

**Seguin Independent School District
Mercer-Blumberg Learning Center
2022-2023 Campus Improvement Plan**



Mission Statement

Creating Believers. Building Futures. Exceptional Graduates.

Vision

At MBLC we are Innovative, caring and rigorous today and for the future.

Value Statement

We believe Seguin ISD is at its best when:

- All students are successful
- All students are prepared for life after graduation
- All schools provide a caring and safe environment
- All students and staff feel valued
- Parents, staff, and community are committed to student success

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	11
School Processes & Programs	15
Perceptions	23
Priority Problem Statements	31
Goals	32
Goal 1: Improve student learning in Reading and English through improved instructional practice (Strategic Priority 1).	33
Goal 2: Improve student learning in Math through improved instructional practice (Strategic Priority 2).	36
Goal 3: Make all MBLC students future ready by increasing their college, career, and military readiness. (CCMR) (Strategic Priority 3)	38
Goal 4: MBLC will build a thriving learning community as indicated on a numerical score of 80 or higher on the balance score card (Strategic Priority 4)	40
Goal 5: Create the conditions at MBLC to improve staff satisfaction as determined by the Organized Health Inventory (Strategic Priority 5).	44
Goal 6: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community thus increasing our community's perception (Strategic Priority 6)	46
Goal 7: MBLC will work to Maintain our A rating (Strategic Priority 7)	50
Targeted Support Strategies	52
Additional Targeted Support Strategies	53
State Compensatory	54
Budget for Mercer-Blumberg Learning Center	55
Personnel for Mercer-Blumberg Learning Center	55
Campus Funding Summary	55

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Committee

Who are we? With whom are we engaged? With what level of success? How do we know?

Committee Members (insert names below):

Chris Rangel

Gerard Rodriguez

Dustin Wyatt

Brandy Grimm

Ricardo Camacho

Stephen McCullough

Martha Ragsdale

Sherri Greeno

Wylie Crawford

Instructions - Using the bulleted questions and data sources as a guide, committee members will complete the tables after each section. It is not necessary to answer the questions; they are included to generate thought.

1. Students

Data Source(s) (principals - add additional data or links relevant for your campus):

[2017-18 TAPR](#)

[2018-19 TAPR](#)

[Dropout Rate](#)

[Graduation Rate](#)

Discipline Data

Attendance Data

[Texas HS Graduates in Postsecondary](#) (search for Seguin - CtrlF)

- Are enrollment numbers declining or increasing? What trends are seen in an analysis of first semester vs. second semester? How has enrollment changed over the last 3-5 years?
- What are the dropout rates and completion rates? Which students and student groups are dropping out? What interventions and support systems are in place to reduce these numbers and keep students in school?
- How many graduates go on to community college? Universities? Trade schools? Work? Military?
- How many students graduate from high school with college credit?
- What are the discipline rates? Do the rates vary between gender, ethnicity, and/or race?
- What are the numbers for each student group enrolled in each special program (e.g. gifted/talented, AP/IB, Honors, RtI, remedial, CTE, fine arts, athletics, Headstart, PreK, summer school)?
- What percentage of the following student groups are enrolled?
 - Migrant – Do they return each year? What time of year?
 - Homeless – What services are available?
 - Special Education – Analyze by student groups and race/ethnicity.
 - English Learners – How effective are the services and supports provided in meeting the cognitive, linguistic and affective needs of ELs?
 - At-Risk - Does the district/campus only use state indicators or are local indicators also included? Which programs are available for students at-risk of dropping out? How are students targeted to participate and what is the participation rate?
 - Gifted - Analyze by student groups and race/ethnicity. What does the referral data indicate about students who qualified versus those who do not qualify when analyzed by race and ethnicity?
- How do our CTE learners perform on federal accountability measures in the aggregate and disaggregate by race, gender, migrant status, and special population groups?

Noticings

BG-the students enrolled have be getting younger, and less seniors, we

MR-Most of the students who attend MBLC

Are considered at-risk. Once they attend school here, their attendance improves dramatically. They thrive due to the care and attention given to their individual needs by their teachers to help them be successful in their classes which for many is the first time.

That success is a milestone to desire to graduate early and pass their STAAR tests.

SM- students don't seem to understand that their schedule is their best opportunity to graduate

WC - Mix of at-risk and gifted. All thrive for most part under our system.

RC - Our students are a mix of different cohorts, with some as young as sophomores.

They come from different ethnic backgrounds and socioeconomic status. However, they are all labeled at-risk youth. Students who choose to come to the Learning Center tend to have more buy-in then those students who are sent to our school (not their choice)

Strengths

BG-students have been completing with higher diploma standings

DW- Distinguished plan is our norm now.

MR-More students want a distinguished plan and graduate at a higher standard.

RC - Students are being held to a higher standard in their academic/education graduation plan (distinguished plan) and more students are enrolling into post-secondary education.

WC - High academic standards are expected and students succeed.

2. Staff Quality, Recruitment, and Retention

Data Source(s):

[2017-18 TAPR](#)

[Seguin ISD Mentor Schedule 2019-20](#)

Wonderings

MR-Attendance is an issue due to family, children, and personal issues which the limited use of counselors makes it difficult for them to overcome their problems.

RC - Attendance continues to be an issue at our school. With attendance being our biggest hurdle, we can't effectively address early completion of school credits as well as maximize student potential for passing STAAR EOC exams.

Challenges

BG-attendance issues brought about by Covid and virtual learning

DW- attendance, going to STEM diplomas

MR-Attendance issues continue to be a problem because the business world keeps our students late at work. They come to us tired from little sleep and hard work.

SM-difficulty balancing the schedule

RC - Students are coming to us with very few completed elective credits and it creates a challenge for us to fill in those gaps.

WC - Attendance based off of covid procedures from the past.

- Are instructional paraprofessionals highly qualified? What types and levels of training do they have? What is the retention rate for paraprofessionals?
- What are the retention rates for all groups of employees?
- What systems are in place to support new teachers? What strategies and structures are in place to build capacity?
- What support is available for teachers whose student performance is below district and/or state standards?
- How are the strengths of the most effective teachers shared with others?
- What professional development and resources are needed? How are these needs identified?
- What professional development is available? In what format? How often? What follow-up support is available? What structures are in place to ensure that teachers and others implement what they learn?
- What is the average class size? Does class size vary between subjects?

Noticings

BG-little turnover of staff

DW- high retention because wonderful work environment and our close relationships to each other

MR-Staff loves the fulfillment of student success and don't want to leave their job because it's so gratifying.

WC - Great staff that loves their work environment.

RC - Staff has bought into our system/program/purpose

Strengths

BG-Ability to work with students to make them successful

DW - how much we care about our students

MR-It is sometimes to get student's to buy in to the purpose of less phone use and being with their friends in the same classes. Students have formed great relationships with their teachers who only have their interests at heart.

Wonderings

BG-can we get a second math teacher to assist with the high need of students in the subject

-DW extra teacher for math

MR-One more math teacher is needed.

WC - One more math teacher.

RC - Need more staff.

