

Seguin Independent School District
Seguin High School
2021-2022 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

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

92%

Enrollment by Race/Ethnicity

African American

4.2%

Hispanic

67.4%

White

27 %

American Indian

0.1%

Asian

0.5%

Pacific Islander

0.2%

Two or More Races

0.9%

Economically Disadvantaged

61%

English Language Learners

6.1%
Special Education
11%

Demographics Strengths

The campus is diverse with representation for various ethnic groups.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Longitudinal student data reveals that 30% of all economically-disadvantaged SHS students continue to fail one or more courses per year. **Root Cause:** There has existed a lack of a consistent RTI process that tracks student progress by sub-population from grading periods and local and state assessments. COVID-19 factors prevented updates to 2019-2020 student course success rates. History of overreliance on credit recovery systems.

Priority Problem Statements

Problem Statement 1: Longitudinal student data reveals that 30% of all economically-disadvantaged SHS students continue to fail one or more courses per year.

Root Cause 1: 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. History of overreliance on credit recovery systems.

Problem Statement 1 Areas: Demographics

Problem Statement 3: The % of student groups performing at Meets Grade Level or Above on STAAR EOC is below the State Average of 50%.

Root Cause 3: Lack of consistent rigor and relevance instruction in the classroom can be cited as a root cause.

Problem Statement 3 Areas: Student Learning

Problem Statement 2: COVID-19 has caused an instructional disconnect and lapse in learning with our most at-risk student population.

Root Cause 2: Many students have just returned to the campus after attempting remote instruction since the Spring of 2020.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- 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 Data: Student Groups

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

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Improve student learning through improved instructional practice.

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

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: CFA

PLC Agendas

Interim Assessments

Rigor and Relevance Walkthroughs

CBA

Benchmarks



STAAR EOC Results







TEA Report Card

TAPR Report

Edgenuity

Google Classroom

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize common planning periods and PLC's for all teachers to engage in Purposeful Planning to address EOC content, Special Education, accommodations and ELL linguistic accommodations to deliver a guaranteed and viable curriculum. Provide professional learning for selected teachers via the Solution Tree Model, Instructional Technology, NearPod, Google Classroom, Edgenuity, and Super PLCs.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals SHS Department Chairs SHS Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: SHS Principal SHS Academic Dean SHS Department Chairs SHS Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: SHS Principal SHS Associate Principal SHS Academic Dean SHS Department Chairs SHS Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: 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 - Targeted Support Strategy</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: 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 through the Learner Engagement Rubric.</p> <p>Strategy's Expected Result/Impact: Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets on STAAR EOC.</p> <p>Staff Responsible for Monitoring: SHS Principal SHS Associate Principal SHS Academic Dean SHS Assistant Principals</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Targeted Support Strategy</p>	Formative			Summative
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Goal 1: Improve student learning through improved instructional practice.







Performance Objective 2: POST-SECONDARY READINESS: At Seguin High School, 55% of students will obtain CCMR indicator (41% last year).

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Purposeful Planning Documents for Rigor, Relevance, and Engagement CFA, Interim, CBA, and Benchmark Data at Meets and Masters Advanced Academic Data by Subpopulations (TSI, DC, AP) CTE Coherent Sequences Report, CCMR Reports, and increased enrollment in College Prep Courses.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: SHS Principal SHS Academic Dean Director of ECHS Advanced Academic Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: 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 - Additional Targeted Support Strategy</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Trained TSI Proctors, Number of TSIs administered, Number of students enrolled in dual credit courses.</p> <p>Staff Responsible for Monitoring: Director of Early College High School SHS Testing Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Additional Targeted Support Strategy</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Increased overall average of students attaining a score of 3 or better.</p> <p>Staff Responsible for Monitoring: SHS Principal SHS Academic Dean Director of ECHS Advanced Academic Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF</p> <p>Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Increase the number of CTE certifications for program effectiveness. 55% of students will obtain CCMR indicator, (41% last year).</p> <p>Staff Responsible for Monitoring: CTE Director SHS Counselors CCMR Clerk</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF</p> <p>Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
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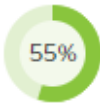
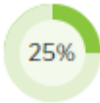




Goal 1: Improve student learning through improved instructional practice.

