

**Seguin Independent School District**  
**Seguin High School**  
**2022-2023 Campus Improvement Plan**  
Transformation



Starts Here

# Mission Statement

**Campus Mission Statement**

*Transformation Starts Here*

## Vision

**Vision**

*Transformational Learning to Innovative Thinkers*

## Value Statement

**Value Statement**

Seguin ISD believes that:

Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.

The learning experience should be engaging, relevant and collaborative to meet the needs of all.

Parent, community and industry partners are essential for student success.

Teachers foster student curiosity and initiative through meaningful and relevant learning experiences. Relationships that nurture student growth and development are key to success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Seguin High School is a comprehensive 5A high school with a student population of 2,047 students. The campus operates a school within a school Early College High School, a dual credit program with Texas Lutheran University, and a Career and Technical Education department with numerous pathways to certification. Approximately 59% of the campus qualifies for free and reduced lunch and considered economically disadvantaged. The campus appreciates diversity and has increased advanced academics offerings to students of color. Even though strides have been made to be more inclusive of all students in more rigorous classes, data reveals that most students of color do not take advantage of the advanced academics program and enroll in leveled curriculum classes. Data also reveals that students struggle to keep up with the required state credits and enroll in credit recovery programs to finish their high school program of study. The 4-year Federal Graduation Rate is above the state and district average. There are 157 staff members at Seguin high School with 36% of the teachers having between 1-5 years of experience.

### Demographics Summary

African American	4.3%
Hispanic	68.9%
White	25.1%
American Indian	.1%
Asian	.3%
Pacific Islander	.1%
Two or More Races	1.1%
Economically Disadvantaged	59.1%
Section 504	10.4%
ESL Students	6.7%
At-Risk	60.8%

Gifted and Talented 7.5%

Special Education 12.6%

### **Demographics Strengths**

The campus culture reflects a diverse equitable learning environment where differences are respected and celebrated. The majority of the teachers (48%) have been teaching between 6-20 years and provide veteran leadership in our campus PLC culture.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Longitudinal student data reveals that 30% of all economically-disadvantaged SHS students continue to fail one or more courses per year. **Root Cause:** There has existed a lack of a consistent RTI process that tracks student progress by sub-population from grading periods and local and state assessments. History of over reliance on credit recovery systems.

# Student Learning

## Student Learning Summary

The majority of our students score below the state average in standardized testing for both reading and math. There are some areas where the students are at or above the state average.

## Student Learning Strengths

Students tend to score closer to the state average in meets or masters in the contents of Social Studies and Science. Our students also score at or above the state average in TSIA.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Not all student groups perform at the State Average of 41% Meets Grade Level or Above on STAAR EOC. **Root Cause:** Lack of consistent rigor and relevance opportunities in every classroom results in level curriculum teaching philosophy in classrooms. COVID-19 has caused an instructional disconnect and lapse in learning with our most at-risk student population.

# School Processes & Programs

## School Processes & Programs Summary

Seguin High School operates via a systems thinking philosophy. There are currently systems in place for instruction and operations. All school personnel must familiarize themselves with the systems as a guide to be successful on the campus. All systems are documented on the Faculty Game Plan Google Site.

## School Processes & Programs Strengths

All systems are easy to follow and monitored by guardians of the system.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** There is a lack consistent implementation of our PLC process across all departments. **Root Cause:** Faculty turnover and lack of leadership capacity in the PLC process.

# Perceptions

## Perceptions Summary

Seguin High School is a comprehensive high school serving grades 9-12. The campus follows a traditional seven period bell schedule. Students are afforded a FLEX Period for enrichment and intervention. There are numerous college and career readiness opportunities on our campus via CTE programming and our Early College High School. The mission of the campus is Transformation Starts Here as we value change as an inherent part of maturing.

## Perceptions Strengths

Seguin High School is lauded for its many award winning programs in the areas of Fine Arts, Athletics, CTE, and ECHS programming.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** According to a recent survey, 1/4 of our staff does not believe the school sets high learning standards for all students. **Root Cause:** Teachers have a history of not challenging all students in the level curriculum classes.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

## Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Professional development needs assessment data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Increase the percentage of all students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 37% to 45% by August 2024.

