

2021-22 Campus Improvement Plan

Accountability Rating: B

School Name

Schulenburg Secondary School

Address

503 College Street
Schulenburg, TX 78956

School ID

075903

Principal

Roque Thompson/Callene Zapalac

District Name

Schulenburg ISD

Date of School Board Approval

2021-22 Campus Site-Based Committee

Name	Position	Committee Role
Roque Thompson	High School Principal	
Callene Zapalac	Junior High Principal	
Kim Wellborn	Junior High Teacher	
Jennifer Knigge	Junior High Teacher	
Amy Hartman	High School Teacher	
Jacob Truchard	High School Teacher	
Rhonda Walters	Paraprofessional	
Heather Pavlu	Social/Emotional Counselor	
Troy Brenek	Community Member	
Tami Walker	Parent	
Sharon Johnson	Guidance Counselor	

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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 “future ready”
 - 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 include 36.1 teachers, 8 paraprofessionals, and 3 administrators. The student population is 45.9% White, 13.6% African American, 36.7% Hispanic, .8% Asian, 0.3% American Indian, and 2.8% two or more races. Additionally, the campus serves 47.9% economically disadvantaged students, 16.4% special education students, 7.7% Section 504 students and 4.1% Limited English Proficient students. Attendance rates include 95.8% African American, 96.5% Hispanic, 97.7% White, 95.9% economically disadvantaged, and 95.4% for special education students. The most current data indicate the campus has a 8.2% mobility rate.

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 doubled in percentage for Schulenburg Secondary. This figure does not include the students newly enrolled in the Fall 2021 Semester. Currently, the ESL coordinator is a full-time teacher. The additional duties required effect core class instruction as substitutes are needed to cover.

2. Need to identify current strategies and services provided to particular sub-populations, such as economically disadvantaged 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.

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:

STAAR and EOC scores; TAPR report; core content curriculum

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. Student scores are lower in math, reading and writing compared to other tests.

Summary of Strengths

What were the identified strengths?

Overall growth was shown in all areas with the exception of writing.

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 Junior High and 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.

4. Provide additional time for student interventions, including adding intervention classes, restructuring power time and tutorials, and utilizing software programs such as Study Island, Edmentum

5. Provide more opportunities to help students build connections between the textbook and real life by increasing the number of field trips, visits to historical sites, speakers, etc.

6. Offer ACT/SAT/TSIA 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.

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?

Staff morale has improved based on recent surveys with consistency in administration.

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. Allow staff to observe each other to establish instructional best practices.

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.

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, TSIA, 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.

Family and Community Involvement

Overall Summary

The following data were reviewed in relation to Family and Community Involvement:

Parent/Community Surveys; 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?

A Campus Showcase event was created to increase awareness of parental involvement opportunities.

Teachers update and turn in contact logs to show communication with parents.

All teachers have created a Google Classroom with updated information for classes.

Facebook pages have been created for each campus with updated information.

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 secondary campus (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.
Increase participation, attendance and size of Secondary Campus Showcase event.

3. Encourage families to enroll in Parent Portal to monitor grades, attend meet-the-teacher and open house 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.

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. District has incorporated a Powertime tutorial period for tutorial time to aid students performing poorly in any subject area. After school tutorials for core subjects offered starting second nine weeks. Surveys are given to provide a voice to teachers in the areas of decision making and school policies. Academic Enrichment classes were added for students in junior high. 8th graders are able to take high school level courses to earn credits in Algebra and Principles of Agriculture.

Summary of Needs

What were the identified needs?

Class size (too large or too small) is sometimes encountered. 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.

Technology

Overall Summary

The following data was reviewed in relation to technology:

Parent/Community 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.

During COVID-19 school closures and the restart of schools for the 2020-2021 school year, the priority changed to support students to effectively complete school work through remote learning with access to a technology device and wifi/hotspot device. The need includes providing students with enhanced web-based learning programs and academic support services in virtual learning environments. Teachers also need support in managing the demands of remote learning in combination with face-to-face instruction.

Summary of Strengths

What were the identified strengths?

We are currently a one-to-one campus.
Up to date interactive boards in all classrooms.
Computer labs that are up to date.

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.