Challenges

BG-high need of assistance from some students

DW- some students are tough to settle down and get on task when they are in certain situations (friends in same class)

MR-Phone texts from parents are very distracting to the educational goals that students and teachers have. Constant parent texting is a great distraction to the students.MR-

WC - We have teachers that love helping kids and have wonderful relationships with the students and staff. WC - Students lose concentration of educational goals from peer distraction.

3. Parents & Community

Data Source(s):

[Seguin Economic Development Update](#)

- Who are the major employers in the community? How do we interact with them? Do parents commute or work locally?
- What are parents' and the community's expectations for students after graduation? Go to work? Attend college? Join the military? Other?
- What is the level of engagement and support for our schools? What is the percentage of public schools vs. charter schools and private schools? How do the other schools impact us?
- Is there a prison or juvenile detention center nearby? Does this create needs for our students?
- What adult education courses/services are available?
- Are there universities and/or community colleges in our community? How do we interact with them?

Noticings

BG-community is more knowledgeable now about our program, but aren't active supporters

MR-We certainly need more parent and community involvement. The few parents who have been supportive love what their child has done at MBLC and have contributed immensely in appreciation of our efforts.

DW- grad turnouts nice

SM- the district seems to push students toward junior college too often, when students can be successful at the University level

Wonderings

BG-family night (game or movie)

MR-We need more career involvement from the community. Perhaps a visit from a different successful businessman or woman would be beneficial once a month to show students that they can be successful with a 2 or 4 year degree. More parent functions would help parents acquaint them with our

purpose to help their child succeed in education and life.

DW - more family picnics

SM- it would be great to have a university partnership of some kind

RC - We are starting to get more involvement from parents and the community, but not as much as we really need.

WC - Family gatherings, field trips to universities, community colleges, businesses.

RC - How can we get our community/parents more involved?

Strengths

BG-work well with parents in the overall goal for students' success

RC - Parents who have bought in as well are some of our biggest supporters. They understand what it is that we are trying to do and their support is definitely appreciated.

MR-Students need to realize that rules are to help them succeed and complete work in a timely manner.

Challenges

BG- busy staff lives, scheduling after school activities

SM-raising our student's expectations for themselves

RC - Getting more of our parents who may not have a higher education more involved. Our small staff already deals with having to take on multiple roles due to the size of our staff. We are essentially a part of every committee that our school has or can create.

MR-Difficult to serve on committees that

don't deal with the issues that we face daily.

More mental health and counseling courses would help.

Demographics Strengths

Demographics

Students

Getting younger (must watch to stay above 16), most at Risk (requirement of charter)

Questions: What are we going to do about attendance

Strengths: Higher grad plans , students are wanting that. Students being held to a higher standard.

Challenges: attendance, balancing schedules

Staff

Low turnover rate, with a great environment,

Questions: Additional staff is it possible

Strengths: Work with at risk kids, care about students

Challenges: students with high needs, phone usage, peer distraction

Parents

Community needs to know more about us and our mission, needing more parental involvement,

Questions: Family movie night, business/industry/school speakers, more family picnics, university partnership field trips how can we get more parents involved

Strengths Most of our parents are big supporters

Challenges: busy staff lives and small staff make extra after school stuff hard, raising some students expectations, getting more parents and community involvement, more mental health

Problem statements

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students need to attend school at least 90% of the time in order to pass EOC assessments and complete the credits necessary to graduate **Root Cause:** Outside factors in the students life from Covid-19 lock downs, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that start with not attending school.

Problem Statement 2 (Prioritized): Lack community and family involvement **Root Cause:** missed opportunities to include community and family in school events and also in making decisions to improve community and parental involvement

Problem Statement 3 (Prioritized): Students need to pass and achieve growth on English 1, English 2, Algebra 1, Biology, & US History End of Course tests in order to graduate high school **Root Cause:** Students have had a history of lack of progress and growth in passing EOC assessments preventing them from graduating

Problem Statement 4 (Prioritized): Students must have College and career readiness standards in order to meet state standards **Root Cause:** Lack of available CTE courses, students not being able to pass TSI assessments, and not having any available options for trade certificates prevents campus from reaching state requirements of college ready students

Student Learning

Student Learning Summary

Academic Achievement and Student Learning

How well are our students doing?

Committee Members (insert names below):

Rick Camacho

Brandy Grimm

Stephen McCullough

Martha Ragsdale

Dustin Wyatt

Jay Law

Chris Rangel

Wylie Crawford

Instructions - Using the bulleted questions and data sources as a guide, committee members will complete the tables after each section. It is not necessary to answer the questions; they are included to generate thought.

1. Student Outcomes & Performance

Data Source(s) (principals - add additional data relevant for your campus, i.e. Istation, CBA results, etc.):

Dec 2021 Testing information below

<https://drive.google.com/drive/folders/1JTRsxVeQKXkpE0jav10pfJqEfaGWhKDD?usp=sharing>

[2018 - 2019 TAPR](#)

[2019 Accountability](#)

Istation Results

CBA Results

- How does the campus or district perform on state assessments in terms of approaches, meets, or masters? What is the growth rate of students?
- What are the results on other assessments? Include comparison with other relevant assessments including district/campus-based assessments.
- Which student groups are staged in the Results Driven Accountability (RDA)? Why? Is there a significant difference between the performances of different student groups? Why?
- What trends and patterns are identified when student performance scores on state assessments and RDA are compared over a period of 2-3 years? How do the same students perform as they progress from grade to grade? From subject to subject?
- How are individual student needs identified? How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated? What structures, including RtI, are in place to support each student?
- How do achievement rates of special education students compare with non-special education students? What plans are in place to support special education students? Their teachers?
- How do achievement rates of Section 504 students and students in other special programs compare with all other students? What plans are in place to support them? Their teachers?
- How do achievement rates of students in the six state special allotment programs (gifted/talented, CTE, Bilingual/ESL, SCE, High School Allotment, and Special Education) and the federal Title programs compare with all other students? What plans are in place to support them? Their teachers?
- What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working?
- Are the SSI, ARD, LPAC, 504 and other committee decisions concerning state assessments and interventions appropriate and beneficial for students?
- How is Response to Intervention (RtI) being implemented? How are students identified and placed in RtI? Are the RtI processes and implementation effective? How is the RtI process affecting referrals to special education?
- What tools are available to ensure that strategies are designed to improve student performance?

Noticings

BG-Students are given a second chance to perform at a level that they are not use to.

DW- Our assessments scores are pretty good, especially considering many of our students have previously failed the state tests

SM-students really seem to be caring and trying on their tests

Wonderings

BG-was there anything else we could have done to help those that didn't succeed.

DW - is it possible to keep an ongoing online database of our current students and their 504/spec Ed needs?

Noticings

MR-Students want to succeed once they have the first success in a class. Passing when they have failed before seems to light a fire in our students to keep succeeding. Many pass the STAAR tests that they had not been able to pass before.

WC - Based off of relationships between students and staff, students want to succeed on tests.

RC - Our student's assessment scores are often better than average; especially, considering that many of our students have previously failed the state EOC exams.

Wonderings

MR-Students who have failed are given extra help to get them past the failing hurdle. They are constantly reminded that they are loved and cared about.

RC - How can we address the biggest killer of academic success...attendance. We continue to have a problem with attendance.

