

**Seguin Independent School District**  
**Seguin High School**  
**2023-2024 Campus Improvement Plan**  
Transformation



# Mission Statement

**Campus Mission Statement**

*Transformation Starts Here*

## Vision

**Vision**

*Transformational Learning to Innovative Thinkers*

## Value Statement

**Value Statement**

Seguin ISD believes that:

Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.

The learning experience should be engaging, relevant and collaborative to meet the needs of all.

Parent, community and industry partners are essential for student success.

Teachers foster student curiosity and initiative through meaningful and relevant learning experiences. Relationships that nurture student growth and development are key to success.

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# Comprehensive Needs Assessment

Revised/Approved: August 31, 2023

## Demographics

### Demographics Summary

Seguin High School is a comprehensive 5A high school with a student population of 2,065 students. The campus operates a school within a school Early College High School, a dual credit program with Texas Lutheran University, and a Career and Technical Education department with numerous pathways to certification. Approximately 59% of the campus qualifies for free and reduced lunch and considered economically disadvantaged. The campus appreciates diversity and has increased advanced academics offerings to students of color. Even though strides have been made to be more inclusive of all students in more rigorous classes, data reveals that most students of color do not take advantage of the advanced academics program and enroll in leveled curriculum classes. Data also reveals that students struggle to keep up with the required state credits and enroll in credit recovery programs to finish their high school program of study. The 4-year Federal Graduation Rate is above the state and district average. There are 169 staff members at Seguin high School with 36% of the teachers having between 1-5 years of experience.

### Portrait of Seguin High School

**Enrollment:** 2065

**Staff Members:** 169.5

-Professional Teachers: 128

-Professional Support: 21

-Campus Administration: 10

-Educational Aides- 10

-Librarian- 1

### **Student Groups:**

-African American: 4.6%

-Hispanic: 69.9%

-White: 23.8%

-Other: 2%

-Males: 53%

-Females: 48%

-Economically-Disadvantaged: 59%

**Graduation Rates:**

- 4 YR: 94.5%

- 5 YR: 95.4%

- 6 YR: 96.9%

**CCMR Data:**

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

**Special Programs:**

-EB: 6.9%

-SPED: 12.5%

-CTE: 61.9%

-GT: 8.1%

-Section 504: 11%

**Demographics Strengths**

**The campus culture reflects a diverse equitable learning environment where differences are respected and celebrated. The majority of the teachers (48%) have been teaching between 6-20 years and provide veteran leadership in our campus PLC culture.**

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Longitudinal student data reveals that 1/4 of all economically-disadvantaged SHS students continue to fail one or more courses per year. **Root Cause:** There has existed a lack of a consistent RTI process that tracks student progress by sub-population from grading periods and local and state assessments. Covid-19 factors continue to adversely affect student course success rates. Students from economically-disadvantaged backgrounds tend to have less educational support. There is also a history of over reliance on credit recovery systems.

# Priority Problem Statements

**Problem Statement 1:** Longitudinal student data reveals that 1/4 of all economically-disadvantaged SHS students continue to fail one or more courses per year.

**Root Cause 1:** There has existed a lack of a consistent RTI process that tracks student progress by sub-population from grading periods and local and state assessments. Covid-19 factors continue to adversely affect student course success rates. Students from economically-disadvantaged backgrounds tend to have less educational support. There is also a history of over reliance on credit recovery systems.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Not all student groups perform at the State Average of 41% Meets Grade Level or Above on STAAR EOC.

**Root Cause 2:** Lack of consistent rigor and relevance opportunities in every classroom results in level curriculum teaching philosophy in classrooms. COVID-19 has caused an instructional disconnect and lapse in learning with our most at-risk student population.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** There is a lack consistent implementation of our PLC process across all departments.

**Root Cause 3:** Faculty turnover and lack of leadership capacity in the PLC process.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** According to a recent survey, approximately 1/4 of our staff does not believe the school sets high learning standards for all students.

**Root Cause 4:** Teachers have a history of not challenging all students in the level curriculum classes.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data



# Goals

Revised/Approved: July 31, 2023

**Goal 1:** Increase the percentage of 9-12 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 28% to 45% by August 2025.