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

Reading

**2019-20 STAAR Data N/A Due to COVID-19*

2017-18 Reading STAAR Results

2017-18 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	44	1515	24	55	20	45	10	23	1	2
7	53	1626	21	40	32	60	19	36	11	21	
8	52	1652	14	27	38	73	18	35	8	15	

2018-19 Reading STAAR Results

2018-19 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	59	1565	21	36	38	64	17	29	6	10
7	43	1614	17	40	26	60	17	40	9	21	
8	52	1657	17	33	35	67	22	42	13	25	

2020-21 Reading STAAR Results

2020-21 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	62	1547	28	45	34	55	14	23	8	13
7	51	1620	20	39	31	61	19	37	10	20	
8	61	1686	11	18	50	82	31	51	12	20	

2017-18 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/Latino	6	18	1487	12	67	6	33
	7	27	1635	7	26	20	74	11	41	4	15
	8	21	1659	4	19	17	81	8	38	3	14

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/Latino	6	20	1569	8	40	12	60
	7	18	1589	9	50	9	50	6	33	2	11
	8	25	1682	5	20	20	80	13	52	5	20

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
American Indian or Alaska Native	6	0									
	7	1									
	8	1									
American Indian or Alaska Native	6	0									

	7	0									
	8	1									
American Indian or Alaska Native	6	0									
	7	0									
	8	0									

2017-18 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	7	1467	6	86	1	14	1	14	0	0
7	6	1545	5	83	1	17	1	17	1	17	
8	13	1562	9	69	4	31	1	8	0	0	

2018-19 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	10	1524	6	60	4	40	3	30	0	0
7	6	1615	2	33	4	67	2	33	1	17	
8	8	1543	7	88	1	13	1	13	1	13	
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

2017-18 Reading STAAR Results

Student Group											
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	6	15	1573	3	20	12	80	6	40	1	7
	7	18	1657	7	39	11	61	7	39	6	33
	8	16	1707	1	6	15	94	8	50	5	31

2018-19 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	6	28	1579	6	21	22	79	7	25	4	14
	7	15	1652	4	27	11	73	8	53	5	33
	8	17	1687	4	24	13	76	8	47	7	41

2020-21 Reading STAAR Results

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
Two or More Races	6	3									
	7	1									
	8	0									
Two or More Races	6	1									
	7	3									
	8	1									

Two or More Races	6	1									
	7	3									
	8	1									

2017-18 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	32	1512	18	56	14	44	8	25	0	0
7	35	1611	14	40	21	60	11	31	4	11	
8	32	1608	14	44	18	56	7	22	2	6	

2018-19 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	28	1556	12	43	16	57	9	32	2	7
7	28	1617	10	36	18	64	10	36	6	21	
8	34	1635	12	35	22	65	11	32	6	18	

2020-21 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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	

Limited English Proficient	6	1									
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	7	4									
	8	2									
Limited English Proficient	6	5	1525	2	40	3	60	1	20	0	0
	7	1									
	8	4									
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
Special Education	6	7	1424	7	100	0	0	0	0	0	0
	7	5	1531	3	60	2	40	1	20	0	0
	8	5	1517	4	80	1	20	0	0	0	0

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Special Education	6	6	1443	4	67	2	33
	7	10	1478	9	90	1	10	0	0	0	0
	8	10	1501	8	80	2	20	0	0	0	0

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Special Education	6	7	1408	6	86	1	14
	7	12	1479	9	75	3	25	1	8	1	8
	8	6	1604	3	50	3	50	1	17	0	0

Writing

**2019-20 STAAR Data N/A Due to COVID-19*

2017-18 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				7	53	3858	12	23	41	77	24
7	27	3841	6	22	21	78	11	41	2	7	
7	1										
7	6	3426	4	67	2	33	1	17	0	0	
7	18	4036	2	11	16	89	12	67	3	17	
7	1										
7	35	3791	9	26	26	74	13	37	3	9	
7	4										
7	5	3167	4	80	1	20	0	0	0	0	

2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				7	43	3841	14	33	29	67	18
7	18	3716	5	28	13	72	6	33	0	0	
7	0										
7	6	3712	3	50	3	50	2	33	1	17	
7	15	4062	4	27	11	73	8	53	5	33	
7	3										
7	28	3877	8	29	20	71	12	43	5	18	
7	1										
7	10	3178	8	80	2	20	0	0	0	0	

