

# Sabinal Secondary

## TARGETED IMPROVEMENT PLAN

### Committee Meeting

November 18, 2025





# TIP Agenda

Thank you for serving on this committee. Your feedback is invaluable to improving the overall quality of our school.

<b><u>School Improvement Strategy</u></b>	Intensive Curriculum & Instructional Improvements
<b><u>Review of Domain III - Closing the Gaps</u></b>	Review & discuss Component Points & set new goals
<b><u>Committee Tasks</u></b>	Create a campus-wide ELAR goal for all grades (meets grade level or above on STAAR)
	Create a campus-wide Math goal for all grades (meets grade level or above on STAAR)
	Review & accept identified priority areas & plan for improvement
<b><u>Additional Grant Requirements</u></b>	PLC Protocol, Capacity Building, Milestones, Performance Management

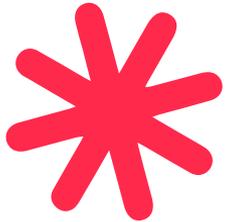


# School Improvement Strategy

Through the LASO Cycle 4 grant, the overall school improvement strategy we've selected is:

## Intensive Curriculum & Instruction Improvements

- This grant covers Leadership and Instructional Foundations for Texas (LIFT) + School Improvement & PLC Support
- We will partner with ESC-20 to provide all necessary trainings
- We're recommending all teachers engage in the weekly PLC framework and develop & implement bell-ringers & exit tickets to support "bell-to-bell" practice
- Training is recommended for lesson internalization, new curriculum implementation, and Eduphoria usage



# Proposed Strategies for School Improvement



## Curriculum Alignment

Review of district-adopted curriculum USAGE is being monitored to ensure adequate Tier 1 instructional time focuses on readiness & supporting TEKS.



## Weekly PLC Meetings

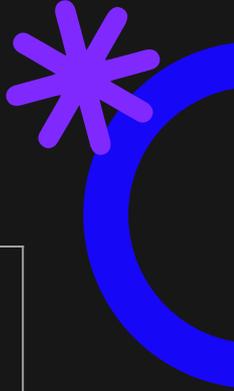
Using DuFour's (4) Questions on Data Analysis, teachers will become comfortable disaggregating student data weekly to quickly identify student misconceptions and determine re-teach opportunities.



## Bell-Ringers & Exit Tickets

Practicing "Bell-to-Bell" instruction by utilizing a bell ringer to open the lesson and an exit ticket to close, we plan to more tightly align content TEKS to the daily lesson, ultimately strengthening Tier I instruction.

# Understanding the 4 Components within Domain III



<b>Academic Achievement</b>	<b>Growth Status</b>	<b>ELP Status</b>	<b>School Quality Status</b>
STAAR Performance Status at the 'Meets Grade Level' or above standard in RLA and mathematics for all students	The four-year federal graduation rate (without exclusions) for high schools	Evaluates current year TELPAS results against the prior year to determine if the students made progress toward proficiency	College, Career, and Military Readiness (CCMR) Performance Status component, which measures preparedness for post-secondary success



# Domain III - Closing the Gaps Goals

Texas Education Agency

2025 Closing the Gaps

SABINAL SECONDARY (232902001) - SABINAL ISD - UVALDE COUNTY

\* Confidential \*

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	6	32	18.8	50.0%	9.4
Graduation Status	9	12	75.0	10.0%	7.5
ELP Status	2	4	50.0	10.0%	5.0
School Quality Status	0	12	0.0	30.0%	0.0
<b>Closing the Gaps Score</b>					<b>22</b>

## Academic Achievement

2025 total points 6 points of 32

**Rec. Goal: 12 points**

## Growth Status

2025 total points 9 points of 12

**Rec. Goal: 10 points**

## ELP Status

2025 total points 2 points of 4

**Rec. Goal: 3 points**

## Student School Status

2025 total points 0 points of 12

**Rec. Goal: 6 points**

**ACCOUNTABILITY INFO HERE**

# TWO Goals



## Recommended 25-26 RLA Goal

**60%** of students will achieve at "meets grade level" or above on 7-8 RLA STARR and English I and English II EOC exams



## Recommended 25-26 Math Goal

**60%** of students will achieve at "meets grade level" or above on 7-8 Math STARR and Alg. 1 EOC



# Adopted Curriculum (by grade bands)

K-5 Math → K-1 Bluebonnet Learning, 2-5 Sharon Wells

K-5 RLA → HMH Into Reading

6-8 Math → Carnegie Mathia

6-8 RLA → HMH Into Reading (6th) and HMH Into Literature (7th/8th)

9-12 Math (Algebra 1, Algebra 2, Geometry) → Carnegie Mathia

9-12 RLA → HMH My Perspectives



# PLC Protocol

## Will the campus(es) implement a PLC structure?

The secondary campus has implemented a weekly PLC structure that centers around Richard DuFour's 4-Question Data Analysis: *1. What do we want all students to know and be able to do? 2. How will we know if they learn it? 3. How will we respond when some students do not learn? 4. How will we extend the learning for students who are already proficient?*

## How will PLCs be organized?

PLCs are organized by content area and are facilitated weekly by campus administrators. All content teachers are required to attend.

