

**Seguin Independent School District**  
**Seguin High School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



**Board Approval Date: October 30, 2018**

# 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.

# Table of Contents

|  |    |
|--|----|
| Comprehensive Needs Assessment .....   | 4  |
| Demographics .....   | 4  |
| Student Achievement .....  | 6  |
| School Culture and Climate .....   | 8  |
| Staff Quality, Recruitment, and Retention .....  | 9  |
| Curriculum, Instruction, and Assessment .....  | 10 |
| Parent and Community Engagement .....  | 11 |
| School Context and Organization .....  | 12 |
| Technology .....   | 13 |
| Comprehensive Needs Assessment Data Documentation .....  | 14 |
| Goals .....  | 16 |
| Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1). .....   | 16 |
| Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2). ..... | 24 |
| Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3). .....  | 27 |
| Comprehensive Support Strategies .....   | 29 |
| 2018-2019 Site Based Decision Making Team .....  | 30 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

### Demographics Summary

#### Campus

91.2%

### Attendance Rate

### 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 | 0.7% |

### Enrollment by Student Group

|                            |       |
|----------------------------|-------|
| Economically Disadvantaged | 51.6% |
| English Language Learners  | 5.4%  |
| Special Education          | 11.9% |

### 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 populations.

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

**Problem Statement 1:** Three year longitudinal student data reveals that 25% of all economically-disadvantaged SHS students 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.

# Student Achievement

## Student Achievement Summary

### 2018 Accountability Ratings

#### Overall Summary

SEGUIN H S (094901001) - SEGUIN ISD

|   | Component Score | Scale Score | Rating              |
|---|-----------------|-------------|---------------------|
| <b>Overall</b>                          |                 | 70          | Met Standard        |
| <b>Student Achievement</b>              |                 | <b>74</b>   | <b>Met Standard</b> |
| STAAR Performance                       | 38              | 65          |                     |
| College, Career, and Military Readiness | 43              | 75          |                     |
| Graduation Rate                         | 97.8            | 90          |                     |
| <b>School Progress</b>                  | <b>69</b>       |             | <b>Met Standard</b> |
| Academic Growth                         | 56              | 60          | Met Standard        |
| Relative Performance (Eco-Dis: 51.8%)   | 41              | 69          | Met Standard        |
| <b>Closing the Gaps</b>                 | <b>12</b>       | 61          | <b>Met Standard</b> |

## Student Achievement Strengths

Current data shows that Seguin High School Met Standard for Domains 1,2, and 3 for the current accountability year. Student achievement saw a +2 increase from the prior year accountability cycle. The SHS Graduation Rate is at 98% making it above the state average.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** The % of student groups the School Quality CCMR Status in the Closing the Gaps Domain was 0/8 or 0%. **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 campus.

### School Culture and Climate Strengths

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

A School Climate Survey for Seguin HS was conducted for the staff.

96% of survey participants strongly agree that an adult was available for students when they had a problem. (Student Support)

88% of survey participants reported that school leadership was courteous when they had a concern. (School Leadership)

88% of survey participants reported that the campus encouraged parents to participate in campus events.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** A total of 34% of Staff Survey Participants reported that teachers set high expectations for all students. **Root Cause:** Lack of a comprehensive PLC structure and purposeful planning system for all classes on campus.



## **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 (4) 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. A Purposeful Planning Protocol has been put in place this year for all courses which 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. CFA's are conducted for every ten days of instructions for all courses. Interim Assessments are conducted every 20-30 days of instruction. Each, CFA, Interim Assessment, and CBA (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. PLC's at Seguin High School are used to reflect and gather support for student success. The ICLE Rigor and Relevance Framework this year will focus on techniques aimed at utilizing depth of knowledge to increase rigor and relevance in the classroom.

### **Curriculum, Instruction, and Assessment Strengths**

The campus has an aligned curriculum (TEKS Resource system). The Purposeful Planning Protocol used by the teachers on the campus provides a clear roadmap for teachers to meet the diverse needs of all learners. Eduphoria provides quick access to disaggregated data after each CFA, Interim Assessments, CBA's, unit or BOY, MOY and EOY assessments. Department Chairs led by the new Dean of Instruction 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 Purposeful Planning Protocol across non-core areas. **Root Cause:** Lack of oversight and training by non-core department leads in planning, data analysis, and rigor and relevance.

## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

Parents and community members are part of the Site-Based Decision Management, 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.

### **Parent and Community Engagement 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 Parent and Community Engagement Needs**

**Problem Statement 1:** Only 38% of staff survey participants strongly agree that families are encouraged to visit 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 SISD Board of Trustees has adopted the following Strategic Priorities:

1. Improve student learning through improved instructional practice;
2. Engage parents, industry and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community; and
3. Create the conditions in Seguin ISD to recruit, retain and engage employees.

To build instructional capacity, SHS places a strong emphasis on the development of teacher leadership and PLCs, which includes ECHS and CTE programming.

### School Context and Organization Strengths

PLCs are built into the Master Schedule for EOC courses and time and space is allotted during the morning for non EOC courses. All SHS faculty personnel are expected to engage in purposeful planning at least twice a week. PLC's serve the purpose emphasizing the adopted Purposeful Planning Protocol and data dialogues. Seguin High School offers various platforms for teachers to build leadership capacity. ECHS and CTE programming have recruited and maintained community partnerships that enrich the experiences of students.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** There exists very few members of the strategic planning committee for the campus. **Root Cause:** CPOC meetings have traditionally been held after school and potential members have expressed their concerns about this.

# 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, and projectors in every classroom or meeting room.

## 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 instructional technology in the classroom.

## 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:** Teachers lack the training, resources, and experience in implementing instructional technology in the classroom.

# 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
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Critical Success Factor(s) data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates data
- 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
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- 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,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement 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
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: October 30, 2018

## Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

**Performance Objective 1: TEACHING AND LEARNING:** By focusing on purposeful planning, curriculum alignment, instructional practices, and support for special programs and sub-populations, Seguin High School will show an increase in EOC student outcomes by 15% at approaches, 14% at meets, and 14% at masters levels.





**Evaluation Data Source(s) 1:** Student EOC performance will yield a grade of B in Student Achievement Domain.

- CFA
- Interim Assessments
- CBA
- Benchmarks
- STAAR EOC Results
- Performance Assessment

### Summative Evaluation 1:

| Strategy Description   | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------------|---|--|-----------|-----|-----|-----------|
|  |               |   |  | Formative |     |     | Summative |
|  |               |   |  | Nov       | Jan | Mar | June      |
| <p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b></p> <p><b>PBMAS</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Utilize common planning periods and PLC's for all Teachers to engage in Purposeful Planning to address EOC content, Special Education, accommodations, and LPAC accommodations.</p> | 2.4, 2.5, 2.6 | SHS Principal<br>SHS Academic Dean<br>SHS Assistant Principals<br>SHS Department Chairs | Pacing Calendars<br>Assessment Calendars<br>Unit Overviews<br>Common Lesson Plans with Content and Language Objectives<br>SHS will create an academic culture where all students will receive high quality instruction in every class. |           |     |     |           |