2020-21 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				7	51	3608	23	45	28	55	10
7	17	3538	8	47	9	53	4	24	0	0	
7	0										
7	7	3397	5	71	2	29	0	0	0	0	
7	23	3685	9	39	14	61	4	17	2	9	
7	3										
7	33	3551	16	48	17	52	5	15	1	3	
7	3										
7	12	3150	11	92	1	8	0	0	0	0	

English I

**2019-20 STAAR Data N/A Due to COVID-19*

2017-18 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	62	3990	20	32	42	68	30	48	5	8
Hispanic/Latino	21	3861	6	29	15	71	7	33	0	0
Black or African American	11	3609	8	73	3	27	2	18	0	0
White	27	4272	5	19	22	81	20	74	5	19
Economically Disadvantaged	28	3859	11	39	17	61	11	39	1	4
Special Education	6	3257	6	100	0	0	0	0	0	0

2018-19 English I STAAR Results

Student Group	# Students Tested	Average	Did Not Meet	Approaches	Meets	Masters
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		Scale Score								
			#	%	#	%	#	%	#	%
All Students	67	4051	17	25	50	75	36	54	7	10
Hispanic/Latino	22	3987	3	14	19	86	10	45	0	0
Black or African American	14	3574	10	71	4	29	1	7	0	0
White	28	4320	4	14	24	86	22	79	7	25
Economically Disadvantaged	29	3790	11	38	18	62	8	28	0	0
Special Education	6	3552	3	50	3	50	1	17	0	0

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

English II

**2019-20 STAAR Data N/A Due to COVID-19*

2017-18 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

All Students	69	3986	22	32	47	68	32	46	7	10
Hispanic/ Latino	19	3809	7	37	12	63	6	32	0	0
Black or African American	15	3598	8	53	7	47	3	20	0	0
White	34	4245	7	21	27	79	22	65	7	21
Economically Disadvantaged	33	3727	16	48	17	52	8	24	1	3
Special Education	7	3254	7	100	0	0	0	0	0	0

2018-19 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	55	4046	18	33	37	67	27	49	5	9
Hispanic/ Latino	21	3906	7	33	14	67	8	38	1	5
Black or African American	6	3522	5	83	1	17	1	17	0	0
White	27	4264	6	22	21	78	17	63	4	15
Economically Disadvantaged	19	3944	9	47	10	53	6	32	2	11
Special Education	6	3249	6	100	0	0	0	0	0	0

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	39	3968	14	36	25	64	20	51	1	3

Disadvantaged										
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

Mathematics

**2019-20 STAAR Data N/A Due to COVID-19*

2017-18 Mathematics STAAR Results

2017-18 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	44	1588	19	43	25	57	16	36	6	14
	7	53	1623	19	36	34	64	14	26	3	6
	8	52	1647	15	29	37	71	14	27	0	0

2018-19 Mathematics STAAR Results

2018-19 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	59	1655	11	19	48	81	28	47	15	25
	7	43	1619	17	40	26	60	16	37	4	9
	8	41	1637	14	34	27	66	14	34	2	5

2020-21 Mathematics STAAR Results

2020-21 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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

2017-18 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	18	1528	11	61	7	39	3	17	0	0
7	27	1606	10	37	17	63	6	22	1	4	
8	21	1656	5	24	16	76	7	33	0	0	

2018-19 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	20	1677	4	20	16	80	11	55	6	30
7	18	1570	9	50	9	50	4	22	0	0	
8	22	1679	7	32	15	68	10	45	2	9	

2020-21 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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	
American Indian or Alaska Native	6	0									
	7	1									

	8	1									
American Indian or Alaska Native	6	0									
	7	0									
	8	1									
American Indian or Alaska Native	6	0									
	7	0									
	8	0									

2017-18 Mathematics STAAR Results

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	6	7	1506	5	71	2	29	1	14	0	0
	7	6	1562	4	67	2	33	0	0	0	0
	8	13	1585	8	62	5	38	1	8	0	0

2018-19 Mathematics STAAR Results

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	6	10	1586	3	30	7	70	3	30	0	0
	7	6	1584	3	50	3	50	2	33	0	0
	8	8	1517	4	50	4	50	0	0	0	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