## Description of PLC protocol:

We've implemented a virtual PLC notebook through Google slides which allows us to build on each week's data analysis. The weekly slides allow the campus administrator and the DCSI to virtually give feedback if unable to physically attend the PLC. Teachers are strongly encouraged to meet and complete their weekly data analysis slide regardless if an administrator is present to facilitate the conversation. The Google slides are developed in such a way that provide teachers with a predictable lens when reflecting on student learning of one teacher-selected TEK. Teachers are required to reflect on weekly lessons or unit/formative assessments and complete the (4) DuFour questions when analyzing student data. Some weeks, teachers are provided a Lead4ward engagement strategy to try and sometimes, student work samples are reviewed and exemplar work is discussed.

# Capacity Building

**Required plan to ensure administrators and teachers receive appropriate job-embedded training:**

- **Texas Instructional Leadership (TIL) training (ESC-20)**
- **T-TESS Calibration training (ESC-20)**
- **Effective PLC Implementation (ESC-20 or Conference)**
- **High-Quality Instructional Materials curriculum implementation training (ESC-20)**
- **Eduphoria Training (Vendor or ESC-20)**
  - **Assessment building**
  - **Data disaggregation**
  - **Student Mastery Tracker**
- **Lesson Internalization (ESC-20)**
- **TEKs Con Summer Conference, June 2026**

# Milestones

**Milestones include activities needed to fully implement the recommended strategy, implementation action steps, and ongoing support & coaching touchpoints.**

- **Texas Instructional Leadership (TIL)**
- **T-TESS Calibration training**
- **HQIM curriculum implementation training**
- **Eduphoria Training**
  - **Teachers & Administrators**
    - **Building student assessments**
    - **Disaggregating student data by TEKS**
- **Bell-to-Bell Instruction**
  - **Bell-ringers & Exit Tickets**

**A Milestones Chart covering the TWO school years required to implement this plan (through the end of the 26-27 SY) listed on the next slide.**

Key Activity/Milestone	Timeframe
Conduct Monthly MTSS meetings to align resources and personnel to meet student needs.	Ongoing (Every Other Friday)
Implement weekly PLCs organized by content area, facilitated by campus administrators, following the DuFour's 4-Question Data Analysis protocol. Significant academic concerns should be discussed.	Ongoing (Weekly)
Weekly walkthroughs using the simplified "look-for" observational tool for Math & RLA teachers, with scripted coaching feedback discussed at the teacher's next conference time.	Ongoing (Weekly)
Student data tracking sheets created in PLCs with stakeholder input and deployed to students; initial training on how to maintain and interact with them.	30-Day Review
Develop and deploy a new, simplified "look-for" observational tool in Eduphoria, created with appraisal and appraisee input to calibrate roles and expectations.	Prior to January 2026
Begin implementation of a 3-5 minute bell-ringer and 3-5 minute exit ticket in all content areas (developed during PLCs) to serve as a quick formative assessment.	January 2026
All campus administrators trained in Texas Instructional Leadership (TIL) by ESC 20. Ongoing, touch-points provided by ESC-20 Coach.	60-Day Review
Review individual, student-level data (absences, grade retention, academic outcomes) for students at risk of dropping out.	Semesterly (Minimum)
Send a minimum of 6 teachers to the 'TEKS-Con' Conference to gain a deeper understanding of their scope & sequence and TEKS specificity.	June 2026
T-TESS Calibration training for all campus administrators provided by ESC 20.	Summer 2026 (July/August)
Bluebonnet curriculum implementation and lesson internalization training provided by ESC-20 for newly-implemented teachers and administrators.	Summer 2026 (July/August)
Continue all aforementioned tasks except implement at the beginning of the school year.	2026-2027 SY w/ same timeframes

# Performance Management

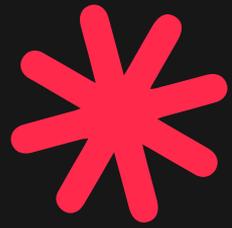
**How has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity.**

- **Texas Instructional Leadership (TIL) training**
- **T-TESS Calibration training**
- **HQIM curriculum implementation training**
- **Eduphoria Training**
  - **Teachers & Administrators**
    - **Building student assessments**
    - **Disaggregating student data by TEKS**
- **Bell-to-Bell Instruction**
  - **Bell-ringers & Exit Tickets**

District and campus leadership will be responsible for reviewing progress towards milestones.

Progress towards metrics and milestones will be reviewed at a semesterly cadence. Additionally, monthly MTSS meetings will occur every other Friday to review and address student needs, ensuring resource and personnel alignment.

# Questions?



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