

2023-24 Campus Improvement Plan

Accountability Rating: B

School Name

Schulenburg High School

Address

503 College Street
Schulenburg, TX 78956

School ID

075903

Principal

Callene Zapalac

District Name

Schulenburg ISD

Date of School Board Approval

2023-24 Campus Site-Based Committee

Name	Position	Committee Role
Callene Zapalac	High School Principal	
Jennifer Knigge	Special Education Teacher	
Amy Hartman	High School Teacher	
Amy Thibodeaux	High School Teacher	
Shantelle Prihoda	Paraprofessional	
Heather Pavlu	Social/Emotional Counselor	
Allison Machac	Guidance Counselor	
Hailee Vincent	Parent	
Serena Bradley	Parent	
Byron Powe	Community Member	
Sheila Brossman	Community Member	

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Mission Statement

The mission of Schulenburg ISD is to create Shorthorns Forever- Educating and empowering our students for success.

Vision

Our Students...

- Are excited, engaged, and motivated
- Demonstrate strong character values and ethics
- Possess the knowledge and skills to be “futureready”
 - Rise to challenges and manage life’s adversity
 - Exhibit pride in their school and in themselves

Our learning environment provides...

- Safe and secure campuses
- Inviting classrooms created by highly qualified teachers
- Interactive teaching in a modern, technologically advanced, and structured environment
 - Mutual trust and respect for all students
- Shared resources to unite the community, home, and school
- A variety of strongly developed programs to explore social, academic, vocational, athletic, and artistic opportunities

Our district and community...

- Unites in purpose and vision through effective communication and partnerships
 - Cultivates a strong sense of pride and commitment
- Provides resources that facilitate success
- Values, supports, and respects diversity

Core Beliefs

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
- Objective #5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective #10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- Objective #11:** The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal Programs

Total Expenditures

Subtotal of additional federal funds included for this school: \$

State or Local Programs

Total Expenditure

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

Comprehensive Needs Assessment Summary

Demographics

Overall Summary

The staff at Schulenburg Secondary School includes 34.1 teachers, 8 paraprofessionals, and 3.9 administrators. The student population is 44.7% White, 12.8% African American, 38.7% Hispanic, .8% Asian, 0.3% American Indian, and 2.8% two or more races. Additionally, the campus serves 57.5% economically disadvantaged students, 14.6% special education students, 10.1% Section 504 students and 5.8% Limited English Proficient students. Attendance rates include 98.9% African American, 98.8% Hispanic, 97.6% White, 99.1% economically disadvantaged, and 98.7% for special education students. The most current data indicate the campus has a 11.1% mobility rate. This information is from the most current TAPR report.

Summary of Strengths

What were the identified strengths?

We have diversity in our population.

Summary of Needs

What were the identified needs?

1. Need to identify strategies to address the needs of English Learners. Student population of students qualifying as Limited English Proficient (LEP) has increased in percentage for Schulenburg Secondary. This figure does not include the students newly enrolled in the Fall 2023 Semester. Currently, the ESL coordinator is a full-time teacher. The additional duties required effect core class instruction as substitutes are needed to cover for meetings, progress monitoring and testing. Additional technology is also required due to online testing platforms. In addition, waivers are needed since not all teachers are ESL certified.

2. Need to identify current strategies and services provided to particular sub-populations, such as economically disadvantaged students, special education students and section 504 students, as well as, what additional support is needed for each group.

3. Additional support and personnel is needed to address compliance with HB 4545 guidelines.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Provide professional development and staff to assist identified low performing student populations.

Additional staff hired to fulfill duties for ESL compliance.

Student Achievement

Overall Summary

The following data were reviewed in relation to Student achievement:

EOC scores; TAPR report; core content curriculum, attendance reports

Upon review of these data, several findings were noted. These findings include:

1. Significant gaps exist in African American, Economically Disadvantaged, EL students and Special Education subpopulations compared to White and all students' scores.
2. Overall attendance percentages have decreased

Summary of Strengths

What were the identified strengths?

2023 Spring EOC scores show increases when compared to state averages in English I, English II, Biology and US History in students scoring Approaches.

Summary of Needs

What were the identified needs?

1. Continue developing an RTI program to monitor student performance and provide accelerated instruction for students in particular subpopulations. Offer RTI as a class period at the High School that is facilitated by a staff member to work on strategies and monitor progress.

2. Provide better collaboration between special education and general education teachers with increased progress monitoring for SPED students

3. Provide additional time for teachers to engage in curriculum planning, vertical alignment, TEKS studies, and the development of instructional best practices. Provide additional time for departments to meet and align curriculum, and grade levels to meet for cross curricular guidance through development of the professional learning community.

4. Provide additional time for student interventions, including adding intervention classes for special education, 504 and dyslexia students.

5. Provide opportunities for teachers to attend professional development through Region 13.

6. Offer ACT/SAT/TSIA 2 computer prep courses to offer help with preparation, as well as, registration.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Show improvement in standardized testing. Federal funding will be used to provide personnel costs for staff to support improving student performance on standardized testing. Increase opportunities for students to use online platforms to prepare for standardized testing.

School Culture and Climate

Overall Summary

The following data were reviewed in relation to School Culture, Climate, and Organization:

Staff surveys

Upon review of these data, several findings were noted. These findings include:

1. Teachers are more satisfied with their jobs when they feel appreciated and valued.
2. Teachers do not have enough time to collaborate with other staff members, particularly within their own department and grade levels

Summary of Strengths

What were the identified strengths?

Based on a feedback from teachers, staff morale continues to be a strength with consistency in administration. Students appreciate opportunities to be spotlighted for good behavior based on MRA results.

Summary of Needs

What were the identified needs?

1. Institute a variety of ways to show staff they are valued and appreciated, such as allowing jean days, drawings, staff treats and breakfasts, etc. Hold Secondary parties and gatherings, such as Christmas and end-of-year parties and birthday luncheons, to allow for increased socialization and relationship building.

