Seguin Independent School District

Seguin High School

2025-2026 Campus Improvement Plan

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Mission Statement

Campus Mission Statement

Growing Together, Leading Forward

Mission:
We empower every student and educator to grow with purpose, lead with integrity, and adapt with confidence—nurturing excellence today to shape tomorrow's opportunities.

.

Vision

Vision:
To cultivate a thriving community of learners and leaders who embrace change, inspire growth, and prepare for a world that never stops evolving.

Value Statement

Campus Value Statement: Growing Together, Leading Forward

At our core, we value **growth, unity, and leadership**.
We believe that:

- **Growth** is a lifelong journey — we embrace challenges, celebrate progress, and pursue excellence with purpose.
- **Unity** strengthens us — we cultivate trust, respect, and collaboration among students, staff, and community.
- **Leadership** inspires change — we lead with integrity, compassion, and courage in a world that is constantly evolving.

Together, we are committed to **learning from the past, leading in the present, and shaping a future where every individual thrives.**

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Comprehensive Needs Assessment

Demographics

Summary

Seguin High School is a comprehensive 5A high school with a student population of 2,065 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 76% 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 169 staff members at Seguin high School with 36% of the teachers having between 1-5 years of experience.

Portrait of Seguin High School

Enrollment: 2065

Staff Members: 169.5

-Professional Teachers: 128

-Professional Support: 21

-Campus Administration: 10

-Educational Aides- 10

-Librarian- 1

Student Groups:

-African American: 4.6%

-Hispanic: 69.9%

-White: 23.8%

-Other: 2%

-Males: 53%

-Females: 48%

-Economically-Disadvantaged: 59%

Graduation Rates:

- 4 YR: 94.5%

- 5 YR: 95.4%

- 6 YR: 96.9%

CCMR Data:

-53% College, Career, and Military Readiness Graduates Class of 2022

Special Programs:

-EB: 6.9%

-SPED: 12.5%

-CTE: 61.9%

-GT: 8.1%

-Section 504: 11%

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	Root Cause
1 ★	Longitudinal student data reveals that 1/4 of all economically-disadvantaged SHS students continue to fail one or more courses per year.	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. Covid-19 factors continue to adversely affect student course success rates. Students from economically-disadvantaged backgrounds tend to have less educational support. There is also a history of over reliance on credit recovery systems.

★ = Priority

Student Learning

Summary

Seguin High School STAAR scores for 2024 show increases in Biology and US History performance with slight regression and/or maintaining achievement scores in English I, English II, and Algebra I scores.

Data shows that students served through SPED are not showing growth and achievement in English I, English II, and Algebra EOCs at the rate they are in Biology and US History EOCs.

The annual failure report for content areas indicates there are large numbers of students served through SPED that are failing English I, English II, and Algebra I classes in the 2023-2024 school year.

In the 2023-2024 school year, ____ industry based certifications were earned. ____ students passed all portions of the TSIA and there were ____ ECHS graduates.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Not all student groups perform at the State Average of 41% Meets Grade Level or Above on STAAR EOC.	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.
2 ★	Longitudinal student data reveals that 1/4 of all economically-disadvantaged SHS students continue to fail one or more courses per year.	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. Covid-19 factors continue to adversely affect student course success rates. Students from economically-disadvantaged backgrounds tend to have less educational support. There is also a history of over reliance on credit recovery systems.

★ = Priority

School Processes & Programs

Summary

Since the 2023-2024 school year, the campus has continued to refine and/or develop processes to enhance teaching and learning practices within the school. PLCs in EOC content areas were in a rebirth with expectations set for the activities that took place during that time.

The campus was on an 8-period school day with 45-minute class periods and one FLEX period five days a week.

Seguin High School is rich in its offerings of extracurricular and co-curricular activities to include but not limited to: dance, cheer, band, volleyball, FFA, BPA, football, baseball, golf, tennis, powerlifting, track, cross country, softball, volleyball, cheer, color guard, Science Club, Student Council, etc.

Seguin High School provides one-to-one Chromebooks for students.

The campus houses five guidance counselors, two Communities in Schools counselors, and one mental health counselor. There are eight administrators of which one is the principal, two are associate principals, one is a director, and four are assistant principals.

Professional development for both professional and classified faculty members is offered before the school year begins and during the instructional year. Professional development is driven by campus instructional and systems needs to include any initiatives that are district-wide.

There is a campus need to enhance communication with our parents specifically with upcoming events that involve academics, extracurriculars, school initiatives, upcoming assessments, SEL, clubs, student and educators highlights, and a weekly message from administrators tied to their specific school-wide initiatives. During the 23-24 school year, multiple concerns came in from parents that there was little to no communication from many teachers either by phone, email, or face-to-face conferences. While there was a strong social media presence from the campus it was still not a pathway that included all families.

Strengths

The retention rate improved from the 2022-2023 school year from 58% to 78% in 2023-2024.

Problem Statements Identifying School Processes & Programs Needs

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

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Longitudinal student data reveals that 1/4 of all economically-disadvantaged SHS students continue to fail one or more courses per year.	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. Covid-19 factors continue to adversely affect student course success rates. Students from economically-disadvantaged backgrounds tend to have less educational support. There is also a history of over reliance on credit recovery systems.
2 ★	Not all student groups perform at the State Average of 41% Meets Grade Level or Above on STAAR EOC.	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.
3 ★	There is a lack consistent implementation of our PLC process across all departments.	Faculty turnover and lack of leadership capacity in the PLC process.
4 ★	According to a recent survey, approximately 1/4 of our staff does not believe the school sets high learning standards for all students.	Teachers have a history of not challenging all students in the level curriculum classes.
5 ★	There is limited family engagement and awareness of school initiatives.	The campus is not leveraging communication pathways through various platforms to share information and involve families.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**

- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **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**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**

- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**

Goals

Goal 1

Increase the percentage of students who score meets grade level or above on STAAR English assessments from 42% to 60% by August 2027.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Increase the percentage of students who score meets grade level or above on the STAAR English I from 42% to 60% by May 2026.

Evaluation Data Source: STAAR EOC (summer, winter, spring)

Strategy 1

Implement EB support through the use of ESL aides and teachers in English I classrooms.

