

Seguin Independent School District
Seguin High School
2017-2018 Campus Improvement Plan



Mission Statement

Mission Statement

To provide every child an excellent education in a supportive environment so they achieve their highest potential and become leaders and contributors in the global community through rigorous and relevant learning in partnership with committed staff, parents, and community

Vision

Vision

Our vision is a culture of excellence within our schools and community

Value Statement

Value Statement

We believe Seguin ISD is at its best when:

All students are successful
All students are prepared for life after graduation
All schools provide a caring and safe environment
All students and staff feel valued
Parents, staff, and community are committed to student success

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Comprehensive Needs Assessment

Demographics

Demographics Summary

	Campus	District	State
Attendance Rate	91.2%	93.7%	95.7%
Enrollment by Race/Ethnicity			
African American	4.7%	5.0%	12.6%
Hispanic	64.9%	69.9%	52.2%
White	28.7%	23.5%	28.5%
American Indian	0.1%	0.1%	0.4%
Asian	0.7%	0.5%	4.0%
Pacific Islander	0.0%	0.0%	0.1%
Two or More Races	0.9%	1.0%	2.1%
Enrollment by Student Group			
Economically Disadvantaged	50.6%	66.1%	59.0%
English Language Learners	5.4%	10.5%	18.5%
Special Education	11.9%	9.2%	8.6%

Demographics Strengths

District dropout rates are lower than the state and region District graduation rates are higher than the state and region; the Special Education graduation rate is higher than the state overall rate We have an increase in dual enrollment.

Student Achievement

Student Achievement Summary

Seguin High School was rated as Met Standard for the 2016-2017 Accountability Cycle by the Texas Education Agency. Seguin High School received the following scores in all indices:

Index 1- 64 Student Achievement

Index 2- 22 Student Progress

Index 3- 35 Closing the Performance Gaps

Index 4- 78 Post-Secondary Readiness

Seguin High School met 33/45 System Safeguards or 73%.

Due to 72% of students being classified as Early College High School, Seguin High School was placed in a comparison group consisting of 95% stand alone Early College High Schools. Most of the schools in the Comparison Group have a significantly smaller enrollment than Seguin High School. No Distinctions were earned by Seguin High School for the 2016-2017 TEA Accountability Cycle.

Student Achievement Strengths

Current data shows that Seguin High School improved in Index 1, 2, and 4 for the current accountability year. Index 2, or student growth, saw a 5 point increase from the prior year. System Safeguards met also increased from 67% to 73% for the current year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special Education and ELL students across the board failed to meet the performance rates established by System Safeguards. **Root Cause:** Lack of consistent RTI progress monitoring and a large human capital turnover can be cited as root causes.

School Culture and Climate

School Culture and Climate 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 district.

School Culture and Climate Strengths

Campus-wide training for the upcoming year includes PBIS and classroom management as a measure to provide consistency in implementation across the district through Professional Learning Communities.

A School Climate Survey for Seguin ISD and each campus was conducted for the staff.

91% of survey participants strongly agree that administration clearly communicates the school vision and mission.

86% of survey participants strongly agree that this campus provides student support for them to be successful.

85% of survey participants strongly agree with the work of school leadership.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: In the school climate survey, 67% of survey participants strongly agree that SHS provides adequate academic support for students to succeed. 61% of survey participants strongly agree that safety and behavior was adequately addressed. **Root Cause:** Seguin High School's prior school structure lacked areas to provide adequate academic intervention and innovation. The campus was wide open for any student to leave campus due to its structure.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Seguin High School employs 153 Regular Ed teachers and 17 Special Ed teachers in core academic subject areas. 100% of all classes in SHS are taught by Highly Qualified teachers. There are 14 Support Staff members, 9 Administrators, and 17 paraprofessionals. All teachers are members of Professional Learning Communities and new teachers are provided a mentor.

Staff Quality, Recruitment, and Retention Strengths

Seguin High School experienced less than normal turnover rate this past school year. An administration that has been in place for (3) years and a new high school were the catalyst for low turnover rate.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The highest turnover rate among teachers derives from coaching changes and retirements. **Root Cause:** Opportunities for advancement in coaching and scheduled retirements are cited as the root cause of this problem.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Seguin High School utilizes the TEKS Resource System for its scope and sequence with supporting resources for instructional delivery. The Planning Protocol, used by all teachers, reinforces the backward design planning process, starting by looking at the assessments, using the Year-at-a-Glance (YAG), and Instructional Focus Document (IFD) to align resources and plan for all learners. Instructional delivery explicitly documenting the differentiated instruction is part of the lesson planning document. Each unit assessment (generally created by the district) and Benchmarks (generally released STAAR unless not available) are scanned into a data system results are disaggregated and analyzed to gear instruction and intervention practices. Data rooms at Seguin High School are used to reflect and gather support for student success. Instructional techniques this year have focused on questioning techniques aimed at utilizing depth of knowledge, small group instruction at the elementary level, and the Common Instructional Framework at the secondary level.