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.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Improve students social and emotional learning so that students attend and remain in school.</p> <p>Staff Responsible for Monitoring: SHS Principal SHS Associate Principal SHS Counselors CIS Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement RaaWee Attendance Intervention System to improve attendance from 92% to 94%. Provide incentives to students meeting benchmarks.</p> <p>Strategy's Expected Result/Impact: Increase attendance rates thereby increasing classroom success rates and eventually State Assessment Success.</p> <p>Staff Responsible for Monitoring: SHS Principal SHS Associate Principal SHS Assistant Principals SHS Attendance Clerk</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Deploy a Tardy Conductor System aimed at reducing student tardies.</p> <p>Strategy's Expected Result/Impact: Increase attendance rates thereby increasing classroom success rates and eventually State Assessment Success.</p> <p>Staff Responsible for Monitoring: SHS Principal SHS Associate Principal SHS Assistant Principals SHS Attendance Coordinator</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Train all students and staff on what if scenarios to better equip them in case of an actual emergency.</p> <p>Staff Responsible for Monitoring: SHS Principal SHS Associate Principal SHS District Safety Coordinator</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: 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. Implement Student Reset Center to alleviate OSS/ISS.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: SHS Principal SHS Associate Principal SHS Assistant Principals SHS Behavior Coordinator</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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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, Student-Driven Plans






Strategy 1 Details	Reviews			
<p>Strategy 1: Research Based, proven strategies developed with E3 Alliance to create the SHS Instructional Playbook: Think Pair Share, Nine Squares, and QSSSA. Utilize the Rigor & Relevance Framework when planning to ensure high levels of thoughtful work, high level questioning, and academic discussion. Utilize Edgeunity for Credit Recovery/Credit Repair during FELX Period and selected Credit Recovery periods throughout the day.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate more depth and complexity and achieve mastery on Essential Standards or Objectives.</p> <p>Staff Responsible for Monitoring: SHS Principal SHS Academic Dean Director of ECHS Advanced Academic Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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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 more opportunities

Targeted or ESF High Priority







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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Increase meaningful parental involvement to educate parents about campus opportunities for students.</p> <p>Staff Responsible for Monitoring: SHS Principal SHS Associate Principal SHS Assistant Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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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.

Strategy 1 Details	Reviews			
<p>Strategy 1: SHS will communicate and promote campus success through social media such as newsletters, posters, flyers, school messenger, and our PIO.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement from diverse student groups.</p> <p>Staff Responsible for Monitoring: SHS Principal SHS Dean of Instruction</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Operate a Site-Based Decision Management Committee involving faculty, staff, parents, and local business representatives.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement from diverse student groups.</p> <p>Staff Responsible for Monitoring: SHS Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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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






Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: A 15% increase in community partnerships translating to expanded opportunities for our students.</p> <p>Staff Responsible for Monitoring: CTE Director SHS Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: SHS Principal SHS Associate Principal SHS Dean of Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: 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, and Engagement Framework. Utilize Strive and Whetstone to documents teacher coaching.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: SHS Principal SHS Associate Principal SHS Dean of Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Teachers will be trained in dynamic research-based practices that yield classroom success.</p> <p>Staff Responsible for Monitoring: SHS Principal SHS Dean of Instruction SHS Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: 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>	Formative			Summative
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RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize common planning periods and PLC's for all teachers to engage in Purposeful Planning to address EOC content, Special Education, accommodations and ELL linguistic accommodations to deliver a guaranteed and viable curriculum. Provide professional learning for selected teachers via the Solution Tree Model, Instructional Technology, NearPod, Google Classroom, Edgenuity, and Super PLCs.
1	1	2	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.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	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.
1	1	4	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 through the Learner Engagement Rubric.
1	2	3	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.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize common planning periods and PLC's for all teachers to engage in Purposeful Planning to address EOC content, Special Education, accommodations and ELL linguistic accommodations to deliver a guaranteed and viable curriculum. Provide professional learning for selected teachers via the Solution Tree Model, Instructional Technology, NearPod, Google Classroom, Edgenuity, and Super PLCs.
1	1	2	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.
1	2	1	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.
1	2	2	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.
1	2	4	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.

Addendums