**Performance Objective 1:** By 2024, Reading performance on STAAR Meets in grades 9-10 will improve from 37% to 45%.

**Evaluation Data Sources:** Exit Tickets


CFA, Interim Assessments


Pacing Calendars


Assessment Calendars


Lesson Plans


SHS will create an academic culture where all students will receive high quality instruction in every class.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize PLC's for all teachers to engage in internalization of planning to make learning meaningful for students by providing real-world examples and encouraging them to collaborate, and leverage personal experiences to make learning more personal in RLA EOC content, Special Education, accommodations and ELL linguistic accommodations to deliver a guaranteed and viable curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> EOC content teams will administer interim assessments every 20-30 days to assess comprehensive TEKS mastery. All campus courses will create common formative assessments (CFAs) every 10 days of instruction to assess essential standards mastery and develop plans for reteach/spiral/intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS ELA Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress


 Accomplished


 Continue/Modify


 Discontinue


**Goal 1:** Increase the percentage of all students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 37% to 45% by August 2024.


**Performance Objective 2:** By 2024, Reading performance on STAAR Masters in grades 9-10 will improve from 4% to 18%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional learning for selected teachers via the Solution Tree Model to teach students to internalize lesson planning for deeper understanding.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal            SHS Associate Principal            SHS Academic Dean            SHS Assistant Principals            SHS Department Chairs            SHS ELA Teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b>            Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase student access to a rigorous and relevant curriculum through effective student centered coaching. All Department Leads will actively engage in student centered coaching in their respective areas</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS ELA Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress


 Accomplished

 Continue/Modify


 Discontinue

**Goal 2:** Increase the percentage of all students who score meets grade level or above on STAAR Mathematics from 18% to 25% by August 2024.


**Performance Objective 1:** By 2024, Math performance on STAAR Meets for all groups will improve from 18% to 25% by 2024.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Carnegie Math to engage students in a deeper, more conceptual way with a combination of cognitive and learning science, practical instruction, and research.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal                      SHS Associate Principal                      SHS Academic Dean                      SHS Assistant Principals                      SHS Department Chairs                      SHS Math Teachers</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> EOC content teams will administer interim assessments every 20-30 days to assess comprehensive TEKS mastery. All campus courses will create common formative assessments (CFAs) every 10 days of instruction to assess essential standards mastery and develop plans for reteach/spiral/intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS Math Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress


 Accomplished







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**Goal 2:** Increase the percentage of all students who score meets grade level or above on STAAR Mathematics from 18% to 25% by August 2024.

**Performance Objective 2:** By 2024, Math performance on STAAR Masters in grades 9-10 will improve from 5% to 18%.



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize PLC's for all teachers to engage in internalization of planning to make learning meaningful for students by providing real-world examples and encouraging them to collaborate, and leverage personal experiences to make learning more personal in Math EOC content, Special Education, accommodations and ELL linguistic accommodations to deliver a guaranteed and viable curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS Math Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional learning for selected teachers via the Solution Tree Model and Carnegie Math planning to teach students to internalize lesson planning for deeper understanding.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS Math Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase student access to a rigorous and relevant curriculum through effective student centered coaching. All Department Leads will actively engage in student centered coaching in their respective areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS Math Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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**Goal 3:** Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 41% to 73% by August 2025.

**Performance Objective 1:** By the end of the 2022-2023 school year, the percentage of students who meets TSI/SAT/ACT criteria in ELAR and Math will improve from 28% to 33%.

**Evaluation Data Sources:** TSI Results; SAT and ACT Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase number of students participating in school-day PSAT and SAT testing opportunities in the fall and spring with the use of marketing, awareness, and ongoing recruitment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase access to college-readiness assessments for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CCMR, CCMR Coordinator, SHS Testing Coordinator, and AVID Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college -</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide test-prep for PSAT, SAT, and TSIA during the school day throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> The outcome of this strategy will be an increase in students meeting PSAT, SAT, and TSIA CCMR standards. It is also anticipated that more students will take advantage of school-day test prep versus after-school or on Saturdays.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CCMR, CCMR Coordinator, Testing Coordinator, and Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college -</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> ELAR/MATH Dept Leads trained on new TSIA assessment and will facilitating TSIA FLEX pullouts &amp; training departments on content/value</p>	Formative			Summative
	Nov	Jan	Mar	June

Funding Sources: - 199-General Fund



No Progress

Accomplished






Continue/Modify

Discontinue

**Goal 3:** Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 41% to 73% by August 2025.

**Performance Objective 2:** By the end of the 2022-2023 school year, the percent of students who are taking the SAT or ACT will improve from 45% to 56%






**Evaluation Data Sources:** SAT, ACT data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a marketing plan for CCMR that includes an annual calendar, CCMR manual with overview of CCMR opportunities and benefits, social media, Google Classroom, parent information sessions, campus/district websites, and through collaboration with TRIO programs Talent Search and Upward Bound.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and parents will gain a better understanding of the purpose, importance, and value of these CCMR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CCMR, CCMR Coordinator, SHS Testing Coordinator, and TRIO staff members</p> <p><b>TEA Priorities:</b> Connect high school to career and college -</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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**Goal 3:** Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 41% to 73% by August 2025.