2017-18 Mathematics STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	15	1690	2	13	13	87	10	67	6	40
7	18	1677	4	22	14	78	8	44	2	11	
8	16	1680	2	13	14	88	5	31	0	0	

2018-19 Mathematics STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	28	1666	4	14	24	86	14	50	9	32
7	15	1679	4	27	11	73	9	60	3	20	
8	9	1652	2	22	7	78	4	44	0	0	

2020-21 Mathematics STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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	
Two or More Races	6	3									
	7	1									
	8	0									
Two or More Races	6	1									
	7	3									
	8	1									

Two or More Races	6	1									
	7	3									
	8	1									

2017-18 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	32	1577	14	44	18	56	11	34	4	13
7	35	1591	15	43	20	57	6	17	1	3	
8	32	1621	13	41	19	59	6	19	0	0	

2018-19 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	28	1628	6	21	22	79	11	39	3	11
7	28	1611	11	39	17	61	9	32	2	7	
8	29	1612	13	45	16	55	8	28	1	3	

2020-21 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	42	1598	15	36	27	64	11	26	7	17
7	33	1586	20	61	13	39	6	18	1	3	
8	26	1662	4	15	22	85	10	38	1	4	

Limited English Proficient	6	1									
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	7	4									
	8	2									
Limited English Proficient	6	5	1600	2	40	3	60	1	20	1	20
	7	1									
	8	4									
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
Special Education	6	7	1559	3	43	4	57	2	29	0	0
	7	5	1533	4	80	1	20	0	0	0	0
	8	5	1504	5	100	0	0	0	0	0	0

2018-19 Mathematics STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				6	6	1499	4	67	2	33	1
7	10	1531	7	70	3	30	0	0	0	0	
8	10	1511	8	80	2	20	1	10	0	0	

2020-21 Mathematics STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				6	7	1477	6	86	1	14	1
7	12	1541	11	92	1	8	1	8	0	0	
8	6	1605	3	50	3	50	2	33	0	0	

Algebra I

**2019-20 STAAR Data N/A Due to COVID-19*

2017-18 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	49	3946	9	18	40	82	22	45	8	16
Hispanic/Latino	22	3962	3	14	19	86	11	50	3	14
Black or African American	6	3566	3	50	3	50	0	0	0	0
White	19	4052	3	16	16	84	11	58	5	26
Economically Disadvantaged	19	3889	4	21	15	79	8	42	2	11
Special Education	5	3602	3	60	2	40	1	20	0	0

2018-19 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	60	4012	13	22	47	78	28	47	18	30
Hispanic/Latino	22	4041	4	18	18	82	12	55	7	32
Black or African American	13	3568	6	46	7	54	1	8	1	8
White	23	4216	3	13	20	87	14	61	9	39
Economically Disadvantaged	31	3888	8	26	23	74	12	39	7	23
Special Education	5	3386	3	60	2	40	0	0	0	0

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

Science

**2019-20 STAAR Data N/A Due to COVID-19*

2017-18 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				8	53	3634	21	40	32	60	14
8	22	3663	7	32	15	68	5	23	1	5	
8	1										
8	13	3227	9	69	4	31	1	8	0	0	
8	16	3884	4	25	12	75	7	44	2	13	
8	0										
8	33	3424	19	58	14	42	4	12	0	0	
8	2										
8	5	3061	4	80	1	20	0	0	0	0	

2018-19 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				8	52	3632	24	46	28	54	15

	8	25	3650	11	44	14	56	5	20	0	0
	8	1									
	8	8	3123	7	88	1	13	0	0	0	0
	8	17	3838	5	29	12	71	9	53	2	12
	8	1									
	8	34	3512	20	59	14	41	4	12	0	0
	8	4									
	8	9	3274	8	89	1	11	0	0	0	0

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
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	

Biology

**2019-20 STAAR Data N/A Due to COVID-19*

2017-18 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	53	4078	10	19	43	81	25	47	11	21
Hispanic/	16	4013	2	13	14	88	5	31	3	19

Latino										
Black or African American	9	3458	6	67	3	33	1	11	0	0
White	27	4311	2	7	25	93	18	67	8	30
Economically Disadvantaged	25	3840	9	36	16	64	7	28	4	16
Special Education	7	3351	6	86	1	14	0	0	0	0