**Performance Objective 1:** By 2024, Reading performance on STAAR Meets in grades 9-10 will improve from 37% to 42%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR EOC (May)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement EB support through the use of ESL aides in English I and English II classrooms.  <b>Strategy's Expected Result/Impact:</b> Increase support in reading levels and performance.  <b>Staff Responsible for Monitoring:</b> Administrators, classroom teachers</p> <p><b>Title I:</b>                      2.4, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 2: Strategic Staffing, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> ELA Instructional Coach will attend the ESC20 Instructional Coach Foundations Institute.</p> <p><b>Strategy's Expected Result/Impact:</b> The ELA IC will employ effective systems of support for ELA teachers in grades 9-10.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Special Educators will attend Lead4ward trainings focused on providing specialized instruction for students with disabilities in the least restrictive setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Progress on STAAR meets for English I and II.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Matador Special Services Department, General Education and Special Education teachers.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Not all student groups perform at the State Average of 41% Meets Grade Level or Above on STAAR EOC. <b>Root Cause:</b> Lack of consistent rigor and relevance opportunities in every classroom results in level curriculum teaching philosophy in classrooms. COVID-19 has caused an instructional disconnect and lapse in learning with our most at-risk student population.</p>

**Goal 1:** Increase the percentage of 9-12 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 28% to 45% by August 2025.





**Performance Objective 2:** By 2024, Reading performance on STAAR Masters in grades 9-10 will improve from 4% to 10%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR EOC English 1/STAAR EOC English 2

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During PLC teachers will implementing STAAR interactive items within the day to day instruction at a minimum at two times per week.</p> <p><b>Strategy's Expected Result/Impact:</b> progress on STAAR outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, IC</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement EB support through the use of ESL aides in English I and English II classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase support in reading levels and performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> ELA Instructional Coach will attend the ESC20 Instructional Coach Foundations Institute.</p> <p><b>Strategy's Expected Result/Impact:</b> The ELA IC will employ effective systems of support for ELA teachers in grades 9-10.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Special Educators will attend Lead4ward trainings focused on providing specialized instruction for students with disabilities in the least restrictive setting.</p> <p><b>Strategy's Expected Result/Impact:</b> progress on STAAR outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Matador Special Services Department, General Education and Special Education teachers.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Longitudinal student data reveals that 1/4 of all economically-disadvantaged SHS students continue to fail one or more courses per year. <b>Root Cause:</b> There has existed a lack of a consistent RTI process that tracks student progress by sub-population from grading periods and local and state assessments. Covid-19 factors continue to adversely affect student course success rates. Students from economically-disadvantaged backgrounds tend to have less educational support. There is also a history of over reliance on credit recovery systems.</p>

## Student Learning





**Problem Statement 1:** Not all student groups perform at the State Average of 41% Meets Grade Level or Above on STAAR EOC. **Root Cause:** Lack of consistent rigor and relevance opportunities in every classroom results in level curriculum teaching philosophy in classrooms. COVID-19 has caused an instructional disconnect and lapse in learning with our most at-risk student population.

**Goal 2:** Campus will Increase the percentage of 9-12 grade students who score meets grade level or above on STAAR Mathematics from 20% to 28% by August 2025.

**Performance Objective 1:** By 2024, Math performance on STAAR Meets for all groups will improve from 18% to 25%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Providing instructional aides in each Algebra I classrooms.  <b>Strategy's Expected Result/Impact:</b> Increase student support, teacher support for student growth.  <b>Staff Responsible for Monitoring:</b> Administrators, and teachers.</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>  <b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide teachers with additional technology to support instruction.  <b>Strategy's Expected Result/Impact:</b> Increase student engagement.  <b>Staff Responsible for Monitoring:</b> Administrators, classroom teachers, and instructional aides.</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>  <b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide teachers with additional full day planning to prepare for instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> will provided targeted and differentiated instruction to maximize student engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June





 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Not all student groups perform at the State Average of 41% Meets Grade Level or Above on STAAR EOC. <b>Root Cause:</b> Lack of consistent rigor and relevance opportunities in every classroom results in level curriculum teaching philosophy in classrooms. COVID-19 has caused an instructional disconnect and lapse in learning with our most at-risk student population.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> There is a lack consistent implementation of our PLC process across all departments. <b>Root Cause:</b> Faculty turnover and lack of leadership capacity in the PLC process.</p>

**Goal 2:** Campus will Increase the percentage of 9-12 grade students who score meets grade level or above on STAAR Mathematics from 20% to 28% by August 2025.