Curriculum, Instruction, and Assessment Strengths

The campus has an aligned curriculum (TEKS Resource system). The Planning Protocol used by the teachers on the campus provides a clear roadmap for teachers to meet the diverse needs of all learners. Eduphoria along with Reading Universal Screener provides quick access to disaggregated data after each unit or BOY, MOY and EOY assessments.

Instructional coaches and the Academic Dean are utilized to implement the above efforts.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There is a lack of consistent implementation of the adopted instructional model across non-core areas. **Root Cause:** Lack of instructional coaches assigned to non-core areas has been cited as a root cause.

Family and Community Involvement

Family and Community Involvement Summary

Parents and community members are part of the CPOC, and therefore have opportunities to be involved in campus decisions. Furthermore, the community has strong ties with Seguin High School. A multitude of events throughout the year support families and community involvement within the community.

Family and Community Involvement Strengths

There is great support of Seguin High School from local businesses and organizations. Materials sent home are in both Spanish and English in order to effectively communicate with the Spanish-speaking citizens. Seguin High School hosts family events throughout the school year (Open Houses, Advanced Academics Night, ECHS Night, Decision Day, etc.). Seguin High School utilizes Facebook, Twitter and its web site to reach a broader constituency.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Seguin High School continues to struggle to bring the parents with our most needs on to the campus. **Root Cause:** Prior negative experiences on campus or economic obligations have been cited as reasons why parents do not visit the campus.

School Context and Organization

School Context and Organization Summary

The Board of Trustees approved district goals centered on 5 areas: Student Achievement, a Safe Nurturing Environment, Family Involvement and Community Engagement, Operational Effectiveness and Efficiency, and Human Resources. In addition, the district outlined expectations for district level (District Educational Improvement Council) and campus level (Campus Performance Objective Committee) improvement committees to meet on a regular basis to develop and review progress. All campuses incorporate the Board Goals into their respective Campus Improvement Plans. Both the district (District Leadership Committee) and campuses (Campus Leadership Committee) conducted Texas Accountability Intervention System (TAIS) continuous improvement meetings to develop and review their Targeted Improvement plans.

The district has also initiated a focus on the Master Schedule process. Master Schedule Framework and development emphasize: instruction, Special Education Co-Teach alignment, common planning for SPED and Core teachers, designated Response to Intervention times and programs, PLC time, Dyslexia services, English Language Learners support, Gifted and talent services, and college and career opportunities. The early College High School delineated pathways aligned to the House Bill 5 Endorsement requirements. To build instructional capacity, the district places a strong emphasis on the development of teacher leadership and PLCs, including: the Trailblazer Instructional Leadership positions, Instructional Coaches, and academies to build principal instructional leadership.

School Context and Organization Strengths

PLCs are built into the Master Schedule emphasizing the adopted Common Instructional Framework and Fundamental 5 instructional model. Seguin High School offers various platforms for teachers to build leadership capacity. Currently, (6) Administrative PLC's and 14 Reflective PLC's meet on campus at least once a week.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: There is a need for strategic planning to delineate structures for campus support and clear guidelines for Special Education and English Language Learners. **Root Cause:** High turnover and lack of adequate training in key special programs leadership positions.

Technology

Technology Summary

Technology is a resource, the use of which is driven by the curriculum, instruction, and assessment. Technology is used to plan, deliver, monitor progress, perform administrative tasks, provide access to information /learning tools, create and more. Current technology consists of teacher computers in every classroom, student computers in core classrooms, campus and library labs, office desktops, laptop carts (minimum of 1 per campus), some iPad/carts, ENO boards in some classrooms, wireless access, digital projectors, document cameras, calculators, multimedia tools (cameras, video cameras), e-readers, robotics, printers, 3-D printers. The network provides good speed and reliability. Professional development is widely available to meet the diverse needs of teachers, and the STaR Chart shows the level of proficiency for staff and students ranging from Developing to Advanced.

Technology Strengths

The district has a willingness to explore and implement new ideas/programs using technology

The level/quality of technical support is strong

There are a variety of types and topics of professional development offerings to meet the needs of teachers and staff

There is enthusiasm and willingness of teachers to try new things

There is an emphasis on creating with digital tool

Problem Statements Identifying Technology Needs

Problem Statement 1: A comprehensive plan for instructional technology is lacking to meet the needs of 21st century learners. **Root Cause:** Prior building structure did not meet technology requirements.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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
- PSAT and/or ASPIRE
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance 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 academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- 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
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.