Strengths

BG-with a change in environment, students are able to complete more work and be more successful in school

DW small classes. Family-like environment and following up on attendance issues

MR-Small classes and more individual attention to each student makes for a more motivated student to want to be successful.

SM- students are cared for and each one matters to us. They are often lost at the high school

WC - Teachers care for students and students care for teachers.

RC - MBLC has created an environment conducive to learning. An environment where students not only feel safe but are able to attain a sense of ownership for the school and their education.

Challenges

BG-Students home life, attendance and lack of motivation. Occasionally lack of support from parents.

DW - many students are born into and live in difficult situations

MR-Students come from hardship and difficult environments that can be a burden in their lives and can interfere in their concentration to learn.

SM-students come into our EOCs with terrible attendance at SHS and have missed significant educational opportunities

WC - Lack of support system at home and SHS.

RC - We continue to struggle with a lack of staff support, a lack of community support, and a lack of consistent mental health support for our students.

Student Learning Strengths

Academic Achievement

Students get a second chance, and we do a good job of helping them care and want to succeed.

Questions: Could we have done more, What are we going to do with attendance

Strengths: Small family like, students cared for, teacher care for students

Challenges: Students home life, poor attendance lack home support,lack some mental health support

Problem Statement:

Goal #2 Goal #7

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students need to attend school at least 90% of the time in order to pass EOC assessments and complete the credits necessary to graduate **Root Cause:** Outside factors in the students life from Covid-19 lock downs, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that start with not attending school.

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School Processes & Programs

School Processes & Programs Summary

Processes and Programs Committee

What are our procedures, methods, and practices for doing business?

Committee Members (insert names below):

Rick Camacho

Brandy Grimm

Stephen McCullough

Martha Ragsdale

Dustin Wyatt

Jay Law

Chris Rangel

Wylie Crawford

Instructions - Using the bulleted questions and data sources as a guide, committee members will complete the tables after each section. It is not necessary to answer the questions; they are included to generate thought.

1. Personnel - Policy and Procedures

Data Source(s):(principals - add additional data or links relevant for your campus):

[Human Resources](#)

[2018 - 2019 TAPR](#)

- What is the process for recruiting and retaining high quality staff? Explain the recruitment, hiring, placement, development, evaluation, and advancement of high-quality staff,

including highly qualified paraprofessionals. (Note: Some districts or charters might consider this to be a district-level or charter-level responsibility and not a campus responsibility.)

Noticings

MR-The quality of the staff at MBLC is very high quality. The total years of experience for the staff members is over 100 years.

SM-strong staff

BG - MBLC has a staff that is unlike any other. The staff works together to do what is best for each individual student.

DW - Staff are experienced and know their content well.

WC - Strong staff that works well with each other which benefits the students.

RC - Staff turnover is extremely low due to supportive leadership and staff that is well suited for a diverse group of students. Staff is well versed in PBIS and learning more on Restorative Practices.

Wonderings

MR-Because the staff is so small for the number of students at MBLC, it would behoove the district to hire another teacher for a subject that is over crowded with students to provide the proper quality of education to all.

SM-need one more person to make everything run smoother

BG - When adding or replacing staff members, it takes honest conversations of the beliefs and values of someone.

DW- Additional math teacher needed to help alleviate large classes and make hands-on approach for every student possible

WC - One more educator to support the needs of our students.

RC - Given the number of students that apply each year, students have to sit on a wait list due to limited numbers as a result of the staff size. Adding one or possibly two teachers would allow us to service a larger population from SHS.

Strengths

MR-staff is over qualified in many disciplines to provide an excellent quality of education for the at risk students attending MBLC.

SM-Our staff is really kind to the students as well as each other. We truly work as a team. We never take that "It's not my job attitude"

BG-Experienced in differentiating our way around situations and helping students overcome many hardships.

DW -Staff is well-rounded and can help students with pretty much any need that arises, with classwork or social-emotional.

WC - Our staff is understanding and relates well to our students.

Challenges

MR-Many student challenges can be met by the staff and counselor, but a permanent counseling would benefit the many obstacles that are present to help a student be successful in life as well as in school.

SM-It's really difficult to be short a teacher 4th and 5th periods.

BG-unique mix of students with different backgrounds, socially, economically, emotionally, & academically

DW -It can't be helped, but it is a challenge for students to join EOC classes at different times.

WC - Understanding backgrounds and building relationships based off of that.

2. Professional Practices

Data Source(s) (principals - add additional data or links relevant for your campus):

CIP [Goals](#)

Campus Professional Development Plan

- What is planned for professional development? Describe how professional development is planned and the current impact it provides.
- How are decisions made in our district? Describe how PLCs or other leadership groups participate in decision-making.
- Do we include teachers and other staff in decision making? Discuss methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement.
- What are the goals for the campus and the district? What are the target areas and how will they be stated as measurable performance objectives? What data sources will be used throughout the year to monitor progress? How often?
- How are the goals, performance objectives and strategies communicated? What expectations exist for formative and summative reviews?
- How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized?
- Is the campus focused on improving student academic achievement? Is there a sense of urgency and strong commitment? What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on improvement?
- Is a school improvement monitoring calendar in place allowing the campus or district to revisit its strategies through a formative assessment process and make mid-course adjustments? Note: The HB3 Plans require a monitoring calendar for when each progress measure and goal result will be reported to the board. This can be one and the same.

Noticings

MR-Most district development courses are geared to the one subject classroom whereas MBLC deals with multiple subjects and semesters in one class period for multiple students.
SM-most PD does not fit the needs of this unique campus
BG-at MBLC we are able to be in the process of almost every aspect of campus life.
DW - PD for district is not specifically geared for a school like ours.
WC - PD seems like a time filler.

Wonderings

MR-More professional development to enhance the needs of students who are enrolled in multiple subjects and semesters that MBLC deals with on a daily and hourly basis.
SM-can't we tour other campuses like ours and compare and contrast as a form of PD
BG-how do other programs like us, but in different districts, work?
DW - Can we have more professional development for self-paced campuses? Would love to see how other schools like us are set up and run. Might get some good ideas.
WC - It needs to relate to us and our students.

Strengths

MR-Staff is able to navigate between computer generated courses and supplemental writing to fulfill college readiness prepared students.
SM-We're good at what we do
BG-we have a detailed orientated staff that monitors students and their progress weekly, and implement plans for individual students success.

Challenges

MR-Not all enrolled students plan to attend a college, but they should be prepared for a labor intensified economy and a need for that type of education to be available to them.
SM-expand what we do to offer more. Get our letter grade up to an A

DW - Because of our experience there is not much we haven't seen. I would say DW - we must support wide-ranging needs of a very diverse student pop we do a good job of supporting our students.