**Performance Objective 2:** By 2024, Math performance on STAAR Masters in grades 9-10 will improve from 5% to 18%.

Strategy 1 Details	Reviews			
Strategy 1: payed planning during summer	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 3:** Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

**Performance Objective 1:** By the end of the 2023-2024 school year, the percentage of students who meets TSI/SAT/ACT criteria in ELAR and Math will improve from 28% to 33%.

**Goal 3:** Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

**Performance Objective 2:** By the end of the 2023-2024 school year, the percent of students who are taking the SAT or ACT will improve from 45% to 56%

**Goal 3:** Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

**Performance Objective 3:** By the end of the 2023-2024 school year, the percent of students who earn at least 3 hours of dual credit in ELAR or MATH OR the percent of students who earn at least 9 dual credit course credits in any other subject will improve from 27% to 34%.

**Goal 3:** Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

**Performance Objective 4:** By 2022-23 school year, the percent of students who earn an industry based certification will improve from 1.5% to 16%.





**Goal 4:** Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

**Performance Objective 1:** By the end of the 2023-2024 school year, SHS will increase attendance from 89.47% to 90%.

**High Priority**

**Evaluation Data Sources:** Grading period attendance rates by cohort.  
Attendance growth for Tier 3 and 4 students.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of PBIS relaunch campus wise.  <b>Strategy's Expected Result/Impact:</b> Increased campus wise attendance.  <b>Staff Responsible for Monitoring:</b> All educators</p> <p><b>Title I:</b> 2.5, 2.6  <b>- TEA Priorities:</b> Improve low-performing schools  <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>- Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Longitudinal student data reveals that 1/4 of all economically-disadvantaged SHS students continue to fail one or more courses per year. <b>Root Cause:</b> There has existed a lack of a consistent RTI process that tracks student progress by sub-population from grading periods and local and state assessments. Covid-19 factors continue to adversely affect student course success rates. Students from economically-disadvantaged backgrounds tend to have less educational support. There is also a history of over reliance on credit recovery systems.</p>
Perceptions
<p><b>Problem Statement 1:</b> According to a recent survey, approximately 1/4 of our staff does not believe the school sets high learning standards for all students. <b>Root Cause:</b> Teachers have a history of not challenging all students in the level curriculum classes.</p>


**Goal 5:** Seguin ISD will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).


**Performance Objective 1:** By the end of the 2023-2024 school year, teacher turnover will decrease by 20%.


**High Priority**


**Evaluation Data Sources:** Vacancies to be filled from continuing FTEs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In the 2023-2024 school year, Matador U will be facilitated by the Mentor Coordinator (Assistant Principal) which will focus on teaching and learning needed by new teachers to the profession and/or campus related the district instructional calendar.</p> <p><b>Strategy's Expected Result/Impact:</b> A decline in the number of teaching vacancies to be filled at the end of the 23-24 school year</p> <p><b>Staff Responsible for Monitoring:</b> Mentor Coordinator (Assistant Principal)</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> There is a lack consistent implementation of our PLC process across all departments. <b>Root Cause:</b> Faculty turnover and lack of leadership capacity in the PLC process.</p>

**Goal 6:** Seguin ISD will improve student, staff, parent, and community perception as determined by the Net Promoter score.

**Performance Objective 1:** Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15 more opportunities.

**Goal 6:** Seguin ISD will improve student, staff, parent, and community perception as determined by the Net Promoter score.

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



**Goal 7:** 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.

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

## RDA Strategies

Goal	Objective	Strategy	Description
1	1	3	Special Educators will attend Lead4ward trainings focused on providing specialized instruction for students with disabilities in the least restrictive setting.
1	2	1	During PLC teachers will implementing STAAR interactive items within the day to day instruction at a minimum at two times per week.
2	1	1	Providing instructional aides in each Algebra I classrooms.
2	1	2	Provide teachers with additional technology to support instruction.
2	1	3	Provide teachers with additional full day planning to prepare for instruction.