Performance Objective 1: TEACHING AND LEARNING - By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Seguin High School will show an increase in the Student Achievement and the Closing the Gap domains.

Evaluation Data Source(s) 1: Curriculum Management Plan, Professional Development Plan, Lesson Plans, Local Assessments, Program Enrollment, Previous Year Index Data Tables, Special Program Evaluations, Literacy Reading Levels, Universal Screener data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Develop a common core curriculum for Biology, Algebra 1, English 1, English II and US History EOC courses through ongoing in-house professional learning communities.</p>	<p>SHS Principal SHS Academic Dean SHS Instructional Coaches SHS Department Chairs</p>	<p>Curriculum Writing Sign-in sheets Updated written curriculum materials Updated Scope and Sequence and pacing charts</p>				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Create common district assessments for all EOC courses. Six week EOC Checkpoints will be administered for all core courses.</p>	<p>SHS Principal SHS Academic Dean SHS Instructional Coaches SHS Department Chairs</p>	<p>Review of common assessments for validity and reliability</p>				

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) All classrooms will frame lessons using Five Es and Fundamental Five structure in student friendly language on white board, as well as referenced throughout the lesson.</p>	<p>SHS Principal SHS Dean of Instruction SHS Administrators SHS Instructional Coaches</p>	<p>Walkthrough Data, Lesson Plans, T-TESS Observations.</p>				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>4) Utilize common planning periods for all core Teachers to engage in meaningful planning to address EOC content, Special Education accommodations, and LPAC accommodations. Quarterly student and teacher writing conferences plus end of six weeks half day teacher planning for EOC teachers.</p>	<p>SHS Administrators SHS Instructional Coaches SHS Department Chairs</p>	<p>Lesson Plans, (6) Week Checkpoints, YAGS, UAGS, Master Schedule, Planning and Classroom Walkthroughs</p>				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>5) Implement ILit Computerized program for struggling ELL learners</p>	<p>SHS ESL Administrator SHS ESL Facilitator</p>	<p>LEP EOC Checkpoint Data. State Assessment Data, TELPAS Scores</p>				
<p>System Safeguard Strategy Critical Success Factors CSF 2 CSF 7</p> <p>6) EduThings system that manages data for reporting of funding in the CTE pathways for Perkins Grant, also can be utilized by counseling staff for Four Year Plan and PGP work.</p>	<p>CTE Director District and campus technology, Associate Principals, Campus Principal</p>	<p>Edu Things Reports reveals student enrollment in coherent sequences.</p>				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>7) Provide Professional Learning for CTE faculty to address needs of Special Education and ELL students through interventions and differentiated instruction.</p>	<p>SHS Principal SHS Academic Dean CTE Director SPED Facilitator SHS Instructional Coaches SHS CTE Chair</p>	<p>PD sign in sheets PD agenda and materials Teacher submitted Lesson Plans.</p>				

<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>8) FINE ARTS: Provide a rich, articulated curriculum that meets all the requirements of the Fine Art TEKS Pre-K through 12 in order for all students to gain knowledge, appreciation and attain mastery of the various areas within the Fine Arts.</p>	<p>Fine Arts Director</p>	<p>Increase enrollment in Fine Arts programs.</p>				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>9) INSTRUCTIONAL TECHNOLOGY: Increase student access to digital tools and advance learning through effective technology-enhanced teaching and engagement practices. Nearpod, Quest and Professional Learning for Blended Learning Academy.</p>	<p>Principal Academic Dean Assistant Principals Department Chair Campus CIT's</p>	<p>Campus Inventory,Purchasing Summary, Technology Application Proficiency Reports (Easy Tech), Lesson Plan Documentation of TA TEKS, STaR Chart</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>10) GIFTED AND TALENTED: Provide curriculum and instruction for all high ability learners by modifying the depth, complexity, and pacing of the general school program to increase student performance at the Masters performance level.</p>	<p>SHS Academic Dean DELTA PLC AP/Dual Credit Teachers</p>	<p>Increase student performance at the Masters performance level by 10% - Math from 15% to 17%; Reading from 13% to 14%; Writing from 9% to 10%; Science from 13% to 14%; Social Studies from 24% to 26%.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

Performance Objective 2: POST-SECONDARY READINESS - Seguin High School will increase the opportunities for students to excel in indicators that reflect post-secondary readiness in the Student Achievement domain. At the middle and elementary schools, Seguin ISD will increase support for instruction at the Masters Grade Level.