2018-19 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	63	4277	6	10	57	90	46	73	20	32
Hispanic/Latino	28	4056	5	18	23	82	16	57	4	14
White	28	4439	0	0	28	100	24	86	11	39
Economically Disadvantaged	17	4008	4	24	13	76	8	47	2	12
Special Education	5	3539	3	60	2	40	0	0	0	0

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

Social Studies

***2019-20 STAAR Data N/A Due to COVID-19**

2017-18 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	53	3603	22	42	31	58	8	15	2	4
Hispanic/Latino	8	22	3614	8	36	14	64	3	14	0	0
American Indian or Alaska Native	8	1									
Black or African American	8	13	3324	10	77	3	23	0	0	0	0
White	8	16	3776	4	25	12	75	5	31	2	13
Two or More Races	8	0									
Economically Disadvantaged	8	33	3460	18	55	15	45	1	3	0	0
Limited English Proficient	8	2									
Special Education	8	5	3104	5	100	0	0	0	0	0	0

2018-19 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	52	3585	23	44	29	56	10	19	1	2
Hispanic/Latino	8	25	3611	10	40	15	60	4	16	1	4
American Indian or Alaska Native	8	1									
Black or African American	8	8	3232	7	88	1	13	1	13	0	0
White	8	17	3735	5	29	12	71	5	29	0	0

Two or More Races	8	1									
Economically Disadvantaged	8	34	3485	18	53	16	47	3	9	0	0
Limited English Proficient	8	4									
Special Education	8	9	3300	8	89	1	11	1	11	0	0

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

U.S History

**2019-20 STAAR Data N/A Due to COVID-19*

2017-18 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	65	4299	5	8	60	92	50	77	25	38
Hispanic/Latino	29	4344	0	0	29	100	25	86	9	31
Black or African American	5	3562	2	40	3	60	0	0	0	0
White	27	4474	0	0	27	100	24	89	15	56
Economically Disadvantaged	28	4105	4	14	24	86	19	68	8	29

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	56	4269	6	11	50	89	41	73	27	48
Hispanic/Latino	14	4228	2	14	12	86	10	71	7	50
Black or African American	9	3973	3	33	6	67	5	56	3	33
White	32	4357	1	3	31	97	25	78	16	50
Economically Disadvantaged	19	3980	6	32	13	68	10	53	5	26
Special Education	7	3325	6	86	1	14	0	0	0	0

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

			#	%	#	%	#	%	#	%
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Goals and Strategies

Goal 1: College and Career Readiness

Schulenburg Secondary 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 at or above the standard score for state standardized tests in Math and English/Language Arts.

Evaluation Data Source(s):

Unit tests, 9 week tests, semester exams, Benchmark data

Summative Evaluation:

STAAR, TAPR, TSI, ACT/SAT

Strategy/Activity 1

Increase AP/Dual Credit opportunities in Math and English using College and Career Readiness Standards

Critical Success Factor(s) CSF 1
CSF 2

Timeline

August 2021 - May 2022

Person(s) Responsible/Monitor

Administrators, Counselor, Teachers

Strategy's Expected Result/Impact

Increased number of students participating in the AP/Dual Credit courses.

Reviews

Formative
Summative

Resources

Strategy/Activity 2

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

Critical Success Factor(s) CSF 1
CSF 2

Timeline

August 2021- May 2022

Person(s) Responsible/Monitor

Administrators, Teachers, Intervention and Special Education Teachers

Strategy's Expected Result/Impact

Students identified will show growth on summative and formative assessments.

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Provide extended learning opportunities, including after/before school tutorials, STAAR acceleration classes, EOC tutorials, RTI programs, Powertime, and credit recovery/online learning through Edmentum.

Critical Success Factor(s) CSF 1
CSF 4

Timeline

August 2021 - May 2022

Person(s) Responsible/Monitor

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 2021- May 2022

Person(s) Responsible/Monitor

Administrators, Teachers

Strategy's Expected Result/Impact

Increased attendance rates above 97% for Secondary.