3. Programs and Opportunities for Students

Data Source(s) (principals - add additional data or links relevant for your campus):

[Dyslexia Brochure](#)

[Special Education Services](#)

[Bilingual/ESL Services](#)

CTE

[Migrant Services](#)

[Homeless and Foster Services](#)

[Gifted & Talented](#)

[Rtl](#)

- Is there evidence of how the curriculum and instruction increase student achievement? Discuss the well-rounded program of curriculum and instruction and how all students, especially those at-risk, are given opportunities to meet challenging state academic standards. Consider data for increasing the amount and quality of learning time and providing enrichment and acceleration.
- How do our special programs meet the needs of students? Explain anything significant with enrollment and participation in special education, bilingual/ESL, gifted/talented (include AP/IB and advanced graduation plans), career and technical education (CTE) and dyslexia treatment.
- Do we have a plan to implement and improve instruction in STEAM? Include a statement on the status of programming in science, technology, engineering, art and mathematics (STEAM), as appropriate.
- How do we provide guidance for students to plan postsecondary education or determine a career path? Describe data findings for how the school is meeting TEA's priority for college, career and military guidance and counseling. Include any postsecondary education, military and career awareness and exploration activities. (TEA Priority)
- What is the success rate of the integration of academic and CTE content? Discuss the success for any programs that coordinate and integrate academic and career and technical education content, curriculum-based entrepreneurship education.

Noticings

MR-MBLC provides exposure where possible for students to attend career programs that are coordinated with SHS. They are also provided with exposure to military recruiters and to tests that are given by various military installations who visit MBLC.

SM-Our students are isolated from opportunities at SHS

BG-more students are thinking about college than previous years

WC - Students are talking about life after high school quite a bit.

DW -Career fair and decision day were good for our students. Military recruiters come often.

RC - Our students are removed from all CTE courses and additional opportunities that they once had when they were at SHS. These choices are removed once they are enrolled at MBLC. CTE needs are not being met.

Wonderings

MR-It would be advantageous for MBLC students to be exposed to shadow various professions in Seguin and the surrounding area to get an idea of the professions that are most needed today.

SM- A campus tour to TX State and UTSA would be good

BG-More college campus trips for those interested

WC - More college visits, business visits. I'll drive.

DW - Visit college and business campuses

RC - Be able to offer CTE courses to our students, even if that means that the district has to bus them from campus to campus throughout the day. Love all our students equally is what I believe our district's motto is.

Strengths

MR-The Special Ed representative at MBLC does an excellent job of helping meet the needs of 504 and spec ed students through yearly ARDs. He discusses challenges with parents and staff. He also accommodates the educational needs and adjustments required by these students to be successful and to graduate on time.

SM-caring and helpful staff

BG-build confidence in students to grow academically

DW - we listen to student needs and try to get them going down bet path to pursue their dreams

Challenges

MR-More professional development would be great to enhance the at risk and special education programs at MBLC.

SM-get more students to look at universities instead of junior colleges. I think too many of our students are already put on the JC path at SHS and we know that they can do more.

BG-incorporating exposure to colleges in an accelerated pace

DW - expose to trade schools and universities in addition to Alamo Colleges

4. Procedures

Data Source(s) (principals - add additional data or links relevant for your campus):

[School Safety](#)

- How do we maximize instructional time? Review data on school conditions for learning, including protecting instructional time. Discuss anything significant. Example details might include master schedules, planning periods, PLCs, tutorials, beginning/ending times, extended day enrichment, summer school, etc.
- How do we provide equitable services to all students? Discuss the status of equity of services for all students.
- What effective transition activities do we provide at various grade transitions? Explain data findings on procedures to support students during all transitions: early childhood into elementary, elementary and middle/junior high or junior high into high school, high school to postsecondary.
- What is our classroom management plan? Discuss significant findings in classroom management and explain procedures used to reduce overuse of discipline practices that

remove students from the classroom.

- What is our plan for school safety? Discuss data for bullying, drug, violence and suicide prevention, as appropriate. What is our plan for school safety drills? How do we know that students and staff are well-trained? Note: Be careful about not revealing too many details about safety plans since the CIP/DIP is a public document.
- How do we address safety issues to reduce the number of incidents that occur? Discuss data on unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate.

BG-since we have built relationships with our students they feel comfortable telling us information that could hurt or help others.

We have a safe environment and classrooms are managed well. We monitor student progress daily and get them to complete goals daily -keeping them on task as best we can.

School Processes & Programs Strengths

Processes and Programs

Personnel

Strong experienced staff

Been working together for sometime

Feel an additional staff member would allow more students to enroll and to help with classes that have high numbers of students

Staff also noted that when we drop a teacher to go to coaching it raises numbers in all classes

And that relationship building is key to success

Professional Practices

Staff feels like District PD is too board to meet the needs of our staff as they all teacher multiple subjects

They would like to do school visit to see how other self paced campuses operate as part of PD

Staff is able to be flexible and navigate multiple platforms in their classes

Staff works to monitor plans and create goals for students

Programs and opportunities for students

Our students lack some access to programs that SHS offers

Students attend college and career fairs but campus needs to add more opportunities

Increasing courses to be able to push more higher graduation plans

Procedures

Relationships Relationships Relationships

Creates a safe environment for students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students need to attend school at least 90% of the time in order to pass EOC assessments and complete the credits necessary to graduate **Root Cause:** Outside factors in the students life from Covid-19 lock downs, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that start with not attending school.

Problem Statement 2 (Prioritized): Students must have College and career readiness standards in order to meet state standards **Root Cause:** Lack of available CTE courses, students not being able to pass TSI assessments, and not having any available options for trade certificates prevents campus from reaching state requirements of college ready students

Problem Statement 3 (Prioritized): Lack community and family involvement **Root Cause:** missed opportunities to include community and family in school events and also in making decisions to improve community and parental involvement

Problem Statement 4 (Prioritized): Students need to pass and achieve growth on English 1, English 2, Algebra 1, Biology, & US History End of Course tests in order to graduate high school **Root Cause:** Students have had a history of lack of progress and growth in passing EOC assessments preventing them from graduating

Perceptions

Perceptions Summary

Perceptions Committee

How well do we do business?

Committee Members (principals insert names below):

Chris Rangel

Brandy Grimm

Gerard Rodriquez

Sherri Greeno

Jay Law

Dustin Wyatt

Stephen McCollough

Ricardo Camacho

Martha Ragsdale

Wylie Crawford

Instructions - Using the bulleted questions and data sources as a guide, committee members will complete the tables after each section. It is not necessary to answer the questions; they are included to generate thought.

1. Student Engagement

Data Source(s) (principals - add additional data or links relevant for your campus):

Attendance summary report (principals add info here)

Discipline summary (principals add info here)

[Dropout Rate](#)

[Graduation Rate](#)

[School Safety](#)

- Do our students attend school daily? Define the attendance rate and if lower than desired, disaggregate it by the seven race/ethnicity groups.
- How does student behavior impact instruction? Describe what is significant in the data about behavior, disciplinary patterns, disciplinary alternative education placements (DAEP) and any differences between the seven race /ethnicity groups and five student groups.
- What strategies are in place to reduce the threat of bullying? Does the data confirm the strategies are working?
- What percentage of students are sent to the DAEP or juvenile justice alternative education program (JJAEP) for discretionary purposes? Mandatory purposes? For what offenses? Is one student group more heavily represented than others?
- What support do we provide students struggling with behavior? Discuss results of any mentoring, peer mediation, etc. or other ways of reducing conflict.
- Do our students successfully graduate in a timely manner? Describe the dropout rate or graduation rate and differentiate it by the seven race/ethnicity groups and five student groups. (Middle and High Schools)
- How do students describe their campus? How does this differ from teachers' descriptions?
- How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc.? Do all student groups have the same perceptions? How does this perception compare with their teachers' perceptions?
- Are effective procedures in place to promote safety? Do students feel safe? How do we know?

