

# Seguin Independent School District

## Seguin High School

### 2020-2021 Campus Improvement Plan Transformation



# 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

## Needs Assessment Overview

The focus for Seguin High school is to ensure that all classrooms have rigorous instruction. The challenge is to provide the same rigor for the remote students and keeping them connected to classroom content. Also, building relationships will continue to be a need and focus for students. The At-Risk/RTI committee is going to meet more frequently and try to capture more students who are in need of assistance to be successful both academically and emotionally.

# Demographics

## Demographics Summary

## Demographics Background

Seguin High School is a comprehensive 5A high school with a student population of 2,074 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 58% 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.

## Demographics Summary

Attendance Rate

Campus

93%

Enrollment by Race/Ethnicity

African American

5 %

Hispanic

66%

White

27 %

American Indian

0.1%

Asian

0.7%

Pacific Islander

0.0%

Two or More Races

Enrollment by Student Group

Economically Disadvantaged

0.7%  
58.4%  
English Language Learners  
5.4%  
Special Education  
11.9%

### **Demographics Strengths**

The campus is diverse with representation for various ethnic groups.

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

**Problem Statement 1:** Three year longitudinal student data reveals that 25% 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. COVID-19 factors prevented updates to 2019-2020 student course success rates **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. Students from economically-disadvantaged backgrounds tend to have less educational support.

# Student Learning

## Student Learning Summary

This is the most current data since the campus did not take EOCs for the 2019-2020 school year

### 2019 Accountability Ratings

#### Overall Summary

#### SEGUIN H S (094901001) - SEGUIN ISD

	Component Score	Scale Score	Rating
<b>Overall</b>		<b>77</b>	<b>C</b>
<b>Student Achievement</b>		<b>81</b>	<b>B</b>
STAAR Performance	40	69	
College, Career, and Military Readiness	57	87	
Graduation Rate	98.9	95	
<b>School Progress</b>		<b>80</b>	<b>B</b>
Academic Growth	56	60	D
Relative Performance (Eco-Dis: 58.4)	49	80	B
<b>Closing the Gaps</b>	<b>21</b>	<b>66</b>	<b>D</b>

## Student Learning Strengths

The campus was on track in the 2019-2020 school year to earn a B rating before Covid.

Scores are consistently increasing in English and Algebra 1 from the previous year.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** The % of student groups meeting Academic Achievement in the Closing the Gaps Domain was 0/18 or 0% for 2018-2019 for the second year in a row.

**Root Cause:** Lack of consistent rigor and relevance instruction in the classroom can be cited as a root cause.

**Problem Statement 2:** COVID-19 has caused an instructional disconnect with our most at-risk student population. **Root Cause:** Students have been working remotely for the Spring semester and lack face-to-face system support.



# School Processes & Programs

## School Processes & Programs Summary

A priority of Seguin High School is that a safe and secure environment for all individuals will promote a positive and successful learning environment. In an effort to establish routines and procedures the campus has set routines in place. The campus uses the PLC process, PBIS, At-risk committee, and various other committees to support students academically and emotionally.

## School Processes & Programs Strengths

The plc process is well designed and established on the campus.

The campus trains not only the department lead but also a PLC lead.

EOC contents meet at least 3 times a week.

At-Risk/RTI committee is using data from Panorama

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** There is a lack consistent implementation of our planning process across academic departments. **Root Cause:** Changes to department leads and lack of training for non core department leads.

**Problem Statement 2:** Almost 50% of the students on the campus have chosen to work remotely potentially setting the students further behind academically. **Root Cause:** The fear of COVID-19 and the ability to easily choose a remote options by students and parents.

# Perceptions

## Perceptions Summary

A priority of Seguin High School is that a safe and secure environment for all individuals will promote a positive and successful learning environment. In order to support this value, the campus has been working at increasing the effective use of PBIS and RTI strategies in every classroom across the campus. The campus is focusing on increasing rigor in all classrooms. Campus Culture Surveys reveal that most students and adults feel safe.

## Perceptions Strengths

The planning process is strong

Admin check lesson plans for depth and complexity every week and provide comments when needed

Admin have a schedule in place to promote a coaching model

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** 36% of our staff does not believe the school sets high learning standards for all students. **Root Cause:** Lack of consistent ICLE coaching across all departments.

**Problem Statement 2:** Students who work remotely are more likely disconnect with the instructional process than face-to-face learners. **Root Cause:** Data from the Spring semester reveals lower than expected remote student participation rates.