Strategy's Expected Result/Impact: Improvement in scores for TELPAS and STAAR English I and II scores

Staff Responsible for Monitoring: Administrators
Instructional Coaches
Department Leads

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

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 2

Instructional Coaches will attend the ESC 20 Instructional Coach Foundations Institute.

Strategy's Expected Result/Impact: Effective and efficient PLCs
Model teaching
Providing feedback to ELA teachers
Holding ELA coaching conversations with teachers

Staff Responsible for Monitoring: Administrators

Funding Sources: Registration Fees for training 211 Title I, Part A, $1,950

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase the percentage of students who score meets grade level or above on the STAAR English II from 43% to 60% by May 2026.

Evaluation Data Source: STAAR (summer, winter, spring)

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implement EB support through the use of ESL aides in English II classrooms.

Strategy's Expected Result/Impact: Improvement in scores for TELPAS and STAAR English I and II scores

Staff Responsible for Monitoring: Administrators
Instructional Coaches
Department Leads

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Instructional Coaches will attend the ESC 20 Instructional Coach Foundations Institute.

Strategy's Expected Result/Impact: Effective and efficient PLCs
Model teaching
Providing feedback to ELA teachers
Holding ELA coaching conversations with teachers

Staff Responsible for Monitoring: Administrators

Funding Sources: Registration Fees for training 211 Title I, Part A, $1,950

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

Formative Reviews

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Performance Objective 3

Increase the percentage of students who score masters on STAAR English I from 9% to 15% by May 2026.

Strategy 1

Evaluate student work samples to ensure masters achievement each quarter during PLCs.

Strategy's Expected Result/Impact: Teacher reflection
Improved masters rate in students' work
Targeted teaching towards students' needs

Staff Responsible for Monitoring: Administrators
ELA Instructional Coach
Department Leads
Classroom Teachers

Formative Reviews

October	January	March	May

Performance Objective 4

Increase the percentage of students who score masters on STAAR English II from 2% to 10% by May 2026.

Strategy 1

Evaluate student work samples to ensure masters achievement each quarter during PLCs.

Strategy's Expected Result/Impact: Teacher reflection
Improved masters rate in students' work
Targeted teaching towards students' needs

Staff Responsible for Monitoring: Administrators
ELA Instructional Coach
Classroom Teachers

Formative Reviews

October	January	March	May

Performance Objective 5

Increase SPED performance in English I and II STAAR through targeted delivery of instructional services by growing the meets percentage from 16% to 36% by May 2026.

Strategy 1

SPED Interventionists along with the support of our ESC 20 Strategic Integration Liaison with English I and English II classroom teachers will develop a plan to work with small groups and/or designated students with growth gaps.

Staff Responsible for Monitoring: Administrators
Department Leads
Instructional coaches

Formative Reviews

October	January	March	May

Strategy 2

English I, English II, and SPED Interventionist educators, AD, APO, and Principal will review student work artifacts and conduct data analysis through PLCs.

Formative Reviews

October	January	March	May

Strategy 3

Students will participate in writing SCRs and ECRs with feedback provided by trained educators.

Formative Reviews

October	January	March	May

Strategy 4

SPED Interventionist, administrators, instructional coaches, and classroom teachers will develop and implement strategies to support Specially Designed Instruction with support from the ESC Region 20 Strategic Integration Liaisons.

Strategy's Expected Result/Impact: Teacher provide appropriate support to meet the IEP needs of each student receiving SPED services.

Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches, SPED Department Lead

Formative Reviews

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Goal 2

Increase the percentage of students who score meets on grade level or above on STAAR Algebra I from 14% to 52% by June 2027.

Performance Objective 1

Increase the percentage of students who score meets grade level or above on STAAR Algebra I from 14% to 30% by May 2026.

Strategy 1

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**
☑ **Results Driven Accountability**

Providing instructional aides in each Algebra I classrooms.

Strategy's Expected Result/Impact: Increase student support, teacher support for student growth.

Staff Responsible for Monitoring: Administrators, and teachers.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 2

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**
☑ **Results Driven Accountability**

Provide teachers with additional full days planning to prepare for instruction.

Strategy's Expected Result/Impact: Will provide targeted and differentiated instruction to maximize student engagement.

Staff Responsible for Monitoring: Administrators
Instructional coaches

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 3

Instructional Coaches will attend the ESC 20 Instructional Coach Foundations Institute.

Strategy's Expected Result/Impact: Effective and efficient PLCs
Model teaching
Providing feedback to ELA teachers
Holding ELA coaching conversations with teachers

Staff Responsible for Monitoring: Administrators

Funding Sources: Fee for registration 211 Title I, Part A, $1,950

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2

Increase the percentage of students who score masters grade level on STAAR Algebra I from 3% to 6%.

Strategy 1

Add an Advanced Algebra 1 course with the students that scored meets on their 8th grade math STAAR.

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Providing instructional aides in each Algebra I classrooms.

Strategy's Expected Result/Impact: Increase student support, teacher support for student growth.

Staff Responsible for Monitoring: Administrators, and teachers.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 3

Increase SPED performance in STAAR Algebra I through targeted delivery of instructional services by growing the meets percentage from 18% to 38% by May 2026.

Strategy 1

Math Instructional Aides/SPED Instructional Aide, and SPED Interventionists in Algebra I classes will work with small groups and/or designated students with growth gaps.

Formative Reviews

October	January	March	May

Strategy 2

SPED Interventionists and SPED Instructional Assistants are attending and participating in Algebra I PLCs and with planning.

Formative Reviews

October	January	March	May

Strategy 3

Algebra I educators, Academic Dean and Principal will review student work artifacts and conduct data analysis in PLCs.

Formative Reviews

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Strategy 4

SPED Interventionist, administrators, instructional coaches, and classroom teachers will develop and implement strategies to support Specially Designed Instruction with support from the ESC Region 20 Strategic Integration Liaisons.

Strategy's Expected Result/Impact: Teacher provide appropriate support to meet the IEP needs of each student receiving SPED services.

Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches, SPED Department Lead

Formative Reviews

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Goal 3

Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 58% to 80% by August 2027.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

By August 2026, the percentage of students who meet TSI/SAT criteria in ELAR and Math will improve from 23% to 35%.

Evaluation Data Source: TSI/SAT Scores

Strategy 1

Provide an intensive, targeted intervention to prepare incoming and returning students for the TSI test. Duration: 1 week (Monday-Thursday, 8:30 AM - 3:30 PM)Small group instruction with certified ELAR and Math teachers after initial TSI ELAR Assessment.