Noticings

RC - student attendance greatly impacts EOC instruction and self-pace progress in class. Students who have chronic attendance issues normally don't fair well on STAAR assessments and in completion of course credit in a timely manner.

DW -student behavior and attendance greatly impact EOC instruction and self-pace progress in Edgenuity and Google Classroom

MR-Student attendance has been a great issue in EOC classes because a lack of practice inhibits their chance to pass their tests.

SM-behavior is generally good, but too many students sitting together leads to too much talking and distractions

WC - Behavior is fine. Students interact and still complete work.

Wonderings

RC - How can we increase accountability of our students who sign a contract to be in school and yet don't abide by the contract that they signed. How can we involve parents more as well as student employers.

-How much of an impact does working late impact our students not coming in the next day

MR-Working late is many a cause for students being late and being sleepy in class.

Businesses make a student stay late to close without consideration for him/her to have to come to class the next morning. Many have to work to help the parents meet the needs of providing for the family.

SM-consider a policy of no more than 2 students at a table unless the teacher is there working with them as a group

Strengths

RC - Student to teacher ratio, more intimate relationships with students, greater access to information/support towards post-secondary education.

DW- small class sizes, the ability to separate students quickly because we have the room (in most classes), counselor's ability to change their schedule to accommodate the best learning environment for all

MR-Students like the small class environment and more attention to their educational needs

at MBLC.

SM-students are motivated to get their credits

WC - Students set goals and have success reaching goals,

Challenges

RC - Some students are forced to come to the Learning Center and as a result they have no buy-in into our program or their education. We are sometimes used as an alternative placement for data purposes.

DW- some come with few credits or with little time to make it up

MR-Students are able to regain credits lost to a lack of attendance at SHS because many have perfect attendance while at MBLC.

SM-the occasional student that just doesn't care about education

WC - Students feel overwhelmed with the amount of credits they need to make-up.

2. Staff Engagement

Data Source(s) (principals - add additional data or links relevant for your campus):

[2018-19 TAPR](#)

[Mentor Documentation](#)

[HQ Report](#)

- Do we retain teachers long term? Explain the turnover rate and how this compares with previous years.
- How do we support inexperienced teachers? Discuss any staff mentoring results.
- How do teachers view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.
- What are teachers' expectations for parental involvement? How do we know?
- Are effective procedures in place to promote safety? Do staff members feel safe? How do we know?
- What procedures are in place to involve staff in improvement planning? How are they included in decisions?

Noticings

DW- retention at MBLC is great because it's a wonderful place to work. If you want to teach here, you have to wait until someone retires. That's incredible.

SM-teachers can really impact the lives of their students

WC - Small town atmosphere where teachers and students are not just a number.

MR-MBLC is the most gratifying place to work because students blossom when they succeed and want more education.

Strengths

DW - family-like atmosphere

RC - I agree with DW when he states that we create a family-like atmosphere. This is where we create an environment conducive to a student's ability to gain confidence in becoming a student once again.

SM- students feel seen and heard for the most part

MR-Students feel like their lives and problems matter to someone (staff).

WC - Students are family. Staff builds wonderful relationships with students.

Wonderings

DW - Do we feel as good about the district as our campus? Do other schools know what we do and appreciate what we bring to the table?

RC - Why haven't we been recognized by the district for being able to do something that another school couldn't do? That is to graduate the at-risk student(s) on our campus (on the distinguished plan to boot).

RC - If we were at one time able to have 9 teachers on staff, why can't we get one more to make 7.5 staff?

MR-We are valued by our students' parents and should be valued by the community as well.

Challenges

RC - Dealing with staff who many not have well defined expectations in their classroom and students can pretty much do what they please, falling behind on school work and holding a seat hostage longer than needed.

SM- students can feel too comfortable and start to take advantage. Sitting in whatever class they want, work avoidance by wandering around

MR-Students want to change the rules to not apply to them. Since they have seldom been held accountable for their actions, it becomes difficult to have students comply to rules even though they are for their own good. There will be rules in the business world too.

3. Parent & Community Engagement

Data Source(s):

Parent & Family Engagement Policy (principals add link here)

School-Parent Compact (principals add link here)

- How do parents participate in the education of their child? Explain how participation rates are measured and the current data findings.
- What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do we know?

- How effective are communications such as the schools’ website, mobile app, letters, newspaper articles, etc.? How do we know?
- Are communications translated into languages other than English when needed?
- Do parents and community members participate in the site-based planning committee? How are they selected? Do they feel their participation is necessary and important? How do we know?

Noticings

DW -I think we are perceived positively by the community and central office.

SM- I think that by the time these students get to us, their parents know them pretty well

MR-Most of our students’ parents love and appreciate what MBLC has done for their child. The district also appreciates that we contribute to the graduation total every year.

RC - I believe that we do a great job making parents feel like we have their child's best interest at heart. I believe that our relationships/communication with parents is what has helped in getting parents to see what it is that we do.

Wonderings

How do we feel about the SHS, how do they feel about us, and can that changed easily?

MR-A survey would be helpful to find out where we can improve our contribution to each student’s success or failure.

RC - Can we create a survey for parents to take when they are withdrawing their child once they have graduated?

Strengths

DW- Parents, central office and the community are invited on our campus for many events throughout the year, including graduations

MR-We have a great turn out when we have our graduation walks. Parents and central office attend in abundance and with pride for the students’ accomplishments.

RC - I believe that we are transparent when it comes to our mission and work and that in turn helps us create the working relationships that we currently have with parents and our community.

Challenges

DW -parents and family attend graduations, but may not come otherwise because of their work schedule

SM- some parents just want us to “fix” their kids but we struggle to get every student to care about their education

MR-Graduation walks and celebrations are

a big success. Coverage by the local newspaper would be helpful to motivate our students.

RC - Having to share a campus with the DAEP campus, which has placed us in a position where many parents and community members see us as a part of that school.. Having to share a campus has taken us back 10 steps in the wrong direction.

Perceptions Strengths

Perceptions

Student Engagement

Attendance impacts work and success

Sitting too close together slows progress too much interaction lengthens programs

Questions: How can we increase accountability of our students who sign a contract to be in school and yet don't abide by the contract that they signed. How can we involve parents more as well as student employers.

Does working late ;lead to absences, tardies, and slow progress if so what then

Do we need to limit the number of people at a table?

Positives:

Smaller student teacher ratios most classes set goals, smaller environment allows us to catch an fix more

Challenges: some students without buy in, being so far back that it is hard to see finish line, the one bad apple that doesn't want to finish and wants to bring everyone down with him/her

Staff Engagement

Good place to work with good retention of staff

Questions: how does the district see us and why don't we have more staff, how does the community see us

Strengths: Family like students feel comfortable sharing and great relationships

Challenges: Staff expectations not the same leading to issues like students work , behavior, and performance not up to par, also leads to staff not seeing eye to eye

Parent Community Engagement

Parents and community generally perceive MBLC as positive partly through or relationships

Questions: Exit survey for parents of graduating students to see where we could improve, Could we improve our perceptions in the community if we did more of social media?