# 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
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates

## 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
- Race and ethnicity 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

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

# Goals

**Goal 1:** Improve student learning through improved instructional practice.

**Performance Objective 1:** By focusing on purposeful planning, curriculum alignment, instructional practices, ICLE Rigor and Relevance Framework, instructional technology for remote learners and support for special programs and sub-populations, Seguin High School will become a B-Rated Campus.

## Targeted or ESF High Priority

### HB3 Goal

#### Evaluation Data Sources: CFA

Interim Assessments

Rigor and Relevance Walkthroughs

CBA

Benchmarks

STAAR EOC Results

TEA Report Card

TAPR Report





APEX

Google Classroom

Virtual Tutorials

**Summative Evaluation:** None

<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, instructional technology for remote learners 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, APEX, and Super PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Pacing Calendars Assessment Calendars Lesson Plans Google Classroom postings (LittleSis) 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 Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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> CFAs Interim Assessments CBAs (district) Reteach/Spiraled TEKS will appear in Lesson Plans and be reassessed on subsequent CFAs. Monitor student growth in each EOC area using Interims, CBAs, CFAs and Eduphoria.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Academic Dean SHS Department Chairs SHS Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Reviews</b>			
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<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 the overall level of literacy for all students; increase the number of students who achieve at Meets and Masters on STAAR EOC; Close achievement gaps. Increase number of approaches students in Dec administration of STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Academic Dean SHS Department Chairs SHS Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Reviews</b>			
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	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Increase student access to a rigorous and relevant curriculum through effective ICLE Rigor and Relevance coaching. All administration and Department Leads will actively engage in ICLE 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 on STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Reviews</b>			
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 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 1:** Improve student learning through improved instructional practice.

**Performance Objective 2:** POST-SECONDARY READINESS: Seguin High School will increase the targets met from 57% to 71% in the School Quality Status (CCMR) component of Closing the Gap domain.





**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Purposeful Planning Documents for Rigor and Relevance CFA, Interim, CBA, and Benchmark Data at Meets and Masters Advanced Academic Data by Subpopulations (TSI, DC, AP) CTE Coherent Sequences Report

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Utilize the College Board Classroom platform to increase rigor and exposure to FRQ and multiple choice questions that students will encounter on AP test day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased overall average of students attaining a score of 3 or better.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Academic Dean Director of ECHS Advanced Academic Assistant Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Actively recruit and encourage students to take Advanced and Advanced Placement , and Dual Credit courses on campus. Encourage students in DC to challenge the AP test if available. Create a TSI College Prep class on Campus for ELA and Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Better prepare our students for post secondary coursework. Increase the CCMR data for the campus and district. Provide a system of supports for students that have not passed TSI their senior year (College Prep).</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Academic Dean Director of ECHS Advanced Academic Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 3:</b> Provide Texas Success Initiative (TSI) assessment opportunities to grades 8-12 students throughout the school year, on Saturdays, and during ECHS Summer Bridge to increase the number of students who are college ready, which will also increase the enrollment in dual credit (DC) classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Trained TSI Proctors, Number of TSIs administered, Number of students enrolled in dual credit courses.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Early College High School SHS Testing Coordinator</p> <p><b>TEA Priorities:</b> 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 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Continue to offer pathways to industry certifications via the Career and Technology Education program. CTE Department will provide for travel to local colleges, universities, business partners, industry partners and/or district-sponsored events for course instructional purposes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of CTE certifications for program effectiveness. Improve the % of student groups that meet the Academic who meet the School Quality CCMR Status from 57% to 71% in the Closing the Gaps Domain.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director SHS Counselors CCMR Clerk</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Improve student learning through improved instructional practice.