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Special Educators will attend Lead4ward trainings focused on providing specialized instruction for students with disabilities in the least restrictive setting.
1	2	1	During PLC teachers will implementing STAAR interactive items within the day to day instruction at a minimum at two times per week.
2	1	1	Providing instructional aides in each Algebra I classrooms.
2	1	2	Provide teachers with additional technology to support instruction.
2	1	3	Provide teachers with additional full day planning to prepare for instruction.
4	1	1	Implementation of PBIS relaunch campus wise.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	During PLC teachers will implementing STAAR interactive items within the day to day instruction at a minimum at two times per week.
2	1	1	Providing instructional aides in each Algebra I classrooms.
2	1	2	Provide teachers with additional technology to support instruction.
2	1	3	Provide teachers with additional full day planning to prepare for instruction.

# State Compensatory

## Budget for Seguin High School

Total SCE Funds: \$446,130.00

Total FTEs Funded by SCE: 8.716

### Brief Description of SCE Services and/or Programs

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## Personnel for Seguin High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alexander, Natalie	Teacher	0.142
Applewhite, Caleb	Teacher	0.143
Avalos, Michele	Teacher	1
Avila, Pamela	Instructional Aide	1
Booth, Sharon	Teacher	0.288
Brooks, Melody	Instructional Aide	1
Haecker, Taylor	Teacher	1
Kendall, Veronda	Teacher	0.429
Nowlin, Guy	Teacher	0.571
Otting, Landry	Teacher	0.143
Ramirez, Berenice	Instructional Aide	1
Spahn, Ashley	Teacher	1
Weir, Lisa	Teacher	1

# Addendums



# SEGUIN HIGH SCHOOL

## State Compensatory Education Program Addendum

Fiscal, School Year 2023-2024

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

## STATE COMPENSATORY EDUCATION PROGRAM OF SEGUIN HIGH SCHOOL

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

The addendum outlines the following information:

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

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



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

### Comprehensive Needs Assessment Process

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

### State Criteria to Identify At-Risk Students

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

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

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

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

## Campus Demographics

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

### Students Identified for SCE Program by State Criterion

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

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

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

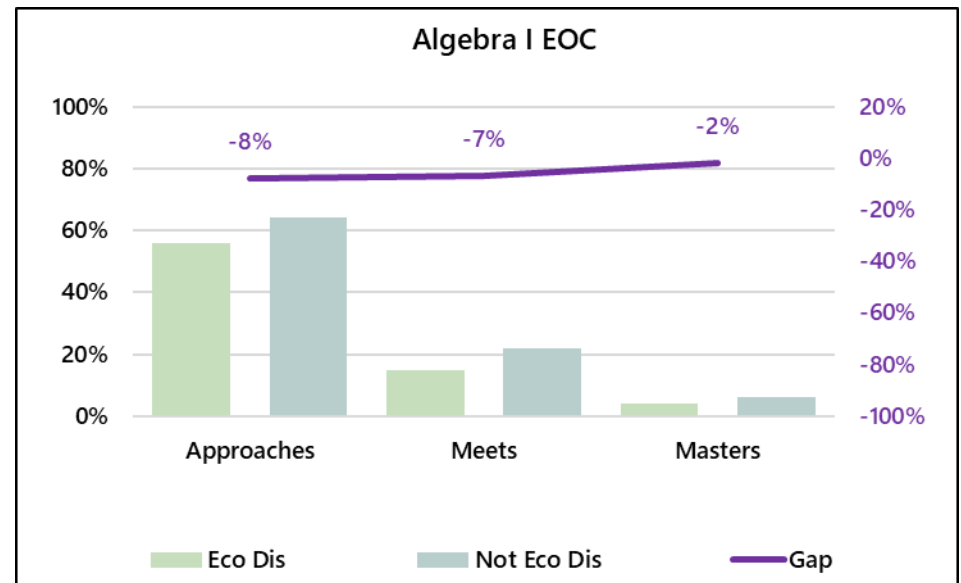
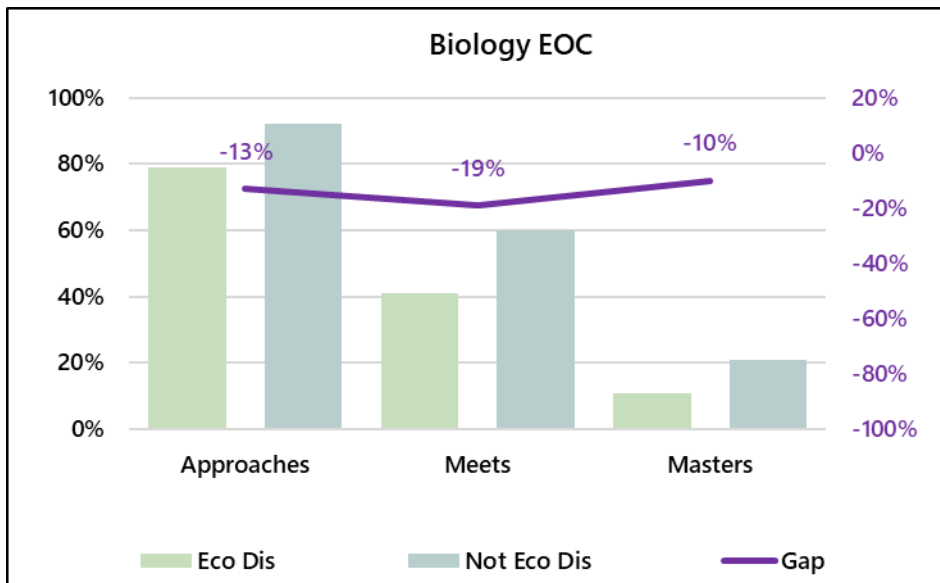
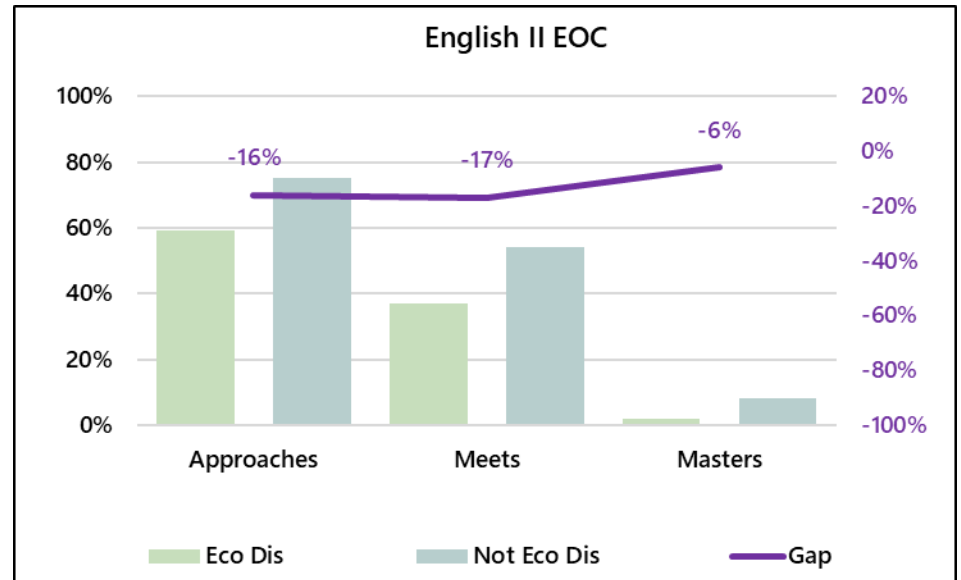
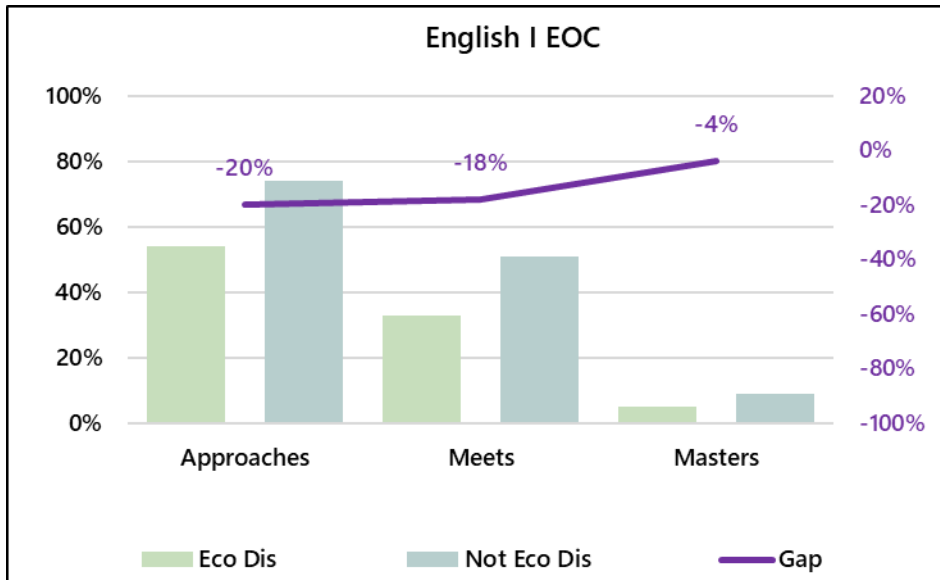
On [August 16, 2023](#), the Texas Education (TEA) released the 2023 STAAR End-of-Course Assessment Results. The results included exams in Algebra I, English I, English II, Biology, and US History. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade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