2. Develop a student incentive program to encourage positive behavior, attendance, and school spirit. Celebrate student success.

3. Provide more opportunities for staff collaboration and planning, vertical alignment and team-building, especially within departments.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Use staff development days for staff collaboration. Allow department heads to create agendas for discussion.

Staff Quality/Professional Development

Overall Summary

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:

Staff surveys; Strategic Planning Committee data

Upon review of these data, several findings were noted. These findings include:

1. Increase ways of recruiting and retaining new teachers.
2. Continue looking for ways to build staff morale
3. Increase consistency of accountability with students in regards to discipline.

Summary of Strengths

What were the identified strengths?

Mentor teachers, TEKS Resource System and professional development are used to assist new hire teachers and struggling teachers in core areas.

Summary of Needs

What were the identified needs?

1. Continue being competitive with neighboring districts in salary and stipends.

2. All new teachers should have experienced teachers as mentors

3. Teachers need time to meet with each other to work on alignment and meet with the principal to go over the benchmark data during the school day (not after school.)

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Monitor surrounding schools salary charts
Assign mentor teachers to new hire and struggling teachers

Curriculum, Instruction, Assessment**Overall Summary**

Curriculum is developed through the TEKS Resource Guide.
A variety of professional development options are available to staff.
A variety of assessments are used to determine to academic achievement including benchmarks, TSIA2, ACT/SAT, STAAR, and other standardized assessments.

Summary of Strengths

What were the identified strengths?

Teachers are familiar with TEKS Resource System and use the year-at-a-glance for planning their school year.

Summary of Needs

What were the identified needs?

Some professional development time should be spent on vertical alignment planning.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Improve standardized test scores in all areas by equipping teachers with resources and opportunities for growth.

Family and Community Involvement

Overall Summary

The following data were reviewed in relation to Family and Community Involvement:
Parent/Community Surveys through Title I meetings; Strategic Planning Committee data

Upon review of these data, several findings were noted. These findings include:

1. Parental involvement is somewhat limited at the Secondary campus.
2. Language barriers provide many missed opportunities for communication with parents.
3. Many parents and families do not participate in their child's education.

Summary of Strengths

What were the identified strengths?

Teachers update and turn in contact logs to show communication with parents each nine weeks.
Google Classroom and Remind are used to communicate to parents and students with updated information for classes.
Facebook page has been created for the high school campus with updated information posted and an week at a glance posted each Friday.

Summary of Needs

What were the identified needs?

1. Increase parental communication in a variety of ways, especially to Spanish-speaking families. Provide Spanish translation services to families by having a designated translator on the high school (teacher or paraprofessional.)

2. Increase efforts for parents and community to participate in school activities, such as through booster clubs and other school organizations, mentoring programs, and job fairs.

3. Encourage families to enroll in Parent Portal to monitor grades, attend meet-the-teacher and parent meeting events, utilize computer and Internet services for educational and communication purposes, etc. Add student incentives to parent involvement and encourage multiple forms of communication.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Continue to provide opportunities for parent involvement through a variety of sources.

School Context and Organization

Overall Summary

A master class schedule has been developed to address the endorsement plans prescribed by the TEA and include a variety of courses based on student interest and demand that in turn promote student success. Increase involvement in the ACCSS program through Blinn College

Summary of Strengths

What were the identified strengths?

A variety of course selections are offered for students based on student requests, interests, and state requirements. Surveys are given to provide a voice to teachers in the areas of decision making and school policies. 8th graders are able to take high school level courses to earn credits in Algebra and Principles of Agriculture. 8th graders are offered a Career Exploration class to begin investigating college/career options, costs of living, tuition, and TSIA2 preparation to prepare for high school.

Summary of Needs

What were the identified needs?

Class size (too large or too small) is becoming an issue. Students enrolled in dual credit courses need an incorporated period to work during the regular school day. Aligned planning periods by department to aid in development of aligned curriculum. Additional training in new curriculum and instructional high yield strategies is needed. Additional personnel needed to provided additional needed CTE courses.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Professional development opportunities for all staff.
Additional staff needed to lower class sizes in core subject areas.

Technology

Overall Summary

The following data was reviewed in relation to technology:

Surveys; Strategic Planning Committee data

Upon review of these data, several findings were noted. These findings include:

1. The secondary campus has benefited greatly from a memorial donation targeted at improving technology on the junior high and high school campuses.
2. Teachers would like more professional development on programs available
3. Teachers feel that technology is an important tool in the classroom.
4. Many students do not have internet access at home.

Summary of Strengths

What were the identified strengths?

We are currently a one-to-one campus at high school
Up to date interactive boards in all classrooms.

Summary of Needs

What were the identified needs?

Continue professional development of appropriate balance of use of technology in the classroom.

Explore ways students can access programs from home.

updated chromebooks needed to replace worn chromebooks

Due to having high school teachers with junior student classes, additional technology needed for those teachers for those class periods, mostly special education classrooms.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Continue to monitor programs available to students to promote academic growth.
Add current online tutorial programs for TSIA, STAAR, EOC assessments, SAT/ACT

Additional Information

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	2019-20		2020-21		2021-22	
Early Education	0	0.00%	0	0.00%		%
Pre-Kindergarten	0	0.00%	0	0.00%		%
Kindergarten	0	0.00%	0	0.00%		%
Grade 1	0	0.00%	0	0.00%		%
Grade 2	0	0.00%	0	0.00%		%
Grade 3	0	0.00%	0	0.00%		%
Grade 4	0	0.00%	0	0.00%		%
Grade 5	0	0.00%	0	0.00%		%
Grade 6	56	14.30%	64	16.10%	49	12.00%
Grade 7	60	15.30%	51	12.80%	62	15.20%
Grade 8	47	12.00%	62	15.60%	55	13.50%
Grade 9	63	16.10%	53	13.30%	70	17.20%
Grade 10	62	15.80%	61	15.30%	50	12.30%
Grade 11	49	12.50%	60	15.10%	61	15.00%
Grade 12	55	14.00%	47	11.80%	60	14.70%