**Performance Objective 3:** By the end of the 2022-2023 school year, the percent of students who earn at least 3 hours of dual credit in ELAR or MATH OR the percent of students who earn at least 9 dual credit course credits in any other subject will improve from 27% to 34%.

**Evaluation Data Sources:** None

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase student and parent awareness of Dual Credit opportunities through improved marketing (school messenger, social media, campus/district website, and establish a dual credit web page. Encourage all students who meet TSIA standards to enroll in dual credit classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of students who enroll in dual credit courses will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CCMR, CCMR Coordinator, College Pathway Specialist, and Counselors.</p> <p><b>TEA Priorities:</b> Connect high school to career and college -</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 41% to 73% by August 2025.

**Performance Objective 4:** By 2022-23 school year, the percent of students who earn an industry based certification will improve from 1.5% to 16%.







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop test preparation and examination timelines for Industry-Based Certifications in each program of study.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased focus on instructional design will ensure student preparation prior to the established examination date.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director, SHS Principal, SHS Assistant Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> - 244 CTE Perkins</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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**Goal 4:** Seguin High School will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.



**Performance Objective 1:** By the end of the 2022-2023 school year, the Panorama Student Survey SEL Score will improve to 51% in emotion regulation, 57% in grit, and 58 % in social awareness.






**Evaluation Data Sources:** Panorama Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Character Strong Curriculum during FLEX Period.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase emotion regulation and awareness in students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Assistant Principals FLEX Teachers Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize Transition Specialist and Student Support Team to engage at-risk students in small group and individual interventions and supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve emotion regulation, grit, and social awareness.</p> <p><b>Staff Responsible for Monitoring:</b> SISD Transition Specialist and SST Team (Assistant Principals, Counselors, and Attendance).</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
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**Goal 4:** Seguin High School will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

**Performance Objective 2:** By the end of the 2022-2023 school year, Seguin High School will increase attendance from 87% to 94.0%.






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create an Attendance Awareness Campaign entitled "Every Period...Every Day" by utilizing social media, campus communication, and PSA announcements.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance by week.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide Tier 1, 2, and 3 Supports for students who are having attendance challenges.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance by week.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Assistant Principals SISD Truancy Team</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide student attendance incentives to reward positive attendance practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve ADA on a weekly basis.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Assistant Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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**Goal 4:** Seguin High School will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

**Performance Objective 3:** By the end of the 2022-2023 school year, Seguin High School will decrease out of class placements (ISS/Suspension/DAEP) by 10%.







**Evaluation Data Sources:** Discipline Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize PBIS and Achieve Strategies for Tier 1 Interventions in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease out of class placements (ISS/Suspension/DAEP).</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Assistant Principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** Seguin High School will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).






**Performance Objective 1:** By the end of the 2022-2023 school year, teacher turnover will decrease by 10%.

**Evaluation Data Sources:** Master Schedule

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> SHS will recruit, support and retain a diverse population of highly qualified, effective teachers, administrators, and support staff. The campus will maintain a teacher turnover rate of less than 15%. Implement and evaluate on-going differentiated professional learning to ensure teacher needs are being met, and provide a mentoring program for new teachers and administrators. Provide quarterly staff celebrations.</p> <p><b>Strategy's Expected Result/Impact:</b> Retain diverse and highly qualified teachers.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Evaluate teacher effectiveness in the classroom utilizing formative and summative data, including but not limited to, T-TESS evaluations, walk-through information, student feedback, and value added data. Staff development and support plans will be developed based on teacher performance as needed. Campus principals will conduct a minimum of 10 documented walk-throughs per week. Utilize Strive and Whetstone to documents teacher coaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Seguin High School will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10% .</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 6:** Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin High School as an integral part of the community.







**Performance Objective 1:** Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15 more opportunities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families from 12 opportunities to 15 opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Engage parents, and community partners to enrich the experience of students and staff and to establish Seguin High School as an integral part of the community.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Assistant Principals SHS Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 6:** Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin High School as an integral part of the community.

**Performance Objective 2:** Seguin High School will improve the public relations as measured by constructive feedback collected from social media and parent/community surveys.