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2

☑ HB3 Goal

By August 2026, the percent of students who are taking the SAT will improve from 11% to 45%

Evaluation Data Source: SAT administered tests

Strategy 1

We will implement the SAT School Day for the entire junior cohort during the Spring semester to ensure equitable access to a college entrance exam, improve CCMR outcomes, and support postsecondary readiness.

TEA Priorities: Connect high school to career and college

Formative Reviews

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Performance Objective 3 ✅ HB3 Goal

By August 2026, 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 25% to 35%.

Strategy 1

We will expand access to dual credit by offering OnRamps courses, and increasing the number of higher education institution (IHE) partnerships to provide more course options for students.

Formative Reviews

October	January	March	May

Strategy 2

Host informational nights and advising sessions to guide students and parents on the benefits, eligibility, and pathways available for dual credit.

Staff Responsible for Monitoring: Director of ECHS/P-TECH/CCMR, Counselors, CTE Coordinator, Campus Principal, CCMR Specialist

Formative Reviews

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Strategy 3

Partner with colleges like Lamar State College and St. Philip's College to align new CTE pathways (e.g., Business, Health Science, IT) with dual credit course offerings.

Staff Responsible for Monitoring: Director of ECHS/P-TECH/CCMR, Counselors, CTE Coordinator, Campus Principal, CCMR Specialist, IHE Representatives

Formative Reviews

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Performance Objective 4 ✅ HB3 Goal

By August 2026, the percent of students who earn an industry based certification will improve from 23% to 36%.

Strategy 1

Implementing Principal course offerings at the middle school level to help students prepare for advanced offerings in a particular strand.

Strategy's Expected Result/Impact: More students will be able to create flexibility in their high school schedules for advancement in their strand.

Staff Responsible for Monitoring: Counselors, administrators, and teachers

Formative Reviews

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Strategy 2

Provide professional development and support to High School administrators, counselors, and teachers on CTE Programs of Study and Coherent Sequence of Courses to increase completer status for students as defined by TEA and align POS to TEA guidelines.

Formative Reviews

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Goal 4

Seguin High School will improve student, parent, community, and staff satisfaction as determined by the District Survey by August 2027.

Performance Objective 1

☑ **High Priority**

Increase faculty, student, and parent satisfaction from Fall 2025 to Spring 2026 as determined by the district survey.

Evaluation Data Source: District Survey

Strategy 1

In the 2025-2026 school year, the High School Mentoring Program will be facilitated by the Mentor Coordinator, Academic Dean, and Instructional Coaches which will focus on teaching and learning needed by new teachers to the profession and/or campus related the district instructional calendar.

Strategy's Expected Result/Impact: A decline in the number of teaching vacancies to be filled at the end of the 25-26 school year

Staff Responsible for Monitoring: Academic Dean, Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

A weekly newsletter will be shared with families that includes a weekly message from the principal and administrators on specific initiatives, weekly student and educator highlights, attendance updates, save the dates for upcoming events, and contact information for administrators, counselors, and attendance members.

Strategy's Expected Result/Impact: Increase awareness in school initiatives, successes of campus, points of contact in the event additional assistance is needed, improve continued communication with families with a routine frequency through the distribution of an electronic newsletter (Smore). Provide contact information for families for any questions or concerns they have.

Staff Responsible for Monitoring: Principal
Associate Principals
Assistant Principals

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

Facilitate a Parent Resource Fair in May which is Mental Health Awareness Month as part of the campus engagement with families focused on mental health supports for students.

Strategy's Expected Result/Impact: Increase awareness of mental health trends, resources, interventions

Staff Responsible for Monitoring: Administrators
Counselors
Teachers

Title I:

Formative Reviews

October	January	March	May

Goal 5

Based on the school performance framework (QSA) campus tiering, Seguin High School will be a Tier 1 campus by August 2027.

Performance Objective 1

Improve campus student attendance rate from 89.2% to 92.0% by August 2026.

Evaluation Data Source: Quarterly and cumulative attendance reports

Strategy 1

Implement quarterly attendance goal challenges each marking period.

Strategy's Expected Result/Impact: Increased attendance rates for each cohort.

Staff Responsible for Monitoring: Administrators
Attendance Team
Teachers

Formative Reviews

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Strategy 2

Hold monthly attendance team meetings to identify tier 3 and tier 4 students to develop and implement an attendance plan.

Strategy's Expected Result/Impact: Increased attendance for tier 3 and tier 4 students

Staff Responsible for Monitoring: Administrators
Attendance Team

Formative Reviews

October	January	March	May

Performance Objective 3

Improve staff attendance rate by reducing teacher absences from 1251 absences to 1000 teacher

absences by August 2025.

Strategy 1

Staff attendance incentives will be offered for the first nine weeks, second nine weeks, third nine weeks, fourth nine weeks.

Strategy's Expected Result/Impact: Reduction in staff personal and/or sick leave absences.

Staff Responsible for Monitoring: Administrators
Campus-based substitute liaison

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

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Strategy 2

Provide social emotional professional development opportunities during the course of the school year.

Strategy's Expected Result/Impact: Improved focus on stress management, time management

Staff Responsible for Monitoring: Administrators

Formative Reviews

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Strategy 3

Implement Restorative Practices when feasible for infractions.

Strategy's Expected Result/Impact: Reduction in OSS actions.

Staff Responsible for Monitoring: Administrators
RESET Educator

Formative Reviews

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Performance Objective 4

Improve teacher retention rate from 80% to 90% by August 2026.

Strategy 1

Hold once a month MatadorU sessions that focus on one professional learning initiative.

Strategy's Expected Result/Impact: Grow capacity of novice teachers related to instructional practices

Staff Responsible for Monitoring: Assistant Principal
Lead Mentor Teacher

Formative Reviews

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State Compensatory Education

State Compensatory

Budget for Seguin High School

Total SCE Funds: $384,138.00

Total FTEs Funded by SCE: 5.25

Brief Description of SCE Services and/or Programs

SCE funds are used to provide supplemental services to students who need credit recovery or STAAR EOC retest preparation.