|  |               |  |   |  |  |  |  |
|--|---------------|--|---|--|--|--|--|
| <p><b>Comprehensive Support Strategy</b><br/> <b>Targeted Support Strategy</b><br/> <b>PBMAS</b><br/> <b>Critical Success Factors</b><br/> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Create common assessments for all EOC courses, core classes, and elective classes every 10, 30, and 45 days of instruction to monitor campus academic performance and drive classroom instruction.</p>  | 2.4, 2.5, 2.6 | SHS Principal<br>SHS Academic Deans<br>SHS Department Chairs<br>SHS Teachers | CFA's<br>Interim Assessments<br>CBA's<br>Benchmarks<br>Adjust instructions at the 50%, 60%, and 85% levels.<br>Monitor students at the classroom and campus levels by state assessment and sub population group.                                |  |  |  |  |
| <p><b>Comprehensive Support Strategy</b><br/> <b>Targeted Support Strategy</b><br/> <b>PBMAS</b><br/> <b>Critical Success Factors</b><br/> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Deploy an Enrichment and Intervention Weekly Flex Period T-W-TR to address the needs of struggling students through prescribed interventions and enrich literacy campus wide.</p>   | 2.4, 2.5, 2.6 | SHS Principal<br>SHS Academic Dean<br>SHS Department Chairs<br>SHS Teachers  | Increase the overall level of literacy for all students, and increase the number of students who achieve at Meets and Masters on STAAR EOC. Students will read current events article write Kernel Essays in the enrichment classes every week. |  |  |  |  |
| <p><b>Comprehensive Support Strategy</b><br/> <b>Targeted Support Strategy</b><br/> <b>PBMAS</b><br/> <b>Critical Success Factors</b><br/> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Provide Professional Learning for CTE faculty to address needs of Special Education and ELL students through interventions and differentiated instruction.</p>  | 2.4, 2.6      | CTE Director<br>SHS Principal<br>SHS Academic Dean                           | CTE teachers will be trained in SIOP Model and conduct literacy enrichment (reading and writing) during Matador Flex Time. Result will be an increase in ELL/SPED students who meet or exceed progress on STAAR EOC.                            |  |  |  |  |
| <p><b>PBMAS</b><br/> <b>Critical Success Factors</b><br/> CSF 1 CSF 4 CSF 7</p> <p>5) 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>  | 2.5, 2.6      | SHS Academic Dean<br>SHS Department Chairs<br>CTE Director                   | Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets on STAAR EOC.   |  |  |  |  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div> |               |  |   |  |  |  |  |

**Goal 1:** Improve student learning through improved instructional practice (Strategic Priority 1).

**Performance Objective 2:** POST-SECONDARY READINESS: Seguin High School will increase the targets met from 22% to 33% in the School Quality Status (CCMR) component of Closing the Gap domain.

**Evaluation Data Source(s) 2:** Purposeful Planning Documents for Rigor and Relevance



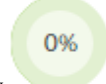

CFA, Interim, CBA, and Benchmark Data at Meet >

Advanced Academic Data by Subpopulations (TSI, DC, AP)

CTE Coherent Sequences Report

**Summative Evaluation 2:**

| Strategy Description  | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|---------------|---|--|-----------|-----|-----|-----------|
|   |               |   |  | Formative |     |     | Summative |
|   |               |   |  | Nov       | Jan | Mar | June      |
| <p><b>Targeted Support Strategy</b><br/> <b>PBMAS</b><br/> <b>Critical Success Factors</b><br/>           CSF 1 CSF 2 CSF 7</p> <p>1) Utilize Pre-AP teaching strategies to increase the rigor and relevance of each EOC course taught. Provide Staff Development in AP/Pre-AP via College Board to core teachers.</p>  | 2.4, 2.5, 2.6 | SHS Principal<br>SHS Academic Dean<br>SHS Assistant<br>Principal  | Increase student engagement, rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC. |           |     |     |           |
| <p><b>Comprehensive Support Strategy</b><br/> <b>Targeted Support Strategy</b><br/> <b>PBMAS</b><br/> <b>Critical Success Factors</b><br/>           CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Train all teachers on the ICLE Model for Rigor and Relevance to create lessons that yield thoughtful work, high-level questioning, and academic discussion in the classroom.</p> | 2.4, 2.5, 2.6 | SHS Principal<br>SHS Academic Dean<br>SHS Assistant<br>Principals | Increase rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR EOC.                     |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>           CSF 1 CSF 2 CSF 7</p> <p>3) 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>   |               | SHS Principal<br>SHS Academic Dean<br>Director of ECHS            | Improve the % of student groups that meet the Academic who meet the School Quality CCMR Status to 71% in the Closing the Gaps Domain.            |           |     |     |           |

|   |               |  |   |  |  |  |  |
|---|---------------|--|---|--|--|--|--|
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 3 CSF 4</p> <p>4) Increase scores in all AP courses via 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>   | 2.5, 2.6      | SHS Academic Dean<br>Director of Early College High School | Increase number of students who score a 3 or better on AP tests and number of students who successfully complete dual credit courses.   |  |  |  |  |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4 CSF 7</p> <p>5) 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>   | 2.4, 2.5, 2.6 | Director of Early College                                  | 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 Mas Building Bridges Memorandum of Understanding between Texas Lutheran University and Seguin ISD. |  |  |  |  |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) 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>   | 2.4, 2.5, 2.6 | Director of Early College High School<br>SHS Counselors    | Trained TSI Proctors, Number of TSIs administered, Number of students enrolled in dual credit courses.  |  |  |  |  |
| <p><b>Comprehensive Support Strategy</b><br/><b>Targeted Support Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>7) 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>   | 2.4, 2.5, 2.6 | CTE Director<br>SHS Counselors                             | 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 to 71% in the Closing the Gaps Domain.  |  |  |  |  |
| <p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p> |               |  |   |  |  |  |  |