**Evaluation Data Sources:** Survey Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> SHS will communicate and promote campus success through social media such as newsletters, posters, flyers, school messenger, and our PIO.</p> <p><b>Strategy's Expected Result/Impact:</b> Engage parents, and community partners to enrich the experience of students and staff and to establish Seguin High School as an integral part of the community.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Operate a Site-Based Decision Management Committee involving faculty, staff, parents, and local business representatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Engage staff, parents, and community partners to enrich the experience of students and staff and to establish Seguin High School as an integral part of the community.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 7:** Seguin High School will improve the overall accountability score from 74 to 81.



**Performance Objective 1:** By focusing on purposeful planning, curriculum alignment, researched-based instructional strategies, instructional technology and targeted support for special programs and sub-populations, Seguin High School will become a B-Rated Campus. Success criteria will reflect the following: Domain 1: Approaches (71%); Meets (46%); Masters (18%), with the following performance levels it would convert to a goal of B (81%) for Domain 2B.


**Evaluation Data Sources:** Exit Tickets, CFA's, Interim Assessments


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize common planning periods and PLC's for all teachers to engage in Purposeful Planning to address EOC content, Special Education, accommodations and ELL linguistic accommodations to deliver a guaranteed and viable curriculum. Provide professional learning for selected teachers via the Solution Tree Model, Instructional Technology, NearPod, Google Classroom, Edgenuity, and Super PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> EOC Content teams will generate Interim Assessments every 20-30 days to assess comprehensive TEKS mastery. All campus courses will create common formative assessments (CFAs) every 10 days of instruction to assess Essential Standards mastery and develop plans for reteach/spiral/intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> FLEX is offered daily on campus, or remotely, from 10:18-10:49 Monday - Friday. M/F is FLEX Leadership- where students are experiencing SEL lessons via Panorama or teacher created and vetted lessons. T/W/R is FLEX Academy- where students are expected to check their academic progress on TEAMS and work on homework/study/projects OR read silently. FLEX Academy will be used to prepare EOC re-testers for the Dec Administration.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students who pass the STAAR December EOC Test, address student social and emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Increase student access to a rigorous and relevant curriculum through effective student centered coaching. All Department Leads will actively engage in student centered coaching in their respective area.</p> <p><b>Strategy's Expected Result/Impact:</b> SHS will create an academic culture where all students will receive high quality instruction in every class.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Academic Dean and Instructional Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement the Solution Tree PLC model for collaborative planning where all teachers meet for during their common planning times or morning PLC planning times to offer colleague support and improve student academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student learning through improved instructional practice.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Assistant Principals SHS Academic Dean SHS Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Create a guiding coalition to involve all stakeholders in campus instructional decision-making.</p> <p><b>Strategy's Expected Result/Impact:</b> Standardize all campus instructional systems to identify and align all essential standards, evaluate data, and incorporate PLC questions during planning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Academic Dean Assistant Principals Department Chairs Librarian</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199-General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# State Compensatory

## Budget for Seguin High School

**Total SCE Funds:** \$591,745.00

**Total FTEs Funded by SCE:** 8.715

### Brief Description of SCE Services and/or Programs

SCE funds are used to fund FTEs who provide supplemental instruction, credit recovery, or accelerated instruction for students at risk of dropping out of high school or who have not performed satisfactorily on an EOC assessment.

## Personnel for Seguin High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Avalos, Michele	Teacher	1
Bryan, Nathaniel	Teacher	0.714
Castillo, Joseph	Teacher	0.286
Garcia, Patricia	Teacher	0.286
Hauptrief, Chelsey	Teacher	1
Kendall, Veronda	Teacher	0.429
Neal, Taliferro	Dean of Students	1
Saldivar, Alyssandra	Teacher	1
Spahn, Ashley	Teacher	1
True, John	Teacher	0.714
Weber, Diana	Teacher	0.143
Winters, Taylor	Teacher	1
Yoder, Joaquina	Teacher	0.143

# Campus Funding Summary

199-General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
3	3	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	2			\$0.00
4	3	1			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
6	1	1			\$0.00
6	2	1			\$0.00
6	2	2			\$0.00
7	1	1			\$0.00
7	1	2			\$0.00
7	1	3			\$0.00
7	1	5			\$0.00

199-General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	6			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$505,263.00
<b>+/- Difference</b>					\$505,263.00
244 CTE Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$89,208.00
<b>+/- Difference</b>					\$89,208.00
<b>Grand Total Budgeted</b>					\$594,471.00
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$594,471.00