Personnel for Seguin High School

Name	Position	FTE
Avalos, Michele	Teacher	1
Brooks, Melody	Instructional Aide	1
Haecker, Taylor	Teacher	1
Kendall, Veronda	Teacher	0.5
Love, Kenneth	Teacher	0.125
Nowlin, Guy	Teacher	0.5
Spahn, Ashley	Teacher	1
Valenzuela, Kiara	Teacher	0.125

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Alexis Martinez	Instructional Aide	211 Title I, Part A	1
Andrea Gutierrez	Instructional Aide	211 Title I, Part A	1
Denise Wilcox	Library Aide	211 Title I, Part A	1
Diana Farris	Supplemental Dean of Instruction	211 Title I, Part A	1
Imran Nasir	Instructional Aide	211 Title I, Part A	1
Lisa Weir		211 Title I, Part A	1
Louis Lasseter	Instructional Aide	211 Title I, Part A	1
Yesenia Martinez Campos	Instructional Aide	263 Title III, Part A	1

Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Cameron	Dilworth	Teacher	Member
Sierra	Mosher	Teacher	Member
Erica	McMillan	Teacher	Member
Michael	Farris	Business Member	Member
Sara	Martinez	Parent	Member
Daniel	Navarro	Community Member	Member
Kenslie	McFadden	Student	Member
Cordell	Leon	Student	Member
Diana	Farris	Academic Dean	Member
Jose	Falcon	Associate Principal	Member
Alberto	Munoz	Principal	Chair

Funding Summary

Funding Summary

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Registration Fees for training	--	$1,950.00
1	2	2	Registration Fees for training	--	$1,950.00
2	1	3	Fee for registration	--	$1,950.00
				Sub-Total	$5,850.00
				Budgeted Fund Source Amount	$519,494.00
				+/- Difference	**$513,644.00**

211 Title I Parental Involvement

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,515.00
				+/- Difference	**$4,515.00**

SEGUIN HIGH SCHOOL

State Compensatory Education Program Addendum

Fiscal, School Year 2023-2024

Special section of the campus improvement plan developed to document the activities, budget, and evaluation of the state compensatory education program designed to meet the specific needs of at-risk and educationally-disadvantaged students.

STATE COMPENSATORY EDUCATION PROGRAM OF SEGUIN HIGH SCHOOL

To comply with Texas Education Code (TEC) Sec. 11.252, Seguin High School annually reviews and revises campus improvement plan, and conducts a comprehensive needs assessment to, "guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to achievement indicators." This addendum to the improvement plan reflects the continuous nature of the needs assessment process to enhance academic improvement as well as provide a review of the State Compensatory Education (SCE) program to ensure fidelity in fiscal efficiency and programmatic effectiveness.

The addendum outlines the following information:

- The comprehensive needs assessment process
- State criteria to identify at-risk students
- Campus demographics
- Students identified for the SCE program by State criterion
- State assessment data – STAAR and STAAR End of Course (EOC), 2022-2023
- Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students
- SCE programs and services
- SCE Program evaluation, 2022-2023
- Campus SCE budget
- Coordination of Funding
- Supplemental Federal Funds
- Supplemental State Funds

Texas House Bill 3 (HB3), as passed by the 86th Texas Legislature, determined that the purpose of the State Compensatory Education allotment is to provide school districts and open-enrollment charter schools with funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR and STAAR EOC exams] administered under the TEC, Subchapter B, Chapter 39.023(c), or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the TEC Sec. 29.081, and all other students.

The primary source of state funding for Texas school districts is the Foundation School Program (FSP). State Compensatory Education Funds are reported on the Summary of Finance of the School District State Aid Reports under program intent code (PIC) 24. The statute requires that at least 55 percent of SCE funds be allocated for the direct instruction of at-risk students.

Comprehensive Needs Assessment Process

An annual needs assessment is conducted at both the district and campus levels. As defined in TEC Sec. 11.251, 11.252 and 11.252, Seguin High School utilizes a site-based decision-making committee comprised of administrators, teachers, at least one professional staff with the primary responsibility for serving students with disabilities, parents, community members, and business representatives. The comprehensive needs assessment process is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensure that the use of resources is strategically planned, aligned, supplemental and cost effective. Data utilized during the comprehensive needs assessment process is disaggregated by all student groups served by the campus within the categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment process determines the measurable campus performance objectives for all appropriate student achievement indicators for all student populations.

State Criteria to Identify At-Risk Students

The TEC Sec. 29.081 utilizes the following criteria to define a student as "at risk of dropping out of school" in PEIMS if the student is under twenty-six years of age and who:

1. Was not advanced from one grade level to the next for one or more school years [even if by parent choice]
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument [once identified by this criterion, the student remains "at risk" their entire K-12 education]
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
5. Is pregnant or is a parent

6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year
7. Has been expelled in accordance with Section 37.007 during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school [once identified by this criterion, the student remains "at risk" their entire K-12 education]
10. Is a student of limited English proficiency, as defined by Section 29.052
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
12. Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code
15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548.

Seguin High School continually identifies and documents students who are at risk of dropping out of school. Procedures are in place to ensure accurate coding of student demographic information into the Public Information Management System (PEIMS) during initial registration, upon receipt of state assessment scores, during PEIMS reviews in preparation for snapshot date and as necessary to ensure accurate data. Seguin High School regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within an "at risk" category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program as applicable to the identifier itself.

Campus Demographics

According to the TEA Texas Performance Reporting System, Seguin High School has a total student population of 2,065 students. Of the total population of students, ethnic distributions are as follows: 4.6% African American, 69.8% Hispanic, 23.8% White, 0.1% American Indian, 0.2% Asian, 0.1% Pacific Islander and 1.3% Two or More Races. Additional identifiers of the total population include: 59.1% Economically Disadvantaged, 40.9% Non-Educationally Disadvantages, 7.1% Emergent Bilingual and English Learners, and 2.4% with discipline placements. Specific to the intent and purpose of SCE program support, 61.0% of students are considered at risk.

Students Identified for SCE Program by State Criterion

The following table represents the number and percentage of students identified in each of the fifteen "at-risk" categories. Depending on the indicator, students can be counted in more than one category.