**Goal 1:** Improve student learning through improved instructional practice (Strategic Priority 1).

**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 safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Seguin ISD will increase attendance from 92.89% to 94.00%, and decrease out of school suspensions by 10%.

**Evaluation Data Source(s) 3:** Student attendance, discipline referrals, climate surveys, employee attendance, drop-out data, homeless, migrant, participation in extra-curricular activities

**Summative Evaluation 3:**

| Strategy Description  | ELEMENTS | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|----------|---|---|-----------|-----|-----|-----------|
|   |          |   |   | Formative |     |     | Summative |
|   |          |   |   | Nov       | Jan | Mar | June      |
| <p><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> <p>1) 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> | 2.6      | SHS Principal<br>SHS Associate<br>Principal<br>SHS Counselors   | Improve students social and emotional learning so that students attend and remain in school.                  |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 6</p> <p>2) Implement RaaWee Attendance Intervention System to improve attendance from 90% to 93%. Provide incentives to students meeting benchmarks.</p>  | 2.6, 3.1 | SHS Principal<br>SHS Associate<br>Principal<br>SHS Attendance<br>Administrator<br>SHS Attendance<br>Coordinator | Increase attendance rates thereby increasing classroom success rates and eventually State Assessment Success. |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>CSF 4 CSF 6</p> <p>3) Deploy a Tardy Conductor System aimed at reducing student tardies.</p>   | 2.6      | SHS Principal<br>SHS Associate<br>Principal<br>SHS Attendance<br>Administrator<br>SHS Attendance<br>Coordinator | Increase attendance rates thereby increasing classroom success rates and eventually State Assessment Success. |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>CSF 6</p> <p>4) Campus will provide all employees and students safety training on the EOP component of A.L.I.C.E. Active Shooter response.</p>   |          | SHS Principal<br>SHS Associate<br>Principal<br>SHS Assistant<br>Principal                                       | Train all students and staff on what if scenarios to better equip them in case of an actual emergency.        |           |     |     |           |

|  |     |  |  |  |  |  |  |
|--|-----|--|--|--|--|--|--|
| <p><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> <p>5) Continue to implement the Matador Challenge and No Place For Hate character education district-wide.</p>  | 2.6 | SHS Counselors   | Reduced bullying incidents and providing awareness to all students and staff.  |  |  |  |  |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 5 CSF 6</p> <p>6) Continue to implement Positive Behavior Intervention and Supports (PBIS) RTI Teams on all campuses including the review of discipline data.</p> | 2.6 | SHS Principal<br>SHS Associate Principal<br>SHS Assistant Principals<br>SHS Behavior Coordinator | 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%. |  |  |  |  |