Enrollment by Ethnicity and Subgroups						
Ethnicity	2019-20		2020-21		2021-22	
All Students	392	100%	398	100%	407	100%
American Indian or Alaska Native	1	0.30%	1	0.30%	1	0.20%
Asian	3	0.80%	3	0.80%	3	0.70%
Black or African American	53	13.50%	51	12.80%	64	15.70%
Hispanic/Latino	144	36.70%	154	38.70%	158	38.80%
Native Hawaiian/Other Pacific	0	0.00%	0	0.00%		%
Two or More Races	11	2.80%	11	2.80%	9	2.20%
White	180	45.90%	178	44.70%	172	42.30%
Economically Disadvantaged	188	48.00%	229	57.50%	229	56.30%
At-Risk	85	21.70%	95	23.90%	88	21.60%
Special Education	66	16.80%	40	%	45	11.10%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	2018-19	2019-20	2020-21
Female		99.4	97.6
White		99.6	97.7
Two or More Races		99.3	93.9
Economically Disadvantaged		99.1	96.6
English Language Learner		99.3	97.4

Annual Dropout Rate				
Student Group	Grade Level	2018-19	2019-20	2020-21
	9-12		0.4	0.4
	9-12		0.9	0.9
	9-12		2.9	
	9-12		0	1
	9-12		0.9	
	9-12		2.9	2.9

Annual and Total Graduates

Annual Graduates						
Subgroup	2018-19		2019-20		2020-21	
All Students		100%		100%	47	100%
African American		%		%	4	8.50%
Hispanic		%		%	20	42.60%
White		%		%	23	48.90%
Economically Disadvantaged		%		%	22	46.80%
At-Risk		%		%	7	14.90%
Special Education		%		%	6	12.80%

Total Graduates (All Students)						
Graduate Type	18-19		19-20		20-21	
Recommended High School Program/ Distinguished Achievement Program		%		%		%
Foundation High School Program (Distinguished Levels of Achievement)		%		%		%
Foundation High School Program (Endorsement)		%		%		%
Foundation High School Program (No Endorsement)		%		%		%
Minimum High School Program		%		%		%

Student Performance Data

Reading

2020-21 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	6	62	1547	28	45	34	55
	7	51	1620	20	39	31	61	19	37	10	20
	8	61	1686	11	18	50	82	31	51	12	20
All Students	6	48	1517	23	48	25	52	12	25	3	6
	7	60	1688	8	13	52	87	31	52	15	25
	8	52	1704	8	15	44	85	26	50	17	33
All Students	6	44	1593	14	32	30	68	16	36	3	7
	7	48	1640	15	31	33	69	23	48	8	17
	8	65	1715	14	22	51	78	37	57	19	29

2020-21 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	6	31	1508	19	61	12	39
	7	17	1589	8	47	9	53	6	35	1	6
	8	18	1682	4	22	14	78	9	50	4	22
Hispanic/ Latino	6	19	1510	9	47	10	53	5	26	1	5
	7	30	1644	6	20	24	80	11	37	4	13

	8	16	1726	3	19	13	81	10	63	6	38
Hispanic/ Latino	6	22	1539	11	50	11	50	2	9	0	0
	7	19	1638	5	26	14	74	10	53	3	16
	8	31	1666	11	35	20	65	10	32	6	19
American Indian or Alaska Native	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	6	0									
	7	0									
	8	0									
Asian	6	1									
	7	0									
Black or African American	6	8	1494	4	50	4	50	0	0	0	0
	7	7	1502	5	71	2	29	0	0	0	0
	8	9	1660	2	22	7	78	4	44	1	11
Black or African American	6	11	1500	6	55	5	45	2	18	0	0
	7	6	1613	2	33	4	67	3	50	1	17
	8	8	1608	2	25	6	75	0	0	0	0
Black or African American	6	4									
	7	9	1626	4	44	5	56	4	44	1	11
	8	7	1688	3	43	4	57	3	43	3	43
Native Hawaiian or Other Pacific Islander	6	0									

7

0

2020-21 Reading STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	6	22	1613	5	23	17	77	9	41	5	23
	7	23	1665	7	30	16	70	12	52	8	35
	8	33	1696	5	15	28	85	18	55	7	21
White	6	17	1546	7	41	10	59	5	29	2	12
	7	24	1763	0	0	24	100	17	71	10	42
	8	25	1726	3	12	22	88	15	60	11	44
White	6	18	1665	2	11	16	89	13	72	3	17
	7	18	1655	5	28	13	72	8	44	4	22
	8	27	1780	0	0	27	100	24	89	10	37
Two or More Races	6	1									
	7	3									
	8	1									
Two or More Races	6	0									
	7	0									
	8	2									
Two or More Races	6	0									
	7	1									
	8	0									

2020-21 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	6	42	1505	25	60	17	40	4	10	2	5
	7	33	1584	16	48	17	52	10	30	5	15
	8	30	1662	7	23	23	77	13	43	4	13
Economically Disadvantaged	6	32	1495	18	56	14	44	7	22	1	3
	7	38	1639	8	21	30	79	14	37	5	13
	8	32	1675	6	19	26	81	12	38	7	22
Economically Disadvantaged	6	28	1556	12	43	16	57	5	18	0	0
	7	33	1627	13	39	20	61	16	48	6	18
	8	46	1680	13	28	33	72	20	43	10	22
Limited English Proficient	6	8	1420	7	88	1	13	0	0	0	0
	7	3									
	8	5	1629	3	60	2	40	2	40	0	0
Limited English Proficient	6	7	1490	3	43	4	57	1	14	0	0
	7	6	1576	1	17	5	83	0	0	0	0
	8	2									
Limited English Proficient	6	11	1514	8	73	3	27	0	0	0	0
	7	7	1578	3	43	4	57	2	29	0	0
	8	8	1548	7	88	1	13	0	0	0	0