Seguin High School			<70 Average		Not Advanced		Failed STAAR		Pregnant/ Parent		AEP		Parole/ Probation		Dropped Out		LEP		Homeless		Residential Placement		Incarcerated		DO Prev	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
9	742	35%	201	27%	102	14%	399	54%	2	0%	59	8%	18	2%	1	0%	92	12%	24	3%	19	3%	2	0%	2	0%
10	494	23%	131	27%	86	17%	245	50%	2	0%	23	5%	3	1%	0	0%	52	11%	8	2%	4	1%	0	0%	0	0%
11	478	22%	88	18%	56	12%	175	37%	0	0%	15	3%	0	0%	1	0%	45	9%	9	2%	3	1%	0	0%	0	0%
12	420	20%	39	9%	66	16%	116	28%	1	0%	8	2%	0	0%	1	0%	30	7%	5	1%	2	0%	0	0%	0	0%
Totals	2,134	100%	459	22%	310	15%	935	44%	5	0%	105	5%	21	1%	3	0%	219	10%	46	2%	28	1%	0	0%	2	0%

State Assessment Data – STAAR and STAAR EOC, 2022-2023

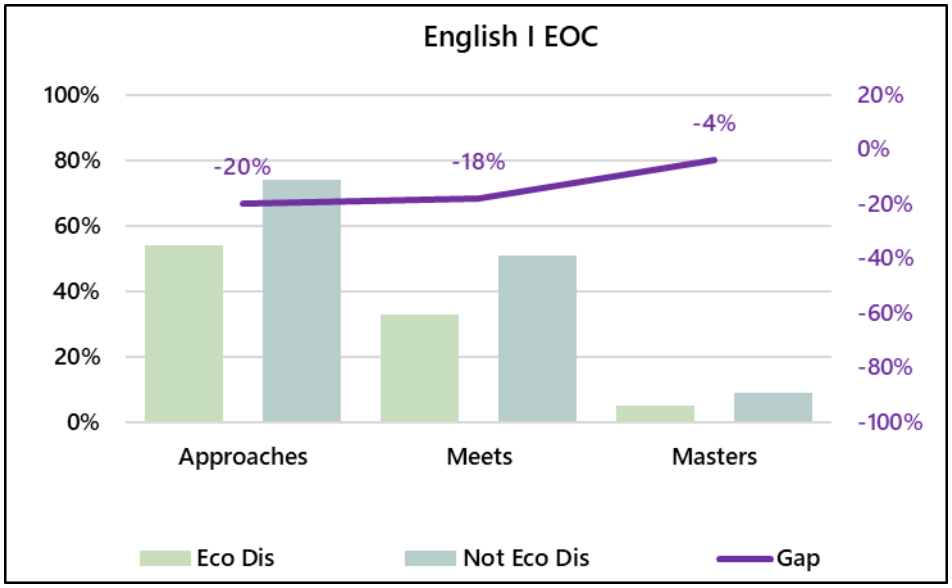
On August 16, 2023, the Texas Education (TEA) released the 2023 STAAR End-of-Course Assessment Results. The results included exams in Algebra I, English I, English II, Biology, and US History. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. Masters Grade Level (passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. Meets Grade Level (passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. Approaches Grade Level (passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. Does Not Meet Grade Level (not passing) identify students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The STAAR assessment data used for the tables presented was made available from the TEA Analytic Portal.

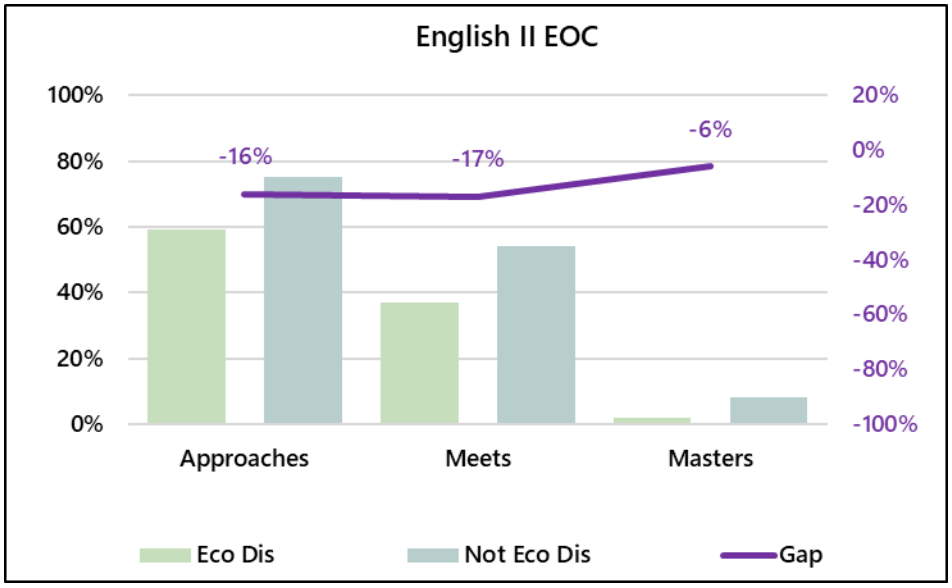
The Texas Education Code, Section 28.0211, requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. Seguin High School's accelerated instruction courses provided with SCE funds:

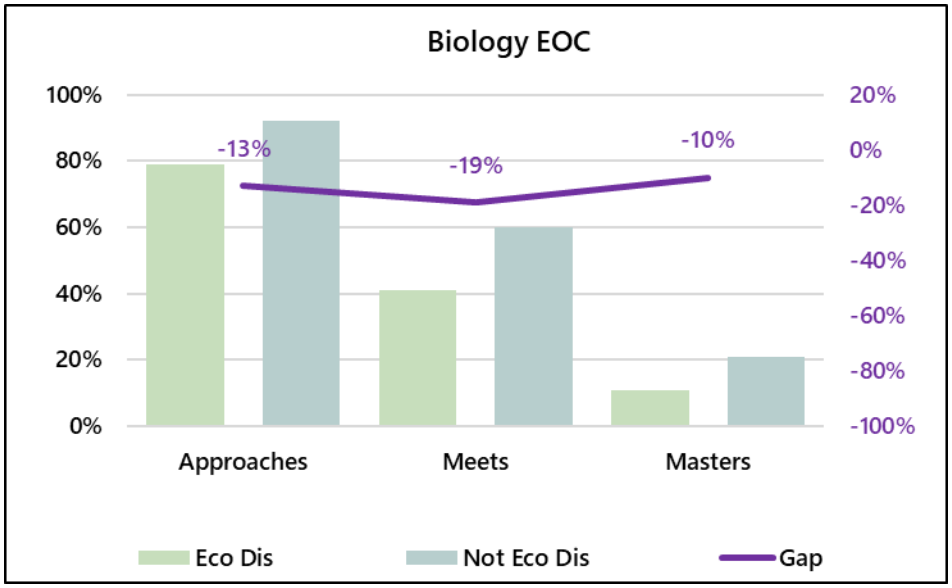
- Are assigned a TIA-designated teacher for the subsequent school year in the applicable subject area;
  OR
- Are provided for a total of not less than 15 or 30 hours (depending on student performance) either during the summer or at least once per week during the regular school year;
- Are limited to two subjects per year, prioritizing Math and Reading/Language Arts;
- Are designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and include effective instructional materials designed for supplemental instruction;
- Are taught by a person with training in the applicable instructional materials.
- Are provided, to the extent possible, by one person for the entirety of their accelerated instruction.
- Are delivered in a 1-on-1 or small group environment, with no more than 4 students in a small group.