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue





**Goal 1:** Improve student learning through improved instructional practice (Strategic Priority 1).

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

**Evaluation Data Source(s) 4:** Progress Report, TEAMS failure report, Student Success Forms.

**Summative Evaluation 4:**

| Strategy Description   | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------------|--|--|-----------|-----|-----|-----------|
|  |               |  |  | Formative |     |     | Summative |
|  |               |  |  | Nov       | Jan | Mar | June      |
| <p><b>Comprehensive Support Strategy</b><br/> <b>Targeted Support Strategy</b><br/> <b>Critical Success Factors</b><br/>           CSF 1 CSF 2 CSF 4</p> <p>1) Provide funding for at-risk tutoring needs such as The Learning Lounge, Credit Recovery APEX Program, and SEAL and SAVE Academy.</p>  | 2.4, 2.6      | SHS Associate Principal  | Improve academic performance of all students and keep students on track to graduate with their cohort.   |           |     |     |           |
| <p><b>Comprehensive Support Strategy</b><br/> <b>Targeted Support Strategy</b><br/> <b>PBMAS</b><br/> <b>Critical Success Factors</b><br/>           CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Implement an RTI PLC with a focus on identifying students who are at-risk of not passing each course.</p>   | 2.4, 2.6      | SHS Principal<br>SHS Academic Dean<br>SHS Assistant Principals | Increasing classroom success rates and eventually State Assessment Success by making sure teachers and staff are aware of each student's intervention. |           |     |     |           |
| <p><b>Targeted Support Strategy</b><br/> <b>PBMAS</b><br/> <b>Critical Success Factors</b><br/>           CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Deploy a FLEX Intervention period three times a week to provide a platform for students to re-take or make-up exams. Students also provided the opportunity for enrichment and extra credit.</p> | 2.4, 2.5, 2.6 | SHS Principal<br>SHS Academic Dean<br>SHS Department Leads     | Seguin High School will reduce the report card failure rate by 5% each grading period.   |           |     |     |           |





|   |                 |  |   |  |  |  |  |
|---|-----------------|--|---|--|--|--|--|
| <p><b>Targeted Support Strategy</b><br/> <b>Critical Success Factors</b><br/>         CSF 1 CSF 2 CSF 7</p> <p>4) Provide teachers, department leads, and administrators a Six Weeks Grading Analysis to monitor the progress of the campus.</p>  | <p>2.4, 2.6</p> | <p>SHS Principal<br/>         SHS Academic Dean<br/>         SHS Associate Principal<br/>         SHS Assistant Principals<br/>         SHS Department Leads</p> | <p>Seguin High School will reduce the report card failure rate by 5% each grading period.</p> |  |  |  |  |
| <p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p> |                 |  |   |  |  |  |  |

**Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).**

**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%.

**Evaluation Data Source(s) 1:** Parent Sign In Sheets, Meeting Agendas, and Event Posting on Social Media.

**Summative Evaluation 1:**

| Strategy Description   | ELEMENTS | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------|--|--|-----------|-----|-----|-----------|
|  |          |  |  | Formative |     |     | Summative |
|  |          |  |  | Nov       | Jan | Mar | June      |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>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.</p>   | 3.1, 3.2 | SHS Principal<br>SHS Associate<br>Principal<br>SHS Assistant<br>Principals | Increase meaningful parental involvement to educate parents about campus opportunities for students. |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> |          |  |  |           |     |     |           |







**Goal 2:** Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

**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 Source(s) 2:**

**Summative Evaluation 2:**

| Strategy Description   | ELEMENTS | Monitor                                  | Strategy's Expected Result/Impact                          | Reviews   |     |     |           |
|--|----------|--|--|-----------|-----|-----|-----------|
|  |          |  |  | Formative |     |     | Summative |
|  |          |  |  | Nov       | Jan | Mar | June      |
| <b>Critical Success Factors</b><br>CSF 5 CSF 6<br><br>1) SHS will communicate and promote campus success through social media such as newsletters, posters, flyers, school messenger, and our PIO.   | 3.2      | SHS Principal<br>SHS Dean of Instruction | Increase parental involvement from diverse student groups. |           |     |     |           |
| <b>Critical Success Factors</b><br>CSF 1 CSF 5<br><br>2) Communicate academic goals to students and parents via syllabus, progress reports, emails, telephone calls, conferences, personal graduation plan, senior contract.   | 2.6, 3.1 | SHS Teachers                             | Increase parental involvement from diverse student groups. |           |     |     |           |
| <b>Critical Success Factors</b><br>CSF 5 CSF 6<br><br>3) Operate a Site-Based Decision Management Committee involving faculty, staff, parents, and local business representatives.   | 3.2      | SHS Principal                            | Increase parental involvement from diverse student groups. |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> |          |  |  |           |     |     |           |