Evaluation Data Source(s) 2: Cohort data, CTE program data, Early College High School program data, TSIA performance data, local and state assessment data, failure reports







Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>1) Utilize Pre-AP teaching strategies to incorporate The Fundamental Five and increase the rigor and relevance of each EOC course taught. Provide Staff Development in AP/Pre-AP via College Board to core teachers.</p>	<p>SHS Administrators SHS Instructional Coaches SHS Department Chairs</p>	<p>Walkthrough Data, Teacher Data Analysis Reflections, Lesson Plans, Agenda, and Sign-in Sheet for Professional Development.</p>				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Provide a flipped mastery training to increase small group and one-on-one instruction as well as formative assessments.</p>	<p>SHS Dean of Instruction SHS Science Instructional Coach SHS Science Administrator</p>	<p>Walkthrough data, T-TESS Observations, State Assessment Data.</p>				

<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Plan and implement lessons to include the common instructional framework, Fundamental Five, and AVID strategies.</p>	<p>SHS Dean of Instruction SHS Instructional Coaches SHS AVID Administrator SHS Director of Early College High School SHS AVID Teachers</p>	<p>Walkthrough, Planning and Observation data, as well as site team planning goals and Eduphoria</p>				
<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>4) Increase and maintain Pre-AP, AP and Dual enrollment courses through parent and student education and marketing of the Early College High School and AVID Programs.</p>	<p>Director of Early College High School SHS Dean of Instruction SHS DELTA Team Lead SHS College and Career Readiness Counselor</p>	<p>AP and Dual Credit Numbers on the Master Schedule.</p>				
<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>5) Provide Professional Development for all Pre-AP and AP teachers in AP instructional strategies, through the College Board AP Institute. In addition, provide Professional Development to all teachers in Pre-AP and AP Strategies as a campus-wide strategy to standardize teaching practices at Seguin High School</p>	<p>SHS Principal SHS Dean of Instruction SHS Administrators SHS DELTA Team Administrator</p>	<p>Increase in the number of students making a "3" or better on the AP Exams. Walkthrough and T-TESS Observation data.</p>				
<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>6) Increase scores in all AP courses via field trips, AP review sessions, and AP review materials. Utilize field trips and college visits by Early College High School and AVID as a method of awareness and motivation for students.</p>	<p>SHS Dean of Instruction SHS DELTA Team Administrator Director of Early College High School AVID Administrator</p>	<p>College Board AP Reports</p>				

<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>7) Develop AP vertical planning team for all core area subjects called the DELTA Team.</p>	<p>SHS Dean of Instruction SHS DELTA Team Administrator</p>	<p>Meeting agendas and minutes.</p>				
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1</p> <p>8) Provide college-level instructional materials for AP level classes and Early College High School</p>	<p>SHS Dean of Instruction SHS DELTA Team Administrator SHS Director of Early College High School</p>	<p>AP and Dual Credit Scores that demonstrate the program's effectiveness.</p>				
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>9) Increase dual credit enrollment offerings in all SHS courses by supporting an Early College High School Program. Continue to build partnerships with Alamo Colleges-St. Philip's College and Texas Lutheran University to increase post-secondary opportunities for SISD students.</p>	<p>Director of Early College High School SHS Dean of Instruction SHS DELTA Team Lead SHS College and Career Readiness Counselor</p>	<p>AP Test Scores and Dual Credit Completion Rates. Evaluation of dual credit hours earned by SHS students. Students will have the opportunity to participate in dual credit courses based on criteria outlined in the Early College High School Memorandum of Understanding between Alamo Community College District and Seguin ISD, the Dual Participation Memorandum of Understanding between Texas Lutheran University and Seguin ISD, and the Si MasBuilding Bridges Memorandum of Understanding between Texas Lutheran University and Seguin ISD.</p>				
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>10) 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>Director of Early College High School</p>	<p>Trained TSI Proctors, Number of TSIs administered, Number of students enrolled in dual credit courses.</p>				