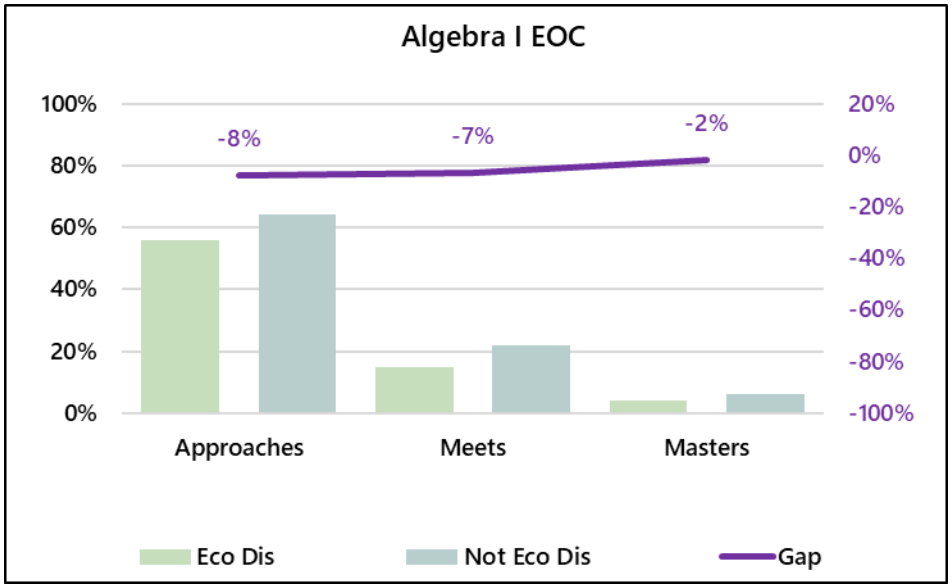
The campus further adheres to the district-established TASB Board policies (EHBC and EIE) along with local procedures to address accelerated learning.

Economically disadvantaged compared to not economically disadvantaged









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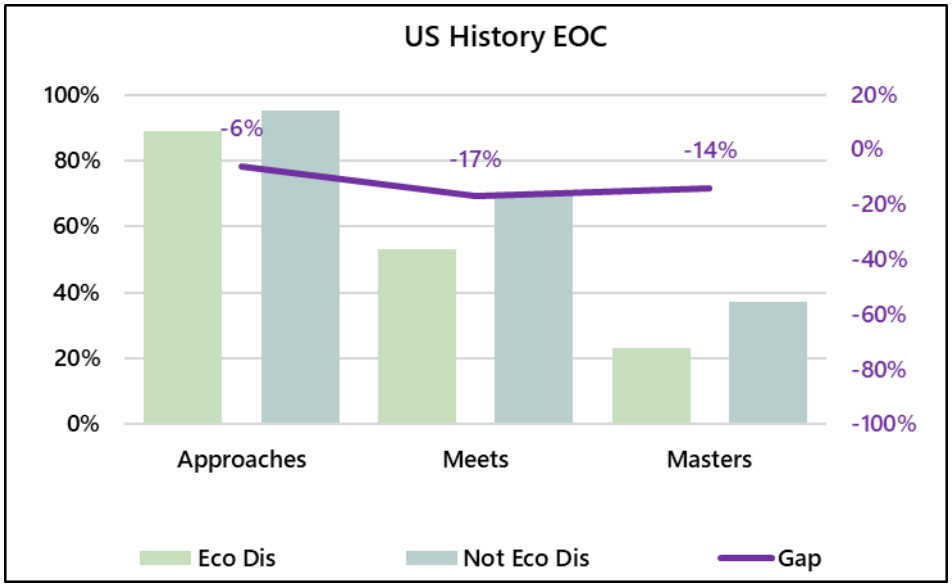
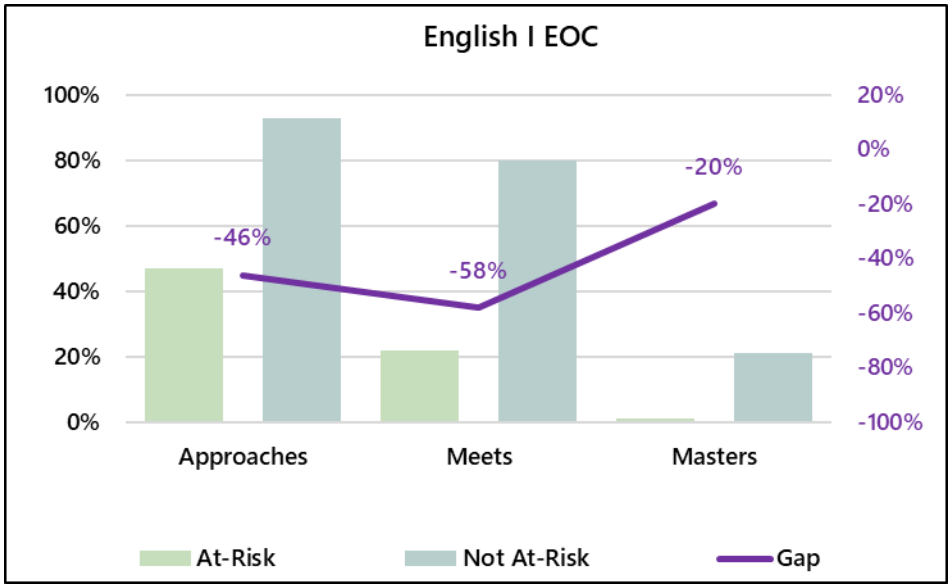
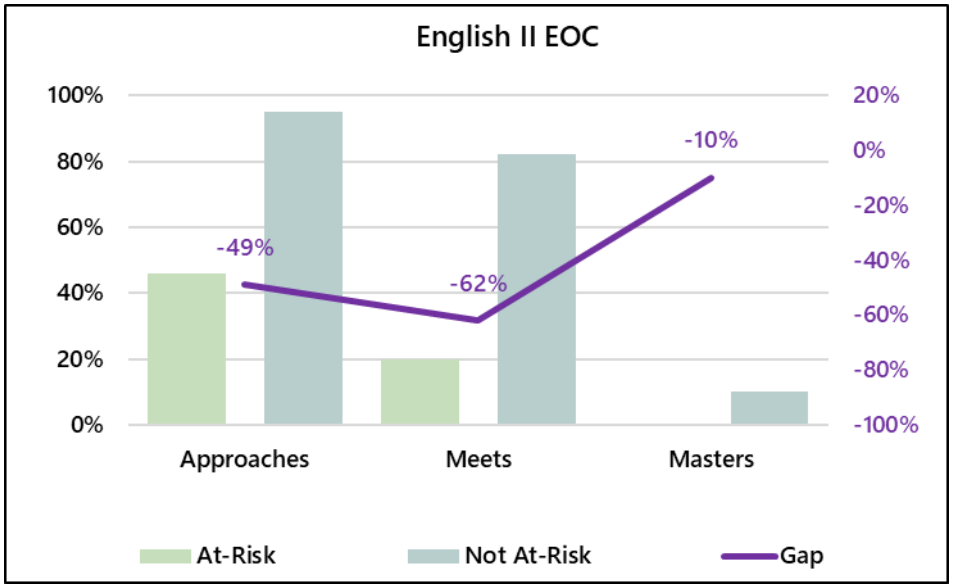
Economically disadvantaged compared to not economically disadvantaged (continued)