2020-21 Reading STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	7	1408	6	86	1	14	1	14	0	0

	7	12	1479	9	75	3	25	1	8	1	8
	8	6	1604	3	50	3	50	1	17	0	0
Special Education	6	14	1429	11	79	3	21	1	7	0	0
	7	8	1527	5	63	3	38	1	13	0	0
	8	9	1513	6	67	3	33	0	0	0	0
Special Education	6	7	1493	5	71	2	29	0	0	0	0
	7	14	1509	11	79	3	21	2	14	0	0
	8	10	1549	6	60	4	40	1	10	0	0
At-Risk	6	15	1502	8	53	7	47	3	20	1	7
	7	14	1571	3	21	11	79	1	7	0	0

English I

2020-21 English I STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	
All Students	56	4073	16	29	40	71	29	52	6	11	
Hispanic/Latino	19	3997	5	26	14	74	9	47	0	0	
Black or African American	9	3827	5	56	4	44	2	22	1	11	
White	23	4332	3	13	20	87	17	74	5	22	
Economically Disadvantaged	36	3981	12	33	24	67	16	44	4	11	
Special Education	8	3501	7	88	1	13	1	13	0	0	

2021-22 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	77	4041	21	27	56	73	45	58	8	10
Hispanic/Latino	23	3877	10	43	13	57	11	48	2	9
Black or African American	14	3795	8	57	6	43	5	36	0	0
White	39	4226	3	8	36	92	28	72	6	15
Economically Disadvantaged	38	3856	16	42	22	58	17	45	1	3
Limited English Proficient	8	3429	6	75	2	25	2	25	0	0
Special Education	5	3706	3	60	2	40	1	20	0	0

2022-23 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	75	4132	17	23	58	77	45	60	13	17
Hispanic/Latino	24	4047	7	29	17	71	14	58	3	13
Black or African American	11	3804	5	45	6	55	2	18	0	0
White	36	4296	4	11	32	89	26	72	9	25
Economically Disadvantaged	46	3989	14	30	32	70	23	50	2	4
Limited English Proficient	8	3557	6	75	2	25	0	0	0	0
Special Education	12	3760	7	58	5	42	3	25	0	0

English II

2020-21 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	61	4005	18	30	43	70	34	56	2	3
Hispanic/Latino	27	3958	10	37	17	63	13	48	0	0
Black or African American	9	3562	6	67	3	33	2	22	1	11
White	23	4211	2	9	21	91	17	74	1	4
Economically Disadvantaged	39	3968	14	36	25	64	20	51	1	3
Limited English Proficient	5	3532	5	100	0	0	0	0	0	0
Special Education	10	3408	8	80	2	20	2	20	0	0

2021-22 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	48	4120	11	23	37	77	31	65	3	6
Hispanic/Latino	18	3968	6	33	12	67	9	50	0	0
Black or African American	8	3962	2	25	6	75	5	63	0	0
White	20	4309	3	15	17	85	15	75	3	15
Economically Disadvantaged	25	4073	7	28	18	72	15	60	2	8
Special Education	5	3412	4	80	1	20	0	0	0	0

2022-23 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	69	4107	12	17	57	83	43	62	4	6

Hispanic/ Latino	23	4008	6	26	17	74	11	48	2	9
Black or African American	9	4002	2	22	7	78	4	44	0	0
White	37	4195	4	11	33	89	28	76	2	5
Economically Disadvantaged	37	4014	8	22	29	78	17	46	1	3
Limited English Proficient	8	3734	4	50	4	50	2	25	0	0
Special Education	5	3729	4	80	1	20	1	20	0	0

Mathematics

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	6	62	1633	18	29	44	71	25	40	15	24
	7	51	1600	28	55	23	45	9	18	4	8
	8	42	1664	8	19	34	81	17	40	2	5
All Students	6	48	1625	12	25	36	75	18	38	7	15
	7	62	1649	21	34	41	66	22	35	9	15
	8	40	1640	13	33	27	68	12	30	0	0
All Students	6	44	1685	14	32	30	68	13	30	5	11
	7	48	1722	24	50	24	50	13	27	3	6
	8	42	1788	16	38	26	62	11	26	2	5

2020-21 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	6	31	1611	9	29	22	71	9	29	6	19
	7	17	1603	9	53	8	47	3	18	1	6
	8	14	1670	3	21	11	79	6	43	2	14
Hispanic/ Latino	6	19	1610	5	26	14	74	6	32	2	11
	7	31	1620	13	42	18	58	8	26	3	10
	8	13	1648	4	31	9	69	5	38	0	0
Hispanic/ Latino	6	22	1624	9	41	13	59	3	14	0	0
	7	19	1719	10	53	9	47	6	32	1	5
	8	24	1790	8	33	16	67	8	33	0	0
American Indian or Alaska Native	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	6	0									
	7	0									
	8	0									
Asian	6	1									
	7	0									
Black or African American	6	8	1550	5	63	3	38	2	25	1	13
	7	7	1535	7	100	0	0	0	0	0	0
	8	8	1639	3	38	5	63	2	25	0	0
Black or African American	6	11	1598	4	36	7	64	4	36	1	9

	7	7	1650	3	43	4	57	3	43	2	29
	8	8	1591	5	63	3	38	1	13	0	0
Black or African American	6	4									
	7	9	1699	5	56	4	44	2	22	0	0
	8	4									
Native Hawaiian or Other Pacific Islander	6	0									
	7	0									