<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>11) Enhance recruitment efforts for Seguin ECHS: increase communication to parents and community members, to include information regarding the ECHS pathways, postsecondary opportunities, course offerings, TSI testing, and trips to partnering higher education institutions.</p>	<p>Director of Early College High School.</p>	<p>2017-2018 Timeline of Recruitment Events include Middle School campus presentations to students in the College and Career Readiness course, TSI Testing, Data Reports, Parent Information Meeting Sessions, ECHS Website updates, field trips to St. Philip's College, and a recruitment video and social media.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>12) Provide a week-long Summer Bridge Program to support and enhance college readiness skills for incoming early college high school students.</p>	<p>Director of Early College High School</p>	<p>Texas Success Initiative Assessment Data that compares November 2017 and May 2018 baseline data to July 2018 retest data for summer bridge students; Promote and recruit students for participation in the annual ECHS Summer Bridge Program; Mail letters home in the spring inviting 8th grade students to participate. Identify, hire, and train a qualified Summer Bridge Staff; Develop daily curriculum and team building activities for program.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>13) Provide college readiness skills such as note-taking strategies, studying skills, academic tutoring, etc., through the Advancement Via Individual Determination (AVID) system in grades 7-11.</p>	<p>AVID Director ECHS Director AVID Teachers AVID Site Team</p>	<p>Data reports required by AVID available and submitted by deadline; Demographics of middle school and/or high school AVID students in comparison to middle school and/or students who are not enrolled in AVID; BOB; Tutorology Schedule at the middle and high school campuses; AP, PSAT, SAT, ACT, STAAR and EOC scores for middle school and/or high school AVID students in comparison to middle school/high school students who are not enrolled in AVID; Dual Credits earned by AVID high school students in comparison to high school students who are not enrolled in AVID.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>14) Continue to offer pathways to industry certifications via the Career and Technology Education program.</p>	<p>SHS Principal CTE Director SHS CTE Chair</p>	<p>Increase the number of CTE certifications for program effectiveness.</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>15) Utilize the tools in Career Cruising that guide students in making informed choices to connect their high school course selections to lifetime College and Career Goals.</p>	<p>CTE Director Counselors</p>	<p>Career Cruising usage reports; course selections that promote and tracks personal graduation plans.</p>				
<p align="center">Critical Success Factors CSF 4 CSF 5</p> <p>16) 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>SHS CTE Director</p>	<p>Connects students to post-secondary opportunities by developing necessary social capital.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.







Performance Objective 3: WHOLE CHILD SOCIAL-EMOTIONAL LEARNING - Seguin ISD will maintain and expand upon learning opportunities that support and reinforce the health and well-being of all students by addressing lifetime fitness, school attendance, and extra-curricular activities and the emotional support of all student populations.

Evaluation Data Source(s) 3: Student attendance, participation in extra curricular events, participation in parent events

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 CSF 7</p> <p>1) Implement the PLC model for collaborative planning where teachers meet for 55 minutes twice a month to offer colleague support and improve student performance through social and emotional capacity building within small group reflection.</p>	Associate Principal and PLC lead(s)	Lower discipline referrals, higher attendance rates, and increased emotional and social health of students.				
<p>Critical Success Factors CSF 2 CSF 5 CSF 6</p> <p>2) Implement research based social and emotional support organization, 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.</p>	CIS site based coordinators.	Lower discipline referrals, higher attendance rates, and increased emotional and social health of students.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) Provide funding for at-risk tutoring needs and transportation.</p>	Administration	The evidence for this will occur through student grades, earned credits and state standardized testing.				

<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Provide funding for at-risk tutoring needs such as The Learning Lounge, Credit Recovery APEX Program, and SEAL and SAVE Academy.</p>	<p>SHS Administration SHS Counselors SHS Instructional Coaches</p>	<p>Failure lists, credit checks</p>				
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Utilize the Inclusion services in ELA EOC, Biology, Algebra 1, and U.S. History courses to address the needs of special populations students. Itinerant Inclusion and Consultative and Collaborative services model will serve Special Education students in non-EOC classes as per IEPs. Professional Development will be provided via the SPED Department.</p>	<p>SHS Administration SHS Instructional Coaches SHS Special Education Facilitator</p>	<p>(6) Week Checkpoints, SPED Goals and Objectives, Professional Development Agendas, SuccessED</p>				
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>6) At Risk profile sheets will be created by counselors by end of September. Ms. Kortz will assist counselors in identifying at risk students. PGP's will be generated for at-risk students throughout the school year.</p>	<p>Counselors and Ms. Kortz</p>	<p>Utilize student assessment data to identify at-risk students and provide academic interventions based on student achievement, and will be reflected in their PGP'S. The evidence for this will occur through student grades and state standardized testing.</p>				
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>7) BILINGUAL/ESL: Continue to implement and support an effective program of instruction for linguistically and culturally diverse students so that they may master the state curriculum and to facilitate students in acquiring English as a second language.</p>	<p>Academic Dean ESL Coordinator</p>	<p>To increase the percentage of K-12 ELL students with 1-4 years in U.S. schools attaining Advanced High from 40.0% to 42.0%. 3.ELL with 5+ years in U.S. schools attaining Advanced High from 32.0% to 33.6%*. 4.Report on number of ELL students meeting exit criteria in Bilingual and ESL</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>8) AT-RISK: Implement and provide a comprehensive student support system at all campuses that addresses the academic and behavioral needs of all students through a response to intervention process.</p>	<p>Principal Counselors Assistant Principals</p>	<p>District and Campus RtI meeting agendas, Campus RtI Implementation Progress Report, and sign in sheets.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 2: A SAFE & NURTURING ENVIRONMENT: Create a safe, nurturing, positive, and secure learning environment for students and staff.