At risk compared to not at risk





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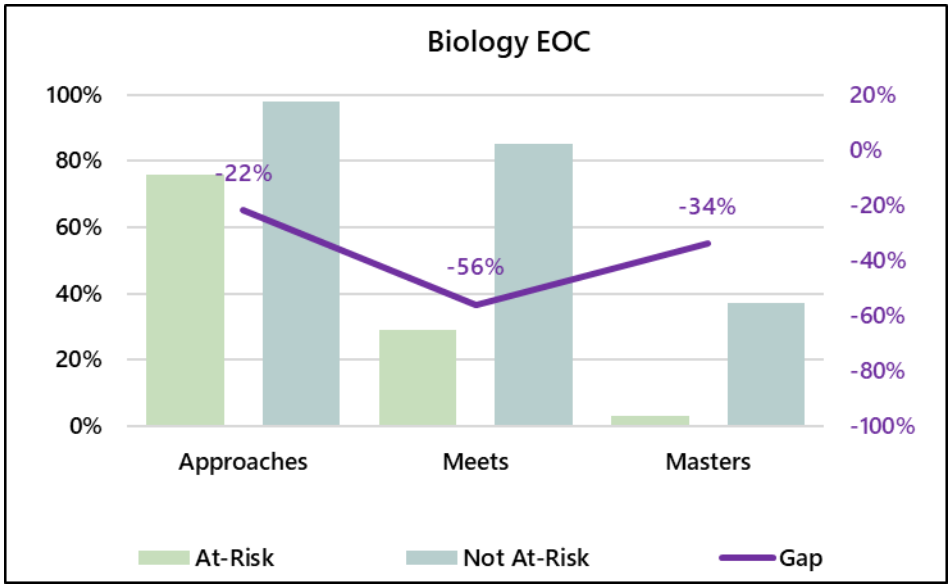
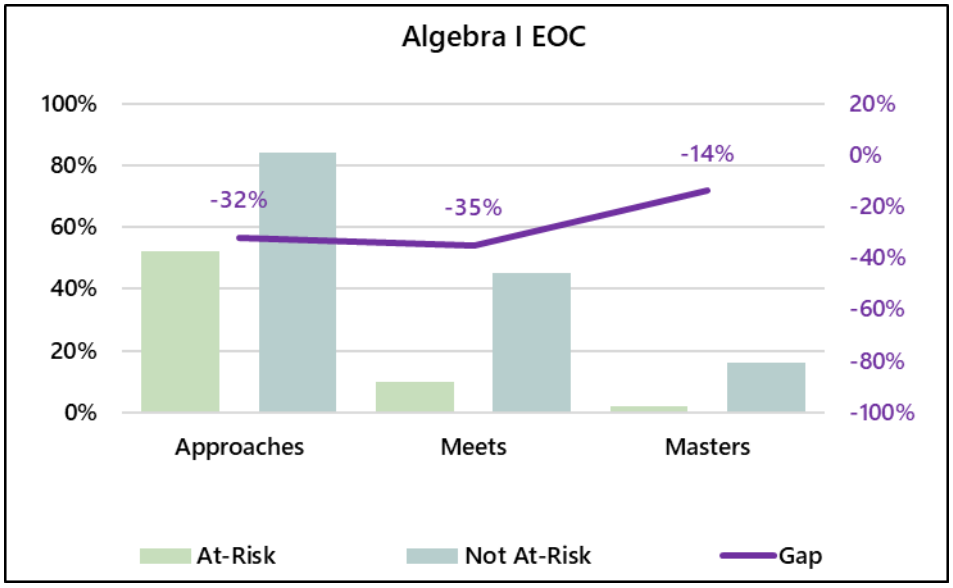
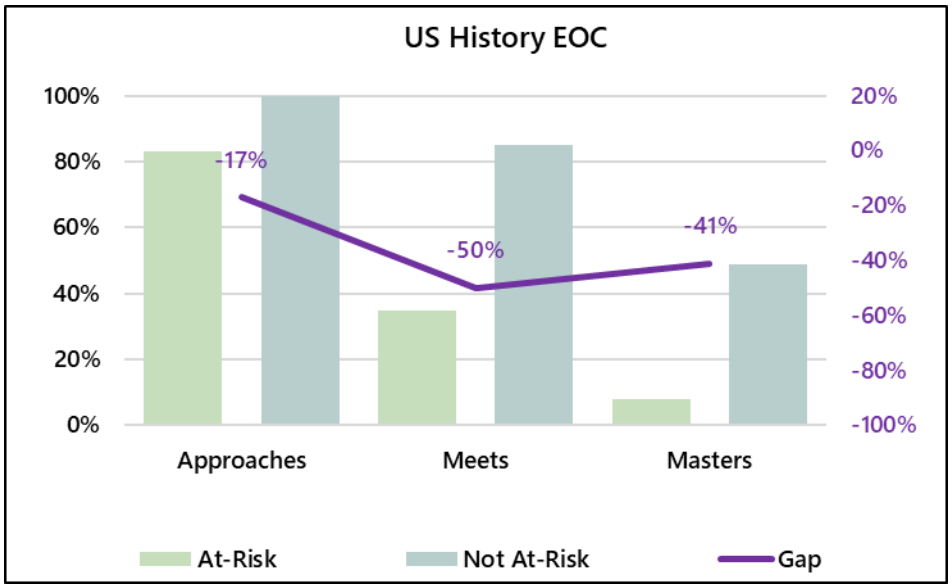
At risk compared to not at risk (continued)







