Navigate Texas	**Yes**	**Elementary**: Reading/Language Arts: 600 minutes per week Mathematics: 450 minutes per week Science: Grades K–2: 150 minutes per week Grades 3–4: 200 minutes per week Grade 5: 225 minutes per week Social Studies: 150 minutes per week **Middle School and High School**: Reading/Language Arts: 250 minutes per week Mathematics: 250 minutes per week Science and Social Studies: 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. Common Formative Assessments: Weekly Exit Tickets: District Created 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. Frequency: Weekly Common Formative Assessments: Module or Unit Assessments: Campus Based Frequency: every 2–3 weeks Purpose: Identify knowledge and skill gaps and respond to class and student misconceptions. STAAR Released Test: District Created Frequency: Once a Year - March. Purpose: to adjust instruction, provide targeted interventions, and update student groups for intervention support. RenSTAR Math & RLA Frequency: BOY/MOY/EOY. 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. 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: 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	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. 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.

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?

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. 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. The Human Element: Meaningful Feedback 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. Data-Informed Dialogue: An Evidentiary Approach 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”. 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. 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. The Human Element: Building Teacher Efficacy (½ day) 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. Systems Approach: Controlling the Chaos (½ day) 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. 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.	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. 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: Monitoring the fidelity of curriculum implementation Differentiated instruction Data-driven decisions 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	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. Consistent and effective delivery of Specially Designed Instruction (SDI), including the SDI guides of bluebonnet. 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, instrutional implementation of SDI for Bluebonnet, and special education legal updates from the school district attorney. Dual Language teachers will participate in periodic professional development focused on high-leverage instructional strategies for Emergent Bilinguals and Content-Based Language Instruction (CBLI).

		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: 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.		
		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			
How will the strategy be implemented? -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

		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						
Has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity? -There is a plan for plan performance management, including superintendent and other key leadership review of metrics and progress at a semesterly cadence. -The response describes: +Who will review progress towards milestones, +How frequently progress is reviewed, +How progress data will be collected, and +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					

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. 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.	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. 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. Campus staff will be informed of campus-wide efforts during monthly staff meetings and PLC meetings. 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?
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)
	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)
	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)