Performance Objective 1: SAFETY - the District will ensure that all campuses and departments employ measures to maintain the safety and security of all students and staff members.

Evaluation Data Source(s) 1: District and Campus Emergency Operations Plans, Safety Audit, Raptor Reports, District Safety Meetings

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Campus will provide all employees safety training on the EOP component of A.L.I.C.E. Active Shooter response.</p>	Principal Assistant Principals	Training Sign-in Sheets, Principal and Department Heads Verification Signature				
<p>Critical Success Factors CSF 6</p> <p>2) Continue to hire security officers for secondary campuses and DAEP.</p>	Executive Director of Student Services Principals	Campus Security calendars.				
<p>Critical Success Factors CSF 6</p> <p>3) Promote a drug free climate with ongoing education.</p>	Principal Assistant Principals Counselors	Campus DARE calendar, Red Ribbon Week agendas, campus social skills calendar				
<p>Critical Success Factors CSF 6</p> <p>4) Continue to utilize the Raptor identification system on all campuses.</p>	Principal Office Staff	Raptor locations; Raptor Reports, Incident locations at all campuses.				
<p>Critical Success Factors CSF 6</p> <p>5) Continue to utilize and upgrade security cameras campus-wide, providing access to local law enforcement.</p>	Principal District Technology Assistant Principals	Security Camera location and use review.				
<p>Critical Success Factors CSF 6</p> <p>6) Provide annual training to staff on dating violence and child abuse, following applicable policies.</p>	Principals Assistant Principals	EduHero Reports				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>7) Develop and implement campus climate surveys for teachers, parents and students to complete.</p>	Principal	Survey results/Action Research				
<p>Critical Success Factors CSF 6</p> <p>8) Continue to implement the Matador Challenge and No Place For Hate character education district-wide.</p>	Counselors	Matador Challenge club sign ins No Place For Hate activities and sign ins, submission to ADL.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 CSF 7</p> <p>9) Continue to implement Positive Behavior Intervention and Supports (PBIS) Teams on all campuses including the review of discipline data.</p>	Principals Assistant Principals Counselors Teachers	Decrease in-school suspensions by 5%, decrease the number of out of school suspensions by 5% and decrease the number of Discipline Alternative Education Placements by 5%.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>10) Provide professional development and support on classroom management and Tier 1 behavior strategies to all teachers.</p>	Principal Academic Dean Associate Principal	Training agendas and sign in sheets Behavior Coordinator reports.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>11) Explore Restorative Practices and implementation strategies.</p>	Principal Assistant Principals Teachers	Discipline Reports				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>12) Review and update policies and procedures regarding bullying and provide training to SISD staff.</p>	Principal Assistant Principals Teachers Counselors	Bullying Report: Decrease the incidents of bullying by 10%.				
<p>Critical Success Factors CSF 6</p> <p>13) EMERGENCY OPERATING PLAN: All campus employees, and where applicable, students, will be trained on the emergency operations plan components.</p>	Principal Associate Principal Assistant Principal	Campus EOP Committee meeting schedule, agendas and minutes, EOP readiness drills report.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT: Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.

Performance Objective 1: PARENT INVOLVEMENT: Offer programs and activities to involve parents and family members and seek meaningful consultation with parents.

Evaluation Data Source(s) 1: Parent Volunteer Records, parent activities sign-in sheets.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Meet the needs of a diverse population by providing signage and other information in both English and Spanish.</p>	Principal	Increase parental involvement from diverse student groups.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) SHS will communicate and promote campus success through social media such as newsletters, posters, flyers, school messenger, and our PIO.</p>	Principal Academic Dean	The increase in parental involvement through sign in sheets at school parent events.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Implement Remind 101, Moodle, and/ or email EdMode to inform parents of student progress.</p>	Teachers	Teacher usage logs with parent access information.				
<p>Critical Success Factors CSF 5</p> <p>4) Utilize computer labs for Rural Talent Search, G-Force, and College/ Career exploration, Financial Aid (FAFSA), college application process (Apply Texas)</p>	ECHS Director Counselors	RTS and G-Force sign in sheets, acceptance rate into higher ed by applying seniors				
<p>Critical Success Factors CSF 5</p> <p>5) Academics Parent Nights in the Fall and Spring.</p>	Principal SHS DELTA Team ECHS Director CTE Director	Parents sign in sheets.				