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

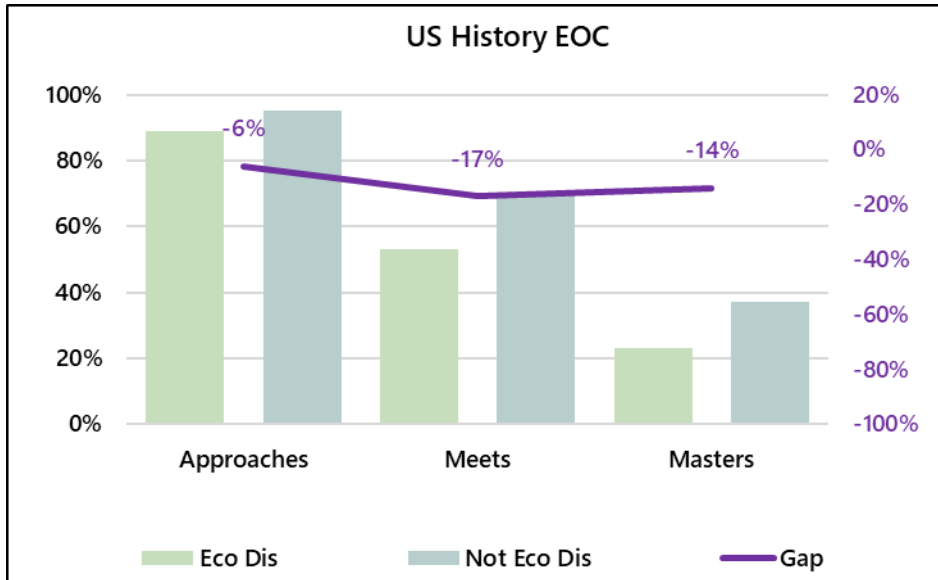
- Are assigned a TIA-designated teacher for the subsequent school year in the applicable subject area;
- OR
- Are provided for a total of not less than 15 or 30 hours (depending on student performance) either during the summer or at least once per week during the regular school year;
- Are limited to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