**Performance Objective 3:** WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin High School will increase learning opportunities that support and reinforce the health and well-being of all students by addressing on campus COVID-19 safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Seguin High School will increase attendance from 92 % to 94 %, and decrease out of school suspensions by 10%. Seguin High School will see a 10% increase in score from the Panorama BOY and EOY Surveys.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Student attendance, discipline referrals, climate surveys, Panorama Surveys, employee attendance, drop-out data, homeless, migrant, participation in extra-curricular activities.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement research based social and emotional support organization via Communities In Schools (CIS), designed to create structures that build Self-awareness, Self-management, Social Awareness, Relationship skills, and Responsible decision making in our most fragile students. Address SEL and diversity issues derived from possible COVID-19 trauma.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve students social and emotional learning so that students attend and remain in school.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Counselors CIS Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 2:</b> Implement RaaWee Attendance Intervention System to improve attendance from 92% to 94%. Provide incentives to students meeting benchmarks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance rates thereby increasing classroom success rates and eventually State Assessment Success.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Assistant Principals SHS Attendance Clerk</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>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Strategy 3:</b> Deploy a Tardy Conductor System aimed at reducing student tardies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance rates thereby increasing classroom success rates and eventually State Assessment Success.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Assistant Principals SHS Attendance Coordinator</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>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Campus will provide all employees and students safety training on the EOP component of A.L.I.C.E. Active Shooter response. Provide security fencing underneath campus stairways. Provide mobile work stations for all administrators. Provide PPE Equipment for all students and staff to prevent the spread of COVID-19.</p> <p><b>Strategy's Expected Result/Impact:</b> Train all students and staff on what if scenarios to better equip them in case of an actual emergency.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS District Safety Coordinator</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> Continue to implement Positive Behavior Intervention and Supports (PBIS) RTI Teams on all campuses including the review of discipline data. Implement Restorative Practices training on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in-school suspensions by 10%, decrease the number of out of school suspensions by 10% and decrease the number of Discipline Alternative Education Placements by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Assistant Principals SHS Behavior Coordinator</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 1:** Improve student learning through improved instructional practice.

**Performance Objective 4:** Seguin High School will reduce the report card failure rate by 5% each grading period.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Progress Report, TEAMS failure report, Student Success Forms.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Research Based, proven strategies developed with E3 Alliance to create the SHS Instructional Playbook: Think Pair Share, Nine Squares, and QSSSA. Utilize the Rigor &amp; Relevance Framework when planning to ensure high levels of thoughtful work, high level questioning, and academic discussion.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate more depth and complexity and achieve mastery on Essential Standards or Objectives.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Academic Dean Director of ECHS Advanced Academic Assistant Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress            Accomplished            Continue/Modify            Discontinue         </p>				





**Goal 2:** 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: PARENTAL AND FAMILY ENGAGEMENT:** Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Parent Sign In Sheets, Meeting Agendas, and Event Posting on Social Media.

**Summative Evaluation:** None





<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. Increase use of technology for virtual gatherings whenever possible due to COVID-19 restrictions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase meaningful parental involvement to educate parents about campus opportunities for students.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Assistant Principals</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Evaluation Data Sources:** Monitor Social Media and electronic communications.

**Summative Evaluation:** None





<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> Increase parental involvement from diverse student groups.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Dean of Instruction</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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> Increase parental involvement from diverse student groups.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** 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 3: PARTNERSHIPS:** Seguin High School will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

**Evaluation Data Sources:** CTE Reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Seguin CTE will continue to increase community partnerships through SEDC and Seguin Chamber of Commerce. Additional business partnerships will be explored throughout the year by the CTE Director and CTE teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> A 15% increase in community partnerships translating to expanded opportunities for our students.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director SHS Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 3:** Create the conditions at Seguin High School to recruit, retain, and engage employees.

**Performance Objective 1:** RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Seguin High School will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10% .

**Evaluation Data Sources:** Human Resources Reports, Professional Learning Agendas, Staff Surveys

**Summative Evaluation:** None

<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> Seguin High School will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10% . Teachers will be trained in dynamic research-based practices that yield classroom success.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Dean of Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<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. All teachers will be trained in the ICLE Rigor and Relevance Framework.</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% . Teachers will be trained in dynamic research-based practices that yield classroom success.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Associate Principal SHS Dean of Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Strategy 3:</b> Implement the 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> Teachers will be trained in dynamic research-based practices that yield classroom success.</p> <p><b>Staff Responsible for Monitoring:</b> SHS Principal SHS Dean of Instruction SHS Assistant Principal</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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

## 2020-2021 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dr. Hector Esquivel	Principal
Administrator	Chanda Bloch	Associate Principal
Non-classroom Professional	Abigail Montes	Counselor
Administrator	Allison Gillentine	Academic Dean
Classroom Teacher	Emily Prochnow	Classroom Teacher
Classroom Teacher	Lauren Schepp	Classroom Teacher
Classroom Teacher	Erik Burns	Classroom Teacher
Classroom Teacher	Tiffany Jones	Classroom Teacher
Classroom Teacher	Lydia Robles	Classroom Teacher
Classroom Teacher	Krysta Canham	Classroom Teacher
District-level Professional	Anna Lisa Garza	Director of Early College High School
Administrator	Suzanne Zink	Assistant Principal
Paraprofessional	Nenette Cantu	Paraeducator
Parent	Amy Anderson	Parent
Parent	Crystal Zuniga	Parent
Parent	Nichole Herrera	Parent
Parent	Veronica San Miguel	Parent
Business Representative	Patricia Thornton	Business Representative