<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) Operate a CPOC Committee involving faculty, staff, parents, and local business representatives.</p>	Principal	Meeting Agendas Sign In Sheets Campus Improvement Plan				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 5 CSF 7</p> <p>7) Communicate academic goals to students and parents via syllabus, progress reports, emails, telephone calls, conferences, personal graduation plan, senior contract.</p>	Principal Assistant Principal	Increase in parental attendance at academic parent nights.				
<p align="center">Critical Success Factors</p> <p align="center">CSF 6 CSF 7</p> <p>8) Improve the culture and climate of the campus by selecting weekly Matadors of the Week, teachers of the week, and lessons of the week.</p>	Principal Academic Dean	Decrease in faculty turnover and absences.				
<p align="center">Critical Success Factors</p> <p align="center">CSF 6</p> <p>9) Create campus events like First Fridays and the Matador School Store as climate building events for students.</p>	Associate Principal	Improve culture and climate of the campus.				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: OPERATIONAL EFFECTIVENESS & EFFICIENCY: Ensure that the District makes fiscally sound decisions that support student achievement and maintain a strong financial position.

Performance Objective 1: EFFECTIVENESS - Develop analytical tools to measure the allocation of financial resources among all of the operational activities of the District, including staff, facilities, equipment, and technology

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3</p> <p>1) STEWARDSHIP: Exhibit responsible stewardship of campus funds by using innovative ways to meet the current and emerging needs of all students to include: Pursuing alternative funding sources such as competitive grants, efficient use of available resources, exploring cooperative opportunities, and providing optimal staffing, facilities, and technology to meet the needs of all students.</p>	Principal	Develop strategic solutions to optimize the allocation of financial resources on campus operations to establish and maintain a strong financial position.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) 1) Provide funding for at-risk tutoring needs such as The Learning Lounge, Credit Recovery APEX Program, and SEAL and SAVE Academy, Zero Hour.</p>	Principal Associate Principal Academic Dean Counselors	Failure lists, credit checks, Credit Accruals				
<p>3) Create financial protocols for Seguin High School.</p>	Principal Financial Secretary	SHS Financial Accounting Protocols				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

Performance Objective 1: EQUITABLE STAFFING: To ensure 100% of the campuses are equitably staffed with effective teachers and administrators.

Evaluation Data Source(s) 1: Equity Data Survey (ESSA report), TAPR, Campus benchmark assessments

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 7</p> <p>1) RECRUIT,SUPPORT, RETAIN EFFECTIVE TEACHERS & ADMINISTRATORS: 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 staff development to ensure teacher needs are being met, and provide a mentoring program for new teachers and administrators. In addition, the district will educate Seguin graduates interested in pursuing careers in the field of education regarding specific high demand certifications and career opportunities in the Seguin I.S.D.</p>	Principal	Campus Professional Development Plan Report, Campus Professional Learning Plan, Campus PLC evaluation, Campus Retention Report, Teacher Mentor Evaluation, TAPR				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) APPRAISAL: Evaluate teacher effectiveness in the classroom utilizing formative and summative data, including but not limited to, T-TESS/ATR, 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.</p>	Principal Assistant Principals Instructional Cocahes	Evaluations, Walk-through reports, Student assessments,TAPR				