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	6	22	1694	4	18	18	82	14	64	8	36
	7	23	1623	10	43	13	57	6	26	3	13
	8	19	1673	2	11	17	89	9	47	0	0
White	6	17	1665	2	12	15	88	8	47	4	24
	7	24	1687	5	21	19	79	11	46	4	17
	8	16	1647	3	19	13	81	4	25	0	0
White	6	18	1771	3	17	15	83	9	50	5	28
	7	18	1745	8	44	10	56	5	28	2	11
	8	14	1816	4	29	10	71	3	21	2	14
Two or More Races	6	1									
	7	3									
	8	1									
Two or More Races	6	0									
	7	0									
	8	2									

Two or More Races	6	0									
	7	1									
	8	0									

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	6	42	1598	15	36	27	64
	7	33	1586	20	61	13	39	6	18	1	3
	8	26	1662	4	15	22	85	10	38	1	4
Economically Disadvantaged	6	32	1593	10	31	22	69	9	28	2	6
	7	40	1617	17	43	23	58	9	23	4	10
	8	29	1644	10	34	19	66	10	34	0	0
Economically Disadvantaged	6	28	1635	13	46	15	54	5	18	1	4
	7	33	1694	20	61	13	39	7	21	1	3
	8	35	1782	15	43	20	57	10	29	2	6
Limited English Proficient	6	8	1519	4	50	4	50	0	0	0	0
	7	3									
	8	5	1601	3	60	2	40	1	20	0	0
Limited English Proficient	6	7	1523	4	57	3	43	1	14	0	0
	7	7	1547	4	57	3	43	0	0	0	0
	8	2									
Limited English Proficient	6	11	1616	6	55	5	45	1	9	0	0
	7	7	1656	4	57	3	43	0	0	0	0
	8	8	1768	3	38	5	63	3	38	0	0

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Special Education	6	7	1477	6	86	1	14
	7	12	1541	11	92	1	8	1	8	0	0
	8	6	1605	3	50	3	50	2	33	0	0
Special Education	6	14	1573	8	57	6	43	4	29	3	21
	7	8	1518	7	88	1	13	0	0	0	0
	8	9	1542	7	78	2	22	0	0	0	0
Special Education	6	7	1628	3	43	4	57	3	43	0	0
	7	14	1645	12	86	2	14	1	7	0	0
	8	10	1690	8	80	2	20	0	0	0	0
At-Risk	6	15	1582	5	33	10	67	5	33	1	7
	7	15	1554	9	60	6	40	1	7	0	0

Algebra I

2020-21 Algebra I STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	
All Students	54	4051	9	17	45	83	29	54	18	33	
Hispanic/Latino	22	3968	4	18	18	82	10	45	6	27	
Black or African American	6	3789	2	33	4	67	2	33	1	17	
White	23	4282	0	0	23	100	17	74	11	48	
Economically Disadvantaged	29	3857	8	28	21	72	9	31	6	21	
Special Education	8	3452	4	50	4	50	0	0	0	0	

2021-22 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	62	3953	16	26	46	74	30	48	16	26
Hispanic/Latino	21	3845	9	43	12	57	9	43	4	19
Black or African American	9	3659	3	33	6	67	1	11	1	11
White	31	4116	4	13	27	87	20	65	11	35
Economically Disadvantaged	32	3791	10	31	22	69	12	38	5	16
Limited English Proficient	8	3438	6	75	2	25	1	13	0	0
Special Education	5	3716	2	40	3	60	2	40	1	20

2022-23 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	75	3961	17	23	58	77	33	44	19	25
Hispanic/Latino	27	3983	8	30	19	70	13	48	8	30
Black or African American	11	3887	3	27	8	73	4	36	3	27
White	33	3981	5	15	28	85	15	45	8	24
Economically Disadvantaged	50	3893	15	30	35	70	18	36	11	22
Limited English Proficient	8	3500	6	75	2	25	0	0	0	0
Special Education	12	3527	8	67	4	33	0	0	0	0

Science

2020-21 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	60	3864	18	30	42	70	26	43	10	17
	8	17	3899	6	35	11	65	9	53	4	24
	8	0									
	8	9	3638	4	44	5	56	3	33	1	11
	8	33	3908	8	24	25	76	14	42	5	15
	8	1									
	8	29	3751	13	45	16	55	11	38	4	14
	8	5	3602	3	60	2	40	1	20	1	20
	8	6	3443	3	50	3	50	1	17	1	17

2021-22 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	53	3958	8	15	45	85	21	40	9	17
	8	17	3895	2	12	15	88	6	35	2	12
	8	0									
	8	8	3501	4	50	4	50	0	0	0	0
	8	25	4146	2	8	23	92	14	56	7	28
	8	2									
	8	33	3874	5	15	28	85	9	27	4	12
	8	3									
	8	10	3440	4	40	6	60	0	0	0	0

2022-23 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters
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				#	%	#	%	#	%	#	%
	8	65	4064	14	22	51	78	30	46	16	25
	8	31	3864	8	26	23	74	11	35	4	13
	8	0									
	8	7	3878	3	43	4	57	3	43	2	29
	8	27	4341	3	11	24	89	16	59	10	37
	8	0									
	8	46	3861	13	28	33	72	15	33	7	15
	8	8	3531	3	38	5	63	1	13	0	0
	8	10	3339	8	80	2	20	1	10	0	0

Biology

2020-21 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	58	4431	3	5	55	95	42	72	21	36
Hispanic/Latino	18	4356	0	0	18	100	13	72	5	28
Black or African American	11	3998	2	18	9	82	5	45	1	9
White	26	4725	0	0	26	100	23	88	14	54
Economically Disadvantaged	34	4396	3	9	31	91	21	62	9	26
Special Education	10	3931	2	20	8	80	4	40	2	20

2021-22 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	71	4390	4	6	67	94	56	79	32	45