Strengths Good turnouts to school graduations and when we ask

Challenges: lack media presence, parents expectations, and sharing a campus with DAEP

Problem statements

Goal #5 Goal #6 Goal #7

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students need to attend school at least 90% of the time in order to pass EOC assessments and complete the credits necessary to graduate **Root Cause:** Outside factors in the students life from Covid-19 lock downs, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that start with not attending school.

Problem Statement 2 (Prioritized): Students need to pass and achieve growth on English 1, English 2, Algebra 1, Biology, & US History End of Course tests in order to graduate high school **Root Cause:** Students have had a history of lack of progress and growth in passing EOC assessments preventing them from graduating

Problem Statement 3 (Prioritized): Students must have College and career readiness standards in order to meet state standards **Root Cause:** Lack of available CTE courses, students not being able to pass TSI assessments, and not having any available options for trade certificates prevents campus from reaching state requirements of college ready students

Problem Statement 4 (Prioritized): Lack community and family involvement **Root Cause:** missed opportunities to include community and family in school events and also in

making decisions to improve community and parental involvement

Priority Problem Statements

Problem Statement 1: Students need to attend school at least 90% of the time in order to pass EOC assessments and complete the credits necessary to graduate

Root Cause 1: Outside factors in the students life from Covid-19 lock downs, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that start with not attending school.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Lack community and family involvement

Root Cause 2: missed opportunities to include community and family in school events and also in making decisions to improve community and parental involvement

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Students need to pass and achieve growth on English 1, English 2, Algebra 1, Biology, & US History End of Course tests in order to graduate high school

Root Cause 3: Students have had a history of lack of progress and growth in passing EOC assessments preventing them from graduating

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Students must have College and career readiness standards in order to meet state standards

Root Cause 4: Lack of available CTE courses, students not being able to pass TSI assessments, and not having any available options for trade certificates prevents campus from reaching state requirements of college ready students

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions


Goals



Goal 1: Improve student learning in Reading and English through improved instructional practice (Strategic Priority 1).







Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, Blended Learning, and support for special programs and sub-populations, MBLC will increase in the percentage of students who pass all English EOC exams from 52.5% to 65% in 2022-2023 and from 65% to 75% in 2023-2024.

High Priority

Evaluation Data Sources: EOC scores averaged from Fall and spring administrations

Strategy 1 Details	Reviews			
<p>Strategy 1: MBLC Students will be enrolled in content level EOC classes for reteach in all subjects that they failed to pass the EOC. English EOC will also be enrolled in 7th period enrichment classes to increase their passage rates from an overall average of 78% to 85% (TEA Required) Max AEA bonus points received at 60% passing rate</p> <p>Strategy's Expected Result/Impact: Students will show an increase in their EOC performance in Dec, Apr, and May.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, and Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 4 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Performance on State EOC assessments as well as performance in school is directly tied to attendance, MBLC will continue attendance incentives to improve the overall attendance of students at MBLC from 85% to 87%. Additional interventions specifically targeting the attendance of students that have below 80% overall attendance will be the focus.</p> <p>Strategy's Expected Result/Impact: Attendance to improve to 87%, students to show an increase in credits earned and improved EOC passage rates.</p> <p>Staff Responsible for Monitoring: Teachers, truancy intervention aide, secretary, and Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: food incentives - 199-General Fund - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
	 5%			
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide high quality ongoing instructional services, including supplies and materials, to at-risk students and sub pops. (TEA Required)</p> <p>Strategy's Expected Result/Impact: Increase graduation rate</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%			

Strategy 4 Details	Reviews			
<p>Strategy 4: Following HB 4545 MBLC will make sure that all students that are unsuccessful on the EOC exams will be placed in EOC classes to be monitored and receive all necessary and required supports each semester, including instructional support, and completion of parent communication, and state compliance forms to increase the students overall passing rates from 78% to 85%.</p> <p>Strategy's Expected Result/Impact: Improved communication with parents raising awareness about the importance of working hard and completing the work necessary to pass the EOC assessments ultimately resulted in increase passing rate from 78% to 85%.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 4 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: MBLC will begin to track and record all students below 80% attendance in Panorama documenting their attendance and what interventions and consequences have been attempted to improve this students attendance. Student support will be included to assist in this students group.</p> <p>Strategy's Expected Result/Impact: Increase overall students attendance and reduce the amount of students with less than 80% attendance.</p> <p>Staff Responsible for Monitoring: Principal, secretary, truancy attendance clerk. Central office student support services</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Students need to attend school at least 90% of the time in order to pass EOC assessments and complete the credits necessary to graduate Root Cause: Outside factors in the students life from Covid-19 lock downs, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that start with not attending school.</p>

Demographics

Problem Statement 3: Students need to pass and achieve growth on English 1, English 2, Algebra 1, Biology, & US History End of Course tests in order to graduate high school
Root Cause: Students have had a history of lack of progress and growth in passing EOC assessments preventing them from graduating

Student Learning

Problem Statement 1: Students need to attend school at least 90% of the time in order to pass EOC assessments and complete the credits necessary to graduate **Root Cause:** Outside factors in the students life from Covid-19 lock downs, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that start with not attending school.

Problem Statement 2: Students need to pass and achieve growth on English 1, English 2, Algebra 1, Biology, & US History End of Course tests in order to graduate high school
Root Cause: Students have had a history of lack of progress and growth in passing EOC assessments preventing them from graduating

School Processes & Programs

Problem Statement 1: Students need to attend school at least 90% of the time in order to pass EOC assessments and complete the credits necessary to graduate **Root Cause:** Outside factors in the students life from Covid-19 lock downs, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that start with not attending school.

Problem Statement 4: Students need to pass and achieve growth on English 1, English 2, Algebra 1, Biology, & US History End of Course tests in order to graduate high school
Root Cause: Students have had a history of lack of progress and growth in passing EOC assessments preventing them from graduating

Perceptions

Problem Statement 1: Students need to attend school at least 90% of the time in order to pass EOC assessments and complete the credits necessary to graduate **Root Cause:** Outside factors in the students life from Covid-19 lock downs, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that start with not attending school.



Problem Statement 2: Students need to pass and achieve growth on English 1, English 2, Algebra 1, Biology, & US History End of Course tests in order to graduate high school
Root Cause: Students have had a history of lack of progress and growth in passing EOC assessments preventing them from graduating

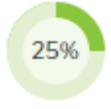




Goal 2: Improve student learning in Math through improved instructional practice (Strategic Priority 2).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, Blended Learning, and support for special programs and sub-populations, MBLC will increase in the percentage of students who pass all Algebra EOC exams from 35% to 55% in 2022-2023 and from 55% to 75% in 2023-2024.