**Goal 2:** Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

**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 Source(s) 3:**

**Summative Evaluation 3:**

| Strategy Description  | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------------|--|---|-----------|-----|-----|-----------|
|   |               |  |   | Formative |     |     | Summative |
|   |               |  |   | Nov       | Jan | Mar | June      |
| <p><b>Critical Success Factors</b><br/>CSF 6</p> <p>1) 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>   | 2.4, 2.6      | CIS Site-Based Coordinators<br>SHS Counselors<br>SHS Associate Principal                 | Lower discipline referrals, higher attendance rates, and increased emotional and social health of students. |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4 CSF 7</p> <p>2) Continue to offer pathways to industry certifications via the Career and Technology Education program by engaging in local industry externships, field trips, and cooperative organizations.</p>   | 2.5, 2.6, 3.2 | SHS Principal<br>SHS Associate Principal<br>CTE Director<br>SHS CTE Chair                | Increase the number of CTE certifications for program effectiveness.  |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>3) 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> | 2.4, 2.5, 2.6 | Director of Early College High School<br>SHS Dean of Instruction<br>SHS DELTA Teams Lead | Increase AP Test Scores and Dual Credit Completion Rates.   |           |     |     |           |
|   |               |  |   |           |     |     |           |

**Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).**

**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 Source(s) 1:** Human Resources Reports, Professional Learning Agendas

**Summative Evaluation 1:**

| Strategy Description   | ELEMENTS | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|--|---|-----------|-----|-----|-----------|
|  |          |  |   | Formative |     |     | Summative |
|  |          |  |   | Nov       | Jan | Mar | June      |
| <p><b>Critical Success Factors</b><br/>CSF 7</p> <p>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.</p>   |          | SHS Principal<br>SHS Associate<br>Principal<br>SHS Dean of Instruction | 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><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>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 Framework.</p> | 2.6      | SHS Principal<br>SHS Associate<br>Principal<br>SHS Dean of Instruction | 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. |           |     |     |           |

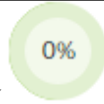
|   |          |  |  |  |  |  |  |
|---|----------|--|--|--|--|--|--|
| <p><b>Targeted Support Strategy</b><br/><b>PBMAS</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>3) Implement the PLC model for collaborative planning where all teachers meet for during their common planning times or morning PLC planning times to offer colleague support and improve student academic performance.</p> | 2.4, 2.6 | SHS Principal<br>SHS Dean of Instruction | Teachers will be trained in dynamic research-based practices that yield classroom success. |  |  |  |  |
|---|----------|--|--|--|--|--|--|



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

## Comprehensive 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 LPAC accommodations.   |
| 1    | 1         | 2        | Create common assessments for all EOC courses, core classes, and elective classes every 10, 30, and 45 days of instruction to monitor campus academic performance and drive classroom instruction.  |
| 1    | 1         | 3        | Deploy an Enrichment and Intervention Weekly Flex Period T-W-TR to address the needs of struggling students through prescribed interventions and enrich literacy campus wide.   |
| 1    | 1         | 4        | Provide Professional Learning for CTE faculty to address needs of Special Education and ELL students through interventions and differentiated instruction.  |
| 1    | 2         | 2        | Train all teachers on the ICLE Model for Rigor and Relevance to create lessons that yield thoughtful work, high-level questioning, and academic discussion in the classroom.  |
| 1    | 2         | 7        | 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. |
| 1    | 4         | 1        | Provide funding for at-risk tutoring needs such as The Learning Lounge, Credit Recovery APEX Program, and SEAL and SAVE Academy.  |
| 1    | 4         | 2        | Implement an RTI PLC with a focus on identifying students who are at-risk of not passing each course.   |

## 2018-2019 Site Based Decision Making Team

| <b>Committee Role</b>       | <b>Name</b>           | <b>Position</b> |
|-----------------------------|-----------------------|-----------------|
| Administrator               | Hector Esquivel       | Principal       |
| Administrator               | Nikki Elaine Bittings |                 |
| Non-classroom Professional  | M'Liss Haas           |                 |
| Administrator               | Allison Gillentine    |                 |
| Classroom Teacher           | Teresa Wilson         |                 |
| Classroom Teacher           | Samantha Noble        |                 |
| Classroom Teacher           | Kelley McCann         |                 |
| Classroom Teacher           | Suzanne Zink          |                 |
| Paraprofessional            | Nenette Cantu         |                 |
| Non-classroom Professional  | Jamie Aven            |                 |
| Parent                      | Veronica San Miguel   |                 |
| Business Representative     | Patricia Thornton     |                 |
| District-level Professional | Allison Pape          |                 |
| Classroom Teacher           | Diana Weber           |                 |