Hispanic/ Latino	24	4271	2	8	22	92	16	67	10	42
Black or African American	10	4016	1	10	9	90	5	50	2	20
White	35	4606	0	0	35	100	34	97	20	57
Economically Disadvantaged	32	4316	2	6	30	94	23	72	11	34
Special Education	7	3880	1	14	6	86	2	29	1	14

2022-23 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	75	3993	6	8	69	92	35	47	10	13
Hispanic/ Latino	25	3948	3	12	22	88	11	44	2	8
Black or African American	8	3748	1	13	7	88	1	13	0	0
White	39	4080	2	5	37	95	22	56	8	21
Economically Disadvantaged	44	3927	3	7	41	93	16	36	5	11
Limited English Proficient	8	3605	2	25	6	75	0	0	0	0
Special Education	6	3688	1	17	5	83	0	0	0	0

Social Studies

2020-21 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	61	3663	23	38	38	62	18	30	2	3
Hispanic/ Latino	8	18	3614	7	39	11	61	5	28	0	0

American Indian or Alaska Native	8	0									
Black or African American	8	9	3463	5	56	4	44	2	22	0	0
White	8	33	3728	11	33	22	67	10	30	2	6
Two or More Races	8	1									
Economically Disadvantaged	8	30	3564	15	50	15	50	8	27	0	0
Limited English Proficient	8	5	3427	3	60	2	40	1	20	0	0
Special Education	8	6	3378	3	50	3	50	0	0	0	0

2021-22 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	53	3677	22	42	31	58	14	26	9	17
Hispanic/Latino	8	17	3581	8	47	9	53	2	12	2	12
American Indian or Alaska Native	8	0									
Black or African American	8	8	3383	5	63	3	38	0	0	0	0
White	8	25	3818	8	32	17	68	11	44	6	24
Two or More Races	8	2									
Economically Disadvantaged	8	33	3600	15	45	18	55	5	15	4	12
Limited English Proficient	8	3									
Special Education	8	10	3200	7	70	3	30	0	0	0	0

2022-23 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters
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				#	%	#	%	#	%	#	%
All Students	8	64	3691	25	39	39	61	20	31	8	13
Hispanic/ Latino	8	31	3551	15	48	16	52	7	23	3	10
American Indian or Alaska Native	8	0									
Black or African American	8	7	3528	4	57	3	43	2	29	1	14
White	8	26	3901	6	23	20	77	11	42	4	15
Two or More Races	8	0									
Economically Disadvantaged	8	45	3549	23	51	22	49	11	24	4	9
Limited English Proficient	8	8	3302	5	63	3	38	0	0	0	0
Special Education	8	10	3122	8	80	2	20	1	10	0	0

U.S History

2020-21 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2021-22 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	55	4180	4	7	51	93	35	64	16	29
Hispanic/Latino	21	4232	1	5	20	95	15	71	7	33
Black or African American	10	3731	3	30	7	70	2	20	0	0
White	23	4329	0	0	23	100	17	74	9	39
Economically Disadvantaged	35	4113	4	11	31	89	21	60	9	26
Special Education	6	3936	2	33	4	67	2	33	1	17

2022-23 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	44	4240	1	2	43	98	31	70	16	36
Hispanic/Latino	17	4179	0	0	17	100	11	65	4	24
Black or African American	5	4132	0	0	5	100	3	60	2	40
White	19	4366	1	5	18	95	16	84	10	53
Economically	24	4229	0	0	24	100	17	71	9	38

Disadvantaged										
Special Education	8	3845	1	13	7	88	2	25	0	0

Administrators, Teachers, Intervention and Special Education Teachers, Counselor

Strategy's Expected Result/Impact

Students identified will show growth on summative and formative assessments.

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Monitor and enforce attendance policies through student conferences, phone calls, parent letters, and truancy proceedings.

Critical Success Factor(s) **CSF 1**

Timeline

August 2023- May 2024

Person(s) Responsible/Monitor

Administrators, Teachers, Attendance Clerks

Strategy's Expected Result/Impact

Maintain attendance rates above 97% for Secondary.

Reviews

Formative
Summative

Resources

Goal 2: College and Career Readiness

Schulenburg High School will demonstrate a passion for student learning and provide an environment with a wide range of educational opportunities and resources in order to ensure students are successful, productive citizens.

Performance Objective 1:

Increase the percentage of students receiving meets for state standardized tests in Math and English/Language Arts.

Evaluation Data Source(s):

Unit tests, 9 weeks tests, semester exams, benchmarks

Summative Evaluation:

EOC, ACT/SAT, TSI, TAPR

Strategy/Activity 1

Implementation of AP Courses in Math and English using College and Career Readiness Standards

Critical Success Factor(s) CSF 1
CSF 2

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Counselors, Teachers

Strategy's Expected Result/Impact

Increased number of students in Dual Credit/AP courses

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Gifted and Talented (G/T) referrals and assessments;
G/T training for all teachers teaching honors classes (30 hours initial and 6 hour updates);
G/T training for all administrators and counselors (6 hour updates);
Differentiated instruction in classes as monitored through walkthrough data

Critical Success Factor(s) CSF 1
CSF 2

Timeline

August 2023- May 2024

Person(s) Responsible/Monitor

Administrators, Counselor, Teachers

Strategy's Expected Result/Impact

Increased academic performance on standardized tests and benchmark data.

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Provide multiple offerings of various dual credit classes;
Promote college fairs, college trips and involvement in the ACCSS program
Monitor high school completion rate to ensure all students graduate on time

Critical Success Factor(s) CSF 1
CSF 2

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Counselor, Teachers

Strategy's Expected Result/Impact

increased academic performance on formative and summative assessments

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Integration of Technology, including yearly updates to technology plan, technology needs assessments by campus, and continued implementation of software programs such as Edmentum.

Critical Success Factor(s) CSF 1

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Counselor, Teachers

Strategy's Expected Result/Impact

increased academic performance on formative and summative assessments

Reviews

Formative
Summative

Resources

Goal 3: College and Career Readiness

Schulenburg High School will demonstrate a passion for student learning and provide an environment with a wide range of educational opportunities and resources in order to ensure students are successful, productive citizens.