High Priority

Evaluation Data Sources: EOC scores averaged from Fall and spring administrations

Strategy 1 Details	Reviews			
<p>Strategy 1: MBLC Students will be enrolled in content level EOC classes for reteach in all subjects that they failed to pass the EOC. English EOC will also be enrolled in 7th period enrichment classes to increase their passage rates from an overall average of 78% to 85% (TEA Required) Max AEA bonus points received at 60% passing rate</p> <p>Strategy's Expected Result/Impact: Increased score on the Algebra EOC</p> <p>Staff Responsible for Monitoring: Jay Law Gerard Rodriguez</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 4 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Performance on State EOC assessments as well as performance in school is directly tied to attendance, MBLC will continue attendance incentives to improve the overall attendance of students at MBLC from 85% to 87%. Additional interventions specifically targeting the attendance of students that have below 80% overall attendance will be the focus.</p> <p>Strategy's Expected Result/Impact: Increased attendance leads to increased scores and performance</p> <p>Staff Responsible for Monitoring: Jay Law Briana Rocha</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 4 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide high quality ongoing instructional services, including supplies and materials, to at-risk students and sub pops. (TEA Required) Strategy's Expected Result/Impact: Increased graduation rates Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:







Demographics
<p>Problem Statement 1: Students need to attend school at least 90% of the time in order to pass EOC assessments and complete the credits necessary to graduate Root Cause: Outside factors in the students life from Covid-19 lock downs, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that start with not attending school.</p> <p>Problem Statement 3: Students need to pass and achieve growth on English 1, English 2, Algebra 1, Biology, & US History End of Course tests in order to graduate high school Root Cause: Students have had a history of lack of progress and growth in passing EOC assessments preventing them from graduating</p>
Student Learning
<p>Problem Statement 1: Students need to attend school at least 90% of the time in order to pass EOC assessments and complete the credits necessary to graduate Root Cause: Outside factors in the students life from Covid-19 lock downs, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that start with not attending school.</p> <p>Problem Statement 2: Students need to pass and achieve growth on English 1, English 2, Algebra 1, Biology, & US History End of Course tests in order to graduate high school Root Cause: Students have had a history of lack of progress and growth in passing EOC assessments preventing them from graduating</p>
School Processes & Programs
<p>Problem Statement 1: Students need to attend school at least 90% of the time in order to pass EOC assessments and complete the credits necessary to graduate Root Cause: Outside factors in the students life from Covid-19 lock downs, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that start with not attending school.</p> <p>Problem Statement 4: Students need to pass and achieve growth on English 1, English 2, Algebra 1, Biology, & US History End of Course tests in order to graduate high school Root Cause: Students have had a history of lack of progress and growth in passing EOC assessments preventing them from graduating</p>
Perceptions
<p>Problem Statement 1: Students need to attend school at least 90% of the time in order to pass EOC assessments and complete the credits necessary to graduate Root Cause: Outside factors in the students life from Covid-19 lock downs, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that start with not attending school.</p> <p>Problem Statement 2: Students need to pass and achieve growth on English 1, English 2, Algebra 1, Biology, & US History End of Course tests in order to graduate high school Root Cause: Students have had a history of lack of progress and growth in passing EOC assessments preventing them from graduating</p>

Goal 3: Make all MBLC students future ready by increasing their college, career, and military readiness. (CCMR) (Strategic Priority 3)

Performance Objective 1: POST-SECONDARY READINESS: MBLC will increase the targets met from 11% to 70% in the School Quality Status (CCMR) component of Closing the Gap domain .

High Priority

Evaluation Data Sources: CCMR report, more TSI passing, more students enrolled in College Prep Classes, More enlistments

Strategy 1 Details	Reviews			
<p>Strategy 1: MBLC will work with students to ensure that they are meeting the requirements of the CCMR in respects to the area of TSI, Testing, military, and other post secondary entries. Counselor will encourage work and prepare for the TSI tests to all students who have not met the required passing scores. MBLC will also work on making sure that all post secondary schools and Military service as recorded. MBLC will have students take the college prep courses in math and ELA to help those who have trouble with the TSI. MBLC will also encourage all students to graduate with endorsements. (TEA Required)</p> <p>Strategy's Expected Result/Impact: Increase our score on CCMR reports and more students being college ready</p> <p>Staff Responsible for Monitoring: Jay Law, Gerard Rodriquez</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 2 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase number of students taking and passing the TSI tests</p> <p>Strategy's Expected Result/Impact: Increasing the passing rate on the TSI increases the score on the CCMR report and also helps student that our attending college place out of remedial classes.</p> <p>Staff Responsible for Monitoring: Jay Law Gerard Rodriquez</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 4 - Student Learning 4 - School Processes & Programs 2 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:







Demographics
Problem Statement 4: Students must have College and career readiness standards in order to meet state standards Root Cause: Lack of available CTE courses, students not being able to pass TSI assessments, and not having any available options for trade certificates prevents campus from reaching state requirements of college ready students
Student Learning
Problem Statement 4: Students must have College and career readiness standards in order to meet state standards Root Cause: Lack of available CTE courses, students not being able to pass TSI assessments, and not having any available options for trade certificates prevents campus from reaching state requirements of college ready students
School Processes & Programs
Problem Statement 2: Students must have College and career readiness standards in order to meet state standards Root Cause: Lack of available CTE courses, students not being able to pass TSI assessments, and not having any available options for trade certificates prevents campus from reaching state requirements of college ready students
Perceptions
Problem Statement 3: Students must have College and career readiness standards in order to meet state standards Root Cause: Lack of available CTE courses, students not being able to pass TSI assessments, and not having any available options for trade certificates prevents campus from reaching state requirements of college ready students

Goal 4: MBLC will build a thriving learning community as indicated on a numerical score of 80 or higher on the balance score card (Strategic Priority 4)

Performance Objective 1: MBLC will offer and promote opportunities for parents and stake holder to participate in celebration and events on campus as well as inviting community partners to adopt and support or school.

High Priority

Evaluation Data Sources: score of 80 or higher on scorecard. More parent and community support

Strategy 1 Details	Reviews			
<p>Strategy 1: MBLC will gold various events to engage parents and community members in activities at school from snacking with parents to award ceremonies, graduations, and family gathering.</p> <p>Strategy's Expected Result/Impact: increase community support and higher score on the balances scorecard</p> <p>Staff Responsible for Monitoring: Jay Law</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1, 3 - Perceptions 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: MBLC will invite community partners to adopt the school and also sponsor different programs like Taco Tuesday and Texas Parks Hunter and Boater Programs.</p> <p>Strategy's Expected Result/Impact: More participating, students gain more experiences and score card score goes up</p> <p>Staff Responsible for Monitoring: Jay Law and all staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Students need to attend school at least 90% of the time in order to pass EOC assessments and complete the credits necessary to graduate **Root Cause:** Outside factors in the students life from Covid-19 lock downs, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that start with not attending school.