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

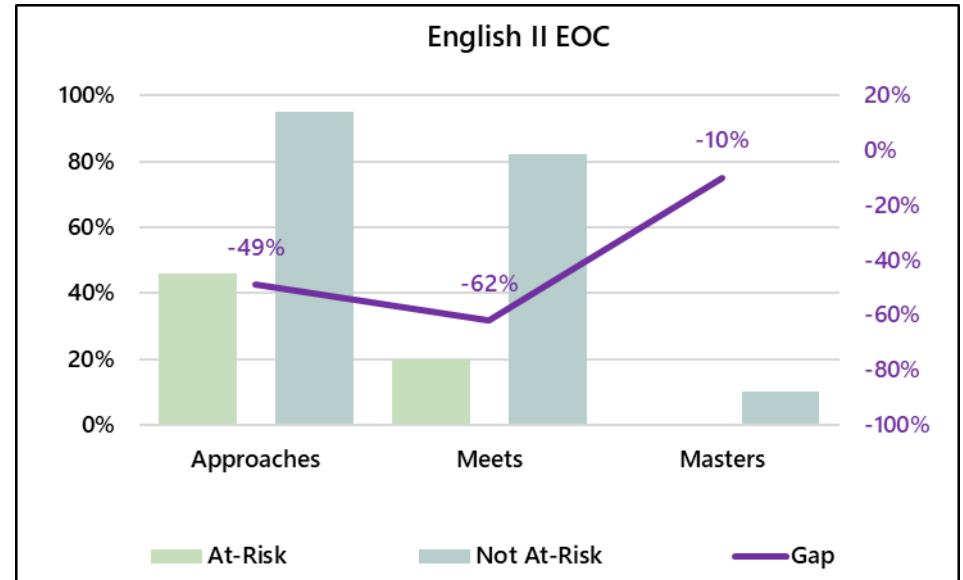
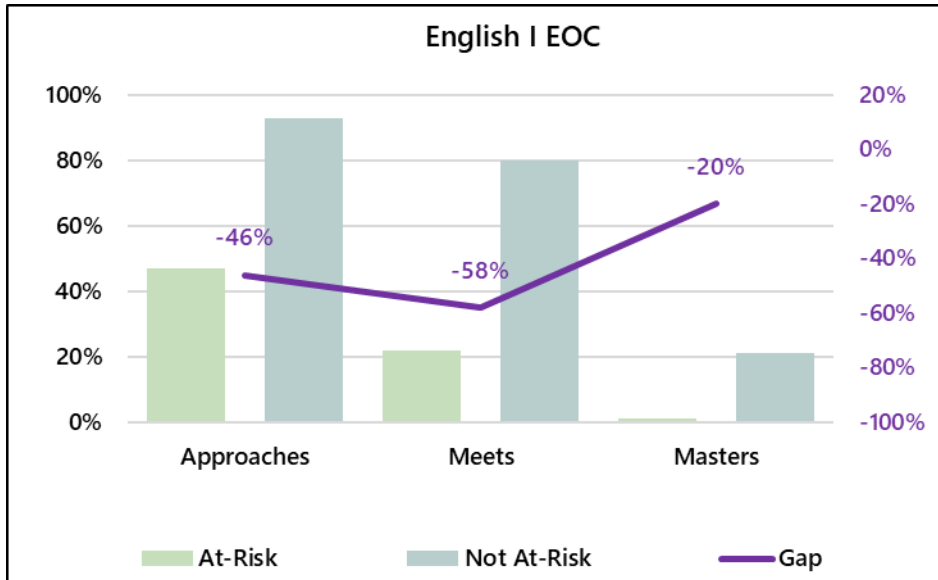
## Economically disadvantaged compared to not economically disadvantaged