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Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

The 2023 Academic Accountability system utilizes three domains: Student Achievement, School Progress, and Closing the Gaps. Whereas the Closing the Gaps domain compares all students and disaggregated student groups (the metric used to develop this report) the Seguin High School SCE Addendum, can be used to evaluate gaps between at-risk and not at-risk students, as well as economically-disadvantaged students and not economically-disadvantaged. The following disparities were identified while reviewing academic achievement on state standardized assessments:

Student Achievement Gaps Summary "Meets Expectation" (EOC) At-Risk Compared to Not At-Risk				
English 1	**English II**	**Algebra I**	**Biology**	**US History**
-58%	-62%	-35%	-56%	-50%

Student Achievement Gaps Summary "Meets Expectation" (EOC) Economically Disadvantaged Compared to Not Economically Disadvantaged				
English 1	**English II**	**Algebra I**	**Biology**	**US History**
-18%	-17%	-7%	-19%	-17%

SCE Programs and Services of SEGUIN HIGH SCHOOL

Seguin High School provides fiscal and academic supports to ensure the successful implementation of the SCE program and to assist the campus in achieving the goals and performance objectives. Seguin High School conducts their own SCE-funded instructional activities and these may be viewed in the campus improvement plan. The state assessments (STAAR and STAAR EOC) are used as summative evaluation criteria.

State Compensatory Education Program Evaluation, 2022-2023

As required by TEC, Sec. 29.081(b)(1), Seguin High School evaluates the effectiveness of its state compensatory education program, the results of which are included in this addendum. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school. In accordance with TEC, §29.081(b-3), the district holds an annual public hearing to discuss the results of the SCE program evaluation. State Compensatory Education resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The Texas Education Code does not specify the minimum standard or design for an evaluative process; however, Seguin High School chooses to use a combination of two types of evaluation metric: continuous improvement and performance data. Continuous improvement is evaluated through the formative processes described in the "Programs and Services" section of the addendum. Performance data is evaluated through data analysis of state assessments as part of the summative evaluation process. By taking a student-needs approach to evaluation, the primary purpose of continuous improvement becomes the method to support learning that leads to effective student-centered decision-making and efficient campus-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency's ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to each student's needs. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the campus staff to seek patterns and to provide opportunities for student and school growth, as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs, that target strategies for assisting students identified as being at risk of failing or dropping out of school.

Campus SCE Budget

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides approved allocations to the campuses. Seguin High School is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements as outlined in the Financial Accountability System Resource Guide (FASRG). The accounting practices of the district that are implemented by the campuses are consistent with cost principles and provide for adequate documentation to support costs charged to the SCE budget.

Seguin High School does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. All SCE expenditures are (1) reasonable and necessary, (2) aligned to the intent of SCE, (3) supplemental to the campus's regular education programs with compensatory, intensive, and/or accelerated instruction, (4) supplemental to other federal and state programs and the regular education program offered to all students, (5) disclosed in the CIP before SCE funds were expended, (6) will enhance the academic performance of at-risk students, (7) and their usage of funds evaluated. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

In accordance with TEC Sec. 29.081(b)(b-1) (b-2), SEGUIN HIGH SCHOOL provides accelerated instruction for students failing an end-of-course (EOC) assessment required for graduation and for all students identified as being at risk of dropping out of school (TEC Sec. 28.0211 (a-1)). Allocations for accelerated instruction for students failing an End of Course (EOC) assessment required for graduation are made prior to budgeting SCE funds for any other purpose. Accelerated instruction is in the applicable subject area and occurs before or after school, or outside normal school operations, as deemed appropriate. The campus sufficiently budgets specific funds for accelerated instruction. Direct program expenditures of state compensatory education funds at Seguin High School: 1) support the intent and purpose of the program, 2) are allowable under statute and guidance, and 3) and are related to specific interventions identified in the campus improvement plan.

Coordination of Funding

Federal and state government agencies provide an abundance of program funding, and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at risk situations.

Supplemental Federal Funds

Title I, Part A (Fund 211)—Funding provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards.

Title I, Part D, Subpart 2 (Fund 211) – Funding supports programs to improve the educational services to children residing in facilities for delinquent children to acquire the knowledge and skills in the state content standards and state student performance standards.

Title II, Part A (Fund 255)— This program increases student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools.

Title III, Part A ELA (Fund 263)— These funds are used to develop programs for limited English proficient students to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

Title III, Part A Immigrant (Fund 263) - These funds are used to develop programs for immigrant children to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

Title IV, Part A (Student Support and Academic Enrichment (Fund 289) – SSAEP is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology.

ESSER III (Fund 282)— The intent and purpose of these funds is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

Supplemental State Funds

Gifted & Talented (G/T) (PIC 21) —A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual (PIC 25) —Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs using these supplemental state funds that help defray the extra costs of the programs.

Special Education (PIC 23) —This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.