Performance Objective 1:

Increase the number of students taking advanced, honors and/or dual credit classes.

Evaluation Data Source(s):

Enrollment data

Summative Evaluation:

Enrollment data, course selection data, TAPR

Strategy/Activity 1

Promote interest of AP Courses in Math and English using College and Career Readiness Standards and the TSI.

Critical Success Factor(s)

CSF 1

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Counselor, Teachers

Strategy's Expected Result/Impact

Increased number of students taking an AP exam

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Expand dual credit offerings with Blinn College or other colleges of higher learning, including Welding, CNA, etc.

Critical Success Factor(s) CSF 1

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal, Counselor, CTE Teachers

Strategy's Expected Result/Impact

Increased number of students enrolled in dual credit opportunities

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Provide career exploration and certification opportunities in multiple certification pathways.

Critical Success Factor(s) CSF 1

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Principal, Counselor, Teachers

Strategy's Expected Result/Impact

Increased enrollment in certification courses such as floral, welding, and CNA

Reviews

**Formative
Summative**

Resources

Goal 4: College and Career Readiness

Schulenburg High School will demonstrate a passion for student learning and provide an environment with a wide range of educational opportunities and resources in order to ensure students are successful, productive citizens.

Performance Objective 1:

Decrease the gaps in the student subpopulation scores that are less than the average for all students.

Evaluation Data Source(s):

Unit tests, 9 weeks assessments, semester exams, benchmarks, failure reports

Summative Evaluation:

TSIA2, EOC, SAT/ACT, TAPR

Strategy/Activity 1

Provide services to identified homeless, economically disadvantaged and at-risk students

Critical Success Factor(s)

CSF 1

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Counselor, Faculty

Strategy's Expected Result/Impact

Increased academic success of identified students

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Increase students in least restrictive environments (LREs)

Critical Success Factor(s) CSF 1

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Diagnostician, Counselor, Teachers

Strategy's Expected Result/Impact

Increased number of students in general education courses as documented by IEPs.

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Provide transitional services to students grades 9th through 12th

Critical Success Factor(s) CSF 1

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Diagnostician, Counselor, Teachers

Strategy's Expected Result/Impact

Increased graduation rate and enrollment in post-secondary programs

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Increase awareness of college and career opportunities through field trips, Real World programs and fairs for targeted subpopulations

Critical Success Factor(s) CSF 1
CSF 2

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Counselor

Strategy's Expected Result/Impact

Increased attendance at provided opportunities

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Continued development of Teen Leadership, Career Exploration, and PAALS classes.

Critical Success Factor(s) CSF 1
CSF 2

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Counselor, Teachers

Strategy's Expected Result/Impact

Increased enrollment in courses provided

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Provide extended learning opportunities, including after-school , EOC tutorials, RTI programs and credit recovery/online learning through Edmentum.

Critical Success Factor(s) **CSF 1**

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Counselor, Teachers

Strategy's Expected Result/Impact

Increased percent of targeted students meeting grade level expectations

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Integration of Technology, including yearly updates to technology plan, technology needs assessments by campus, and implementation of software programs such as Edmentum, Study Island and ExactPath

Critical Success Factor(s) **CSF 3**

Timeline

August 2023- May 2024

Person(s) Responsible/Monitor

Administrators, Technology Department, Teachers

Strategy's Expected Result/Impact

Increased technology usage in the classroom

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide intensive instructional support to at-risk populations, including utilizing parent conferencing, after-school tutorials, EOC tutorials, RTI programs and credit recovery.

Critical Success Factor(s) CSF 2

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Counselor, Teachers

Strategy's Expected Result/Impact

Formative and summative scores will increase.

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Integrate technology into and maintain technology instruction in all classes. Update technology campus-wide yearly as needed.

Critical Success Factor(s) CSF 1

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Teachers

Strategy's Expected Result/Impact

Formative and summative scores will increase.

Reviews

Formative
Summative

Resources

Goal 6: Academic Success

Schulenburg High School will demonstrate a passion for student learning and provide an environment with well-rounded educational opportunities and resources in order to ensure students are successful, productive citizens.

Performance Objective 1:

Target student subpopulations achieving less than the standard on state standardized tests to increase their test scores.

Evaluation Data Source(s):

9 week tests, semester exams, Benchmark data

Summative Evaluation:

EOC, SAT/ACT, TSIA2, TAPR

Strategy/Activity 1

All staff receive training on and implement safety and security measures for each campus

Critical Success Factor(s)

CSF 6

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Teachers

Strategy's Expected Result/Impact

Door audits showing all exterior and interior doors locked 95% of the time through random checks.

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Training for staff development in areas such as academics, character, discipline, behavior management, classroom management, poverty, at-risk students, etc.

Critical Success Factor(s) CSF 6

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Teachers

Strategy's Expected Result/Impact

Improved school climate based on survey data and decreased number of behavior referrals.

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Response to Intervention (RTI) - Develop and maintain a tier system for at-risk students

Critical Success Factor(s) CSF 1

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Teachers

Strategy's Expected Result/Impact

Identified students will show progress in core areas as measured by standardized tests and benchmark data, as well as, RTI progress monitoring documentation.

Reviews

Formative

Summative

Resources

Strategy/Activity 4

Provide extended learning opportunities, including after school tutorials, extended summer school, EOC tutorials, RTI programs, drop-out prevention activities, and credit recovery/online learning through Edmentum.