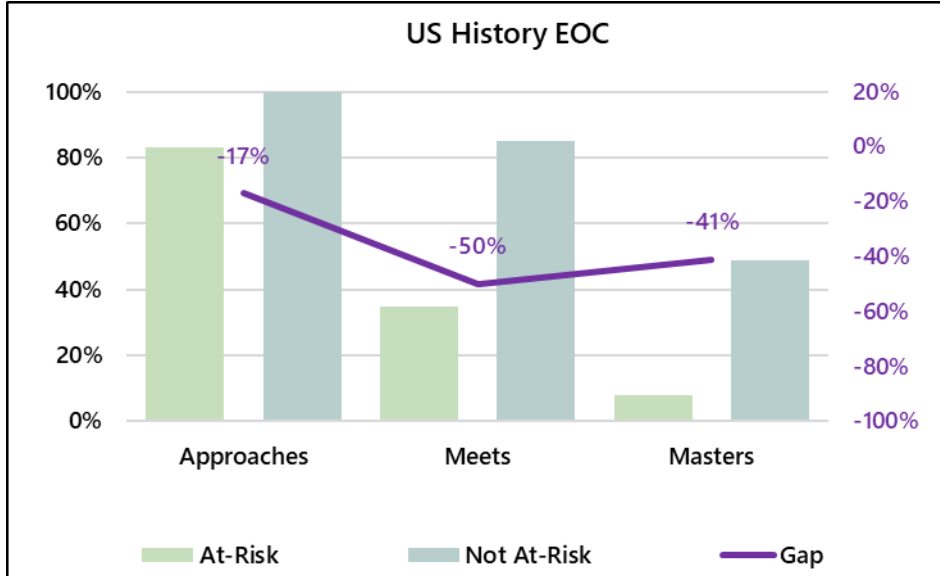
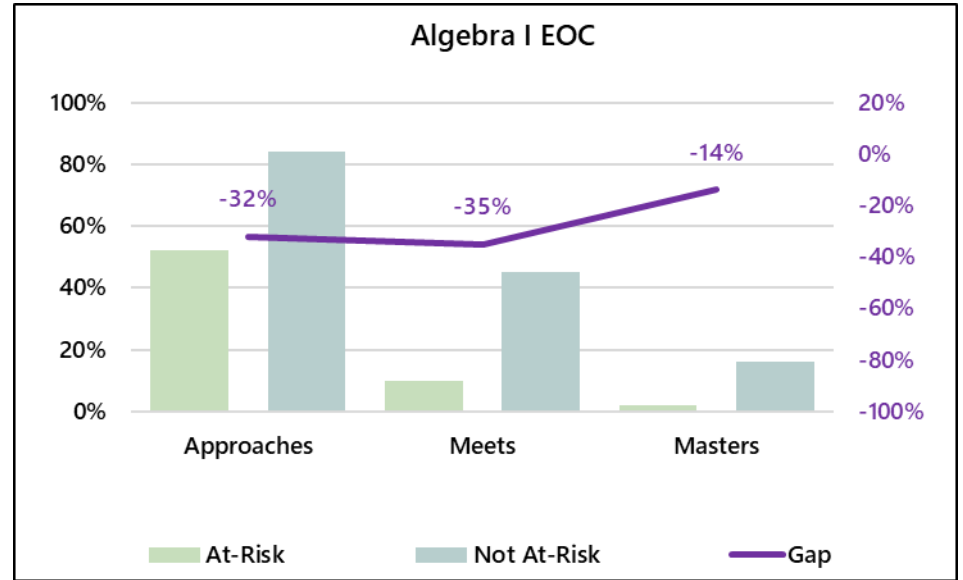
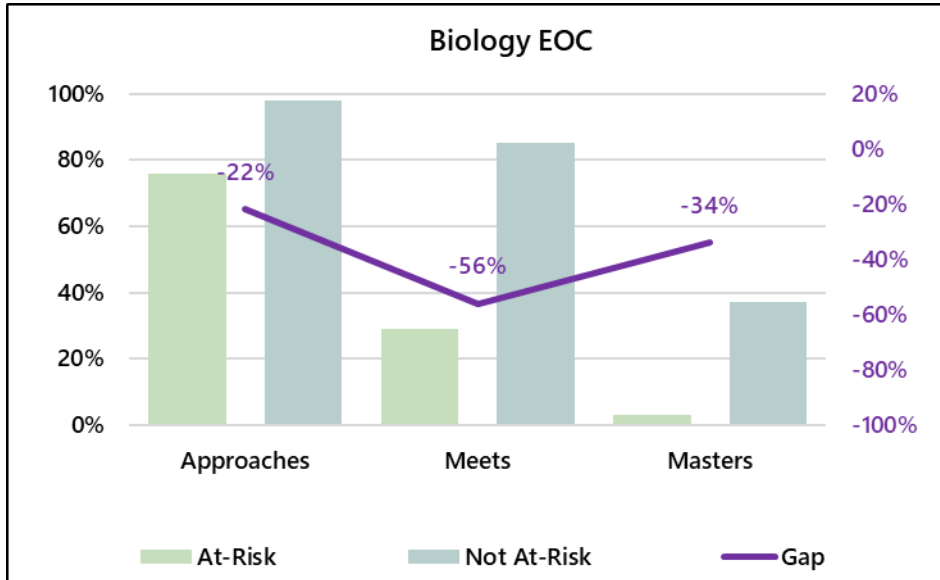
## Economically disadvantaged compared to not economically disadvantaged (continued)



## At risk compared to not at risk



At risk compared to not at risk (continued)



## Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

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

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

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



## SCE Programs and Services of SEGUIN HIGH SCHOOL

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

### State Compensatory Education Program Evaluation, 2022-2023

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

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

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

## Campus SCE Budget

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

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

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

## Coordination of Funding

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

## Supplemental Federal Funds

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

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

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

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

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

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

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

## Supplemental State Funds

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

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

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