Reviews

Formative
Summative

Resources

Goal 2: College and Career Readiness

Schulenburg Secondary 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:

STAAR, 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 2021 - May 2022

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 class

Critical Success Factor(s) CSF 1
CSF 2

Timeline

August 2021 - May 2022

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 and college trips;
Monitor high school completion rate to ensure all students graduate

Critical Success Factor(s) CSF 1
CSF 2

Timeline

August 2021 - May 2022

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 2021 - May 2022

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 Secondary 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 2021 - May 2022

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 2021 - May 2022

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 2021 - May 2022

Person(s) Responsible/Monitor

Principal, Counselor, Teachers

Strategy's Expected Result/Impact

Increased enrollment in certification courses

Reviews

**Formative
Summative**

Resources

Goal 4: College and Career Readiness

Schulenburg Secondary 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:

TSI, STAAR, 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 2021 - May 2022

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 2021 - May 2022

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 6th through 12th

Critical Success Factor(s) CSF 1

Timeline

August 2021 - May 2022

Person(s) Responsible/Monitor

Administrators, Diagnostician, Counselor, Teachers

Strategy's Expected Result/Impact

Increased graduation rate

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Increase awareness of college and career opportunities through field trips and fairs for targeted subpopulations

Critical Success Factor(s) CSF 1
 CSF 2

Timeline

August 2021 - May 2022

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 2021 - May 2022

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 and powerhour tutorials, STAAR acceleration classes, EOC tutorials, RTI programs and credit recovery/online learning through Edmentum.

Critical Success Factor(s) CSF 1

Timeline

August 2021 - May 2022

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 2021 - May 2022

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 and powerhour tutorials, STAAR acceleration classes, EOC tutorials, RTI programs and credit recovery.

Critical Success Factor(s) CSF 2

Timeline

August 2021 - May 2022

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 2021 - May 2022

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 Secondary 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:

STAAR, SAT/ACT, TSI, TAPR

Strategy/Activity 1

All staff receive training on and implement Safe, Respectful, Responsible

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

Timeline

August 2021 - May 2022

Person(s) Responsible/Monitor

Administrators, Teachers

Strategy's Expected Result/Impact

Decreased number of behavior referrals

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 2021 - May 2022

Person(s) Responsible/Monitor

Administrators, Teachers

Strategy's Expected Result/Impact

Improved school climate based on survey data.

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 2021 - May 2022

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.

Reviews

Formative

Summative

Resources

Strategy/Activity 4

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

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

Timeline

August 2021 - May 2022

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 2021- May 2022

Person(s) Responsible/Monitor

Administrators, Counselor, Teachers

Strategy's Expected Result/Impact

Maintain 96% or better attendance rate

Reviews

Formative
Summative

Resources

Goal 7: Academic Success

Schulenburg Secondary 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:

STAAR, TAPR, TSI, 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 2021 - May 2022

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 2021 - May 2022

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 2021 - May 2022

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 Secondary 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:

STAAR, TAPR, TSI, ACT/SAT

Strategy/Activity 1

Provide information for college planning and financial assistance programs

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

Timeline

August 2021- May 2022

Person(s) Responsible/Monitor

Counselor

Strategy's Expected Result/Impact

50% 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 2021 - May 2022

Person(s) Responsible/Monitor

Administrators, Counselor, Teachers

Strategy's Expected Result/Impact

Increased number of students attending Academic Awards Banquet 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 2021 - May 2022

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 Secondary 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 2021 - May 2022

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 2021 - May 2022

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, 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 2021 - May 2022

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 Secondary 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 2021-May 2022

Person(s) Responsible/Monitor

Counselor, Campus Principal, Teachers

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Goal 11: Post-Secondary Success

Schulenburg Secondary 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:

Provide campus-based programs and services to address violence prevention and intervention

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Provide students with access to violence prevention and intervention resources and services through the campus counseling staff

Timeline

August 2021-May 2022

Person(s) Responsible/Monitor

Counseling staff

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Objective 2:

Provide or coordinate counseling and mental/behavioral health support services to students in need

Evaluation Data Source(s):

Attendance and discipline data

Summative Evaluation:

Strategy/Activity 1

Schedule or make referrals for counseling and mental/behavioral health support services

Timeline

August 2021-May 2022

Person(s) Responsible/Monitor

Counselor

Strategy's Expected Result/Impact

Reduce drop-out rate

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Coordination of programs across funding sources to ensure student have equitable access to high-quality learning opportunities and support services

Timeline

August 2021-May 2022

Person(s) Responsible/Monitor

Campus Principal, Counselor

Strategy's Expected Result/Impact

Increase attendance and graduation rates

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