Critical Success Factor(s) **CSF 1**

Timeline

August 2023- May 2024

Person(s) Responsible/Monitor

Administrators, Teachers, Intervention Teachers, Special Ed Teachers

Strategy's Expected Result/Impact

Identified students will show progress in core areas as measured by standardized tests and benchmark data. Evaluation of failure rates

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Monitor and enforce attendance policies;
Follow up on excessive absences through phone calls, parent letters, home visits and truancy proceedings

Critical Success Factor(s) **CSF 1**

Timeline

August 2023- May 2024

Person(s) Responsible/Monitor

Administrators, Counselor, Teachers

Strategy's Expected Result/Impact

Maintain 97% or better attendance rate

Reviews

Formative
Summative

Resources

Goal 7: Academic Success

Schulenburg High School will demonstrate a passion for student learning and provide an environment with well-rounded educational opportunities and resources in order to ensure students are successful, productive citizens.

Performance Objective 1:

Improve student learning and achievement through staff professional development.

Evaluation Data Source(s):

9 week tests, semester exams, Benchmark data

Summative Evaluation:

EOC, TAPR, TSIA2, ACT/SAT

Strategy/Activity 1

Formal evaluation of teachers using T-TESS;
Support for teachers in need, such as through mentoring, etc.

Critical Success Factor(s) **CSF 7**

Timeline

August 2023- May 2024

Person(s) Responsible/Monitor

Administrators, Teachers

Strategy's Expected Result/Impact

Increased academic performance as measured by summative assessments

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Staff development provided in areas such as G/T, CTE, ESL, T-TESS, PEIMS, SPED, TEKS Resource, other curriculum and instruction, Eduphoria and other technology, etc.

Critical Success Factor(s) CSF 7

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Teachers

Strategy's Expected Result/Impact

Increased academic performance as measured by summative assessments

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Conduct department meetings as needed for curriculum planning, and the development of teacher leaders, mentor teachers, and teachers as instructional leaders

Critical Success Factor(s) CSF 7

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Teachers

Strategy's Expected Result/Impact

Increased academic performance as measured by summative assessments

Reviews

Formative
Summative

Resources

Goal 8: Post-Secondary Success

Schulenburg High School will demonstrate a passion for student learning and provide an environment with well-rounded educational opportunities and resources in order to ensure students are successful, productive citizens.

Performance Objective 1:

Target a minimum of 80% of graduating seniors to be accepted into a post-secondary program which could include 4 year college, 2 year college, military enlistment or technical school and ensure that all seniors receive information and assistance concerning financial aid, such as FAFSA, scholarships and grants.

Evaluation Data Source(s):

9 week tests, semester exams, Benchmark data

Summative Evaluation:

EOC, TAPR, TSI, ACT/SAT

Strategy/Activity 1

Provide information for college planning and financial assistance programs

Critical Success Factor(s) **CSF 6**

Timeline

August 2023- May 2024

Person(s) Responsible/Monitor

Counselor

Strategy's Expected Result/Impact

75% of seniors attending FAFSA and/or College Information meetings

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Hold a celebration/banquet of academic and scholarship achievements for grades 9th through 12th

Critical Success Factor(s) CSF 5
CSF 6

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Counselor, Teachers

Strategy's Expected Result/Impact

Increased number of students attending Academic Awards Assembly to receive recognition for academic success and scholarship awards

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Provide students opportunities for college tours, college fairs, and presentations by post-secondary institutes including military and trade schools.

Critical Success Factor(s) CSF 6

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Counselors

Strategy's Expected Result/Impact

Increased attendance of students participating in college fairs, and presentations by post-secondary institutes including military and trade schools.

Reviews

**Formative
Summative**

Resources

Goal 9: Post-Secondary Success

Schulenburg High School will demonstrate a passion for student learning and provide an environment with a well-rounded educational opportunities and resources in order to ensure students are successful, productive citizens.

Performance Objective 1:

Increase parent participation in campus activities and informative meetings provided by administration and staff.

Evaluation Data Source(s):

Sign in sheets, parent contact logs

Summative Evaluation:

Climate survey, membership reports

Strategy/Activity 1

Host campus-wide showcase with food, music, and games, meet-the-teacher, and parent/student orientations, and other campus supported events with staff members available for assistance for both English and Spanish speakers

Critical Success Factor(s) CSF 5
CSF 6

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Teachers

Strategy's Expected Result/Impact

Increased attendance and participation by students, parents, and community

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Encourage participation in various boosters and organizations and interaction of these organizations and community members with students and student groups

Critical Success Factor(s) CSF 5
CSF 6

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Administrators, Club Presidents

Strategy's Expected Result/Impact

Increased number of participants in clubs and organizations

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Provide clear communication to parents and community through social media and Remind updates weekly, especially for Spanish speaking families;
Assist parents in signing up and utilizing Ascender to monitor grades and attendance.

Critical Success Factor(s) CSF 5
CSF 6

Timeline

August 2023 - May 2024

Person(s) Responsible/Monitor

Superintendent, Administrators, Teachers

Strategy's Expected Result/Impact

Improved attendance and number of parent log ins to Ascender program

Reviews

Formative
Summative

Resources

Goal 10: Post-Secondary Success

Schulenburg High School will demonstrate a passion for student learning and provide an environment with a well-rounded educational opportunities and resources in order to ensure students are successful, productive citizens.

Performance Objective 1:

Provide coordinated school health activities and will evaluate to ensure that students participate in the school's required physical activities

Evaluation Data Source(s):

Attendance rates, student grades, fitness assessment data

Summative Evaluation:

Athletic records, SHAC program information, student schedules

Strategy/Activity 1

Provide coordinated health services programs for students during the school day

Timeline

August 2023-May 2024

Person(s) Responsible/Monitor

Counselor, Campus Principal, Teachers

Strategy's Expected Result/Impact

Monitor Presidential Fitness Gram results and Healthy High data

Reviews

Formative
Summative

Resources

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	66130	66,130.00

Expenditures by Funding Source

Funding Source	Amount
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Summary of Expenditures in this Plan

Total Expenditures by Object Type

Budget Reference

Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Budget Reference

Funding Source

Amount