<p>Critical Success Factors CSF 2 CSF 7</p> <p>3) Implement the PLC model for collaborative planning where teachers meet for 45 minutes once a week to offer colleague support and improve student performance.</p>	<p>Principal Associate Principal GAMMA Team</p>	<p>PLC Schedules, Agendas, and Sign In Sheets.</p>				
<p>Critical Success Factors CSF 2 CSF 7</p> <p>4) Introduce Local curriculum writing sessions and professional learning so teachers can collaborate and enhance effective teaching strategies.</p>	<p>Academic Dean</p>	<p>Sign In Sheets and Agendas</p>				
<p>Critical Success Factors CSF 7</p> <p>5) Content specific PD for fine arts/ GeneralElectives/Foreign Language instructors.</p>	<p>Academic Dean</p>	<p>Curriculum and Instructional Alignment.</p>				
<p>Critical Success Factors CSF 7</p> <p>6) Attend conferences that address the advancement of core area teacher's skill set through specific content related training.</p>	<p>Principal Academic Dean</p>	<p>AP Certification for all Core Areas</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>7) Create an Innovation Academy comprised of teacher specialist in areas of Blended Learning, AVID, AP, 5 E Model, and High Impact Learning who will train other teachers in their specialization.</p>	<p>Principal Academic Dean Assistant Principal</p>	<p>Improved 21st century learning.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Develop a common core curriculum for Biology, Algebra 1, English 1, English II and US History EOC courses through ongoing in-house professional learning communities.
1	1	2	Create common district assessments for all EOC courses. Six week EOC Checkpoints will be administered for all core courses.
1	1	3	All classrooms will frame lessons using Five Es and Fundamental Five structure in student friendly language on white board, as well as referenced throughout the lesson.
1	1	4	Utilize common planning periods for all core Teachers to engage in meaningful planning to address EOC content, Special Education accommodations, and LPAC accommodations. Quarterly student and teacher writing conferences plus end of six weeks half day teacher planning for EOC teachers.
1	1	5	Implement ILit Computerized program for struggling ELL learners
1	1	6	EduThings system that manages data for reporting of funding in the CTE pathways for Perkins Grant, also can be utilized by counseling staff for Four Year Plan and PGP work.
1	1	7	Provide Professional Learning for CTE faculty to address needs of Special Education and ELL students through interventions and differentiated instruction.
1	1	9	INSTRUCTIONAL TECHNOLOGY: Increase student access to digital tools and advance learning through effective technology-enhanced teaching and engagement practices. Nearpod, Quest and Professional Learning for Blended Learning Academy.
1	2	1	Utilize Pre-AP teaching strategies to incorporate The Fundamental Five and increase the rigor and relevance of each EOC course taught. Provide Staff Development in AP/Pre-AP via College Board to core teachers.
1	2	2	Provide a flipped mastery training to increase small group and one-on-one instruction as well as formative assessments.
1	2	3	Plan and implement lessons to include the common instructional framework, Fundamental Five, and AVID strategies.
1	2	4	Increase and maintain Pre-AP, AP and Dual enrollment courses through parent and student education and marketing of the Early College High School and AVID Programs.
1	2	5	Provide Professional Development for all Pre-AP and AP teachers in AP instructional strategies, through the College Board AP Institute. In addition, provide Professional Development to all teachers in Pre-AP and AP Strategies as a campus-wide strategy to standardize teaching practices at Seguin High School
1	2	6	Increase scores in all AP courses via field trips, AP review sessions, and AP review materials. Utilize field trips and college visits by Early College High School and AVID as a method of awareness and motivation for students.
1	2	7	Develop AP vertical planning team for all core area subjects called the DELTA Team.

Goal	Objective	Strategy	Description
1	2	8	Provide college-level instructional materials for AP level classes and Early College High School
1	2	9	Increase dual credit enrollment offerings in all SHS courses by supporting an Early College High School Program. Continue to build partnerships with Alamo Colleges-St. Philip's College and Texas Lutheran University to increase post-secondary opportunities for SISD students.
1	2	10	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	11	Enhance recruitment efforts for Seguin ECHS: increase communication to parents and community members, to include information regarding the ECHS pathways, postsecondary opportunities, course offerings, TSI testing, and trips to partnering higher education institutions.
1	3	1	Implement the PLC model for collaborative planning where teachers meet for 55 minutes twice a month to offer colleague support and improve student performance through social and emotional capacity building within small group reflection.
1	3	3	Provide funding for at-risk tutoring needs and transportation.
1	3	4	Provide funding for at-risk tutoring needs such as The Learning Lounge, Credit Recovery APEX Program, and SEAL and SAVE Academy.
1	3	5	Utilize the Inclusion services in ELA EOC, Biology, Algebra 1, and U.S. History courses to address the needs of special populations students. Itinerant Inclusion and Consultative and Collaborative services model will serve Special Education students in non-EOC classes as per IEPs. Professional Development will be provided via the SPED Department.
1	3	6	At Risk profile sheets will be created by counselors by end of September. Ms. Kortz will assist counselors in identifying at risk students. PGP's will be generated for at-risk students throughout the school year.
1	3	7	BILINGUAL/ESL: Continue to implement and support an effective program of instruction for linguistically and culturally diverse students so that they may master the state curriculum and to facilitate students in acquiring English as a second language.
3	1	6	Operate a CPOC Committee involving faculty, staff, parents, and local business representatives.
4	1	2	1) Provide funding for at-risk tutoring needs such as The Learning Lounge, Credit Recovery APEX Program, and SEAL and SAVE Academy, Zero Hour.
5	1	2	APPRAISAL: Evaluate teacher effectiveness in the classroom utilizing formative and summative data, including but not limited to, T-TESS/ATR, 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.