Problem Statement 2: Lack community and family involvement **Root Cause:** missed opportunities to include community and family in school events and also in making decisions to improve community and parental involvement

Student Learning

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Problem Statement 3: Lack community and family involvement **Root Cause:** missed opportunities to include community and family in school events and also in making decisions to improve community and parental involvement

School Processes & Programs

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Problem Statement 3: Lack community and family involvement **Root Cause:** missed opportunities to include community and family in school events and also in making decisions to improve community and parental involvement

Perceptions

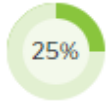

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Problem Statement 4: Lack community and family involvement **Root Cause:** missed opportunities to include community and family in school events and also in making decisions to improve community and parental involvement

Goal 4: MBLC will build a thriving learning community as indicated on a numerical score of 80 or higher on the balance score card (Strategic Priority 4)

Performance Objective 2: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: MBLC will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Through these experiences we will improve our attendance rate by 10%, raise our endorsement graduations by 5% and reduce or placements at DAEP to 0%.

Evaluation Data Sources: Student attendance, discipline referrals, climate surveys, employee attendance, drop-out data, homeless, migrant, participation in extra-curricular activities, graduation records.

Strategy 1 Details	Reviews			
<p>Strategy 1: MBLC will increase school attendance from 85% to 87% by utilizing a system of regular calls, home visits, and parent conferences for all absent students. MBLC will also routinely award students with positive attendance trends through weekly, bi weekly and monthly incentives.</p> <p>Strategy's Expected Result/Impact: Increasing the overall school attendance rate by 3% and also increase individual student attendance on previous below 80% attendance students by 8%.</p> <p>Staff Responsible for Monitoring: truancy intervention clerk, teachers, and principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: MBLC will conduct exit interviews and a Google survey with all students graduating or leaving the school in order to gain more insight into what students liked most and least about MBLC. We will then take this information and use it to improve all programs and offering to help increase the positive climate and culture of the school. In addition MBLC will survey parents at Graduations for greater insight into how we can improve.</p> <p>Strategy's Expected Result/Impact: Increase in the amount of positive rated programs and adjustments to programs and items that are rated negatively</p> <p>Staff Responsible for Monitoring: Principal, secretary, truancy clerk, counselors, and teachers.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide high quality counseling and guidance services to all at risk students. Strategy's Expected Result/Impact: Increased graduation rate for at risk students. Staff Responsible for Monitoring: Principal, counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Students need to attend school at least 90% of the time in order to pass EOC assessments and complete the credits necessary to graduate Root Cause: Outside factors in the students life from Covid-19 lock downs, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that start with not attending school.</p> <p>Problem Statement 2: Lack community and family involvement Root Cause: missed opportunities to include community and family in school events and also in making decisions to improve community and parental involvement</p>
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Goal 5: Create the conditions at MBLC to improve staff satisfaction as determined by the Organized Health Inventory (Strategic Priority 5).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: MBLC will achieve a teacher turnover rate of less than 10% and an administrator turnover rate of 0%

Evaluation Data Sources: HR Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: MBLC will work to maintain teacher satisfaction by having regular celebrations and recognition of staff birthdays, and just because days in order to maintain teacher happiness and have them want to work hard and come to school everyday.</p> <p>Strategy's Expected Result/Impact: Improved teacher satisfaction means less turn over and more production</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide high quality ongoing leadership to faculty of at risk students</p> <p>Strategy's Expected Result/Impact: Increase graduation rate for at risk students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 4 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Lack community and family involvement Root Cause: missed opportunities to include community and family in school events and also in making decisions to improve community and parental involvement</p>
<p>Problem Statement 3: Students need to pass and achieve growth on English 1, English 2, Algebra 1, Biology, & US History End of Course tests in order to graduate high school Root Cause: Students have had a history of lack of progress and growth in passing EOC assessments preventing them from graduating</p>

Student Learning

Problem Statement 2: Students need to pass and achieve growth on English 1, English 2, Algebra 1, Biology, & US History End of Course tests in order to graduate high school
Root Cause: Students have had a history of lack of progress and growth in passing EOC assessments preventing them from graduating

Problem Statement 3: Lack community and family involvement **Root Cause:** missed opportunities to include community and family in school events and also in making decisions to improve community and parental involvement

School Processes & Programs

Problem Statement 3: Lack community and family involvement **Root Cause:** missed opportunities to include community and family in school events and also in making decisions to improve community and parental involvement

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Perceptions



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Root Cause: Students have had a history of lack of progress and growth in passing EOC assessments preventing them from graduating






Problem Statement 4: Lack community and family involvement **Root Cause:** missed opportunities to include community and family in school events and also in making decisions to improve community and parental involvement

Goal 6: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community thus increasing our community's perception (Strategic Priority 6)

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the amount of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by adding changing and adding additional activities.

Evaluation Data Sources: Communication logs, Sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher will maintain a contact log to log in communication with parents, teacher will be asked to make more positive communication than negative to build more positive contacts with parents. Teachers are also required to have daily SEL contacts with all virtual students daily.</p> <p>Strategy's Expected Result/Impact: Parents and teachers will have more open and honest communication with each other and improved interaction to support our students for greater success.</p> <p>Staff Responsible for Monitoring: principal, teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: MBLC will have several No Place For Hate Events as well as awards ceremonies and graduation events, snacking with the parents events in addition to a friends and family picnics.</p> <p>Strategy's Expected Result/Impact: More positive contact with the community and parents</p> <p>Staff Responsible for Monitoring: Principal, teachers, truancy clerk</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 4</p> <p>Funding Sources: rewards and incentives, food items - 199-General Fund - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: MBLC will be seeking community sponsors for various programs to improve school attendance and opportunities. Through these sponsorships will can offer more and better incentives and improve the quality of programs that MBLC offers.</p> <p>Strategy's Expected Result/Impact: Sponsor ship for multiple programs these year</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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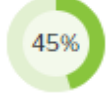





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Goal 6: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community thus increasing our community's perception (Strategic Priority 6)

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: MBLC will increase its presence on the social media platforms of Facebook and Twitter by making sure that our staff is trained on social media platform use, keeping our website up to date, and increasing the number of followers through more usage by staff and new ideas to encourage student twitter usage.

Evaluation Data Sources: Social media feedback, teacher reports, and parent reports

Strategy 1 Details	Reviews			
<p>Strategy 1: MBLC will maintain a Facebook account and Twitter to spread positive news to community about the good things occurring on campus in order to get more positive feedback from community and parents and support for MBLC programs</p> <p>Strategy's Expected Result/Impact: More support from community and more positive feedback about MBLC</p> <p>Staff Responsible for Monitoring: Dustin Wyatt- Twitter & Facebook, Principal, Sean Hoffman</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: MBLC will look for opportunities of enrichment for our students by locating and encouraging students to attend community events that provide students volunteer community service time, community job and college events, or to visit public speaking events to listen and learn .</p> <p>Strategy's Expected Result/Impact: More rounded students and exposure to more and different events in the community</p> <p>Staff Responsible for Monitoring: All Staff to look for events</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Lack community and family involvement **Root Cause:** missed opportunities to include community and family in school events and also in making decisions to improve community and parental involvement

Student Learning

Problem Statement 3: Lack community and family involvement **Root Cause:** missed opportunities to include community and family in school events and also in making decisions to improve community and parental involvement

School Processes & Programs

Problem Statement 3: Lack community and family involvement **Root Cause:** missed opportunities to include community and family in school events and also in making decisions to improve community and parental involvement

Perceptions






Problem Statement 4: Lack community and family involvement **Root Cause:** missed opportunities to include community and family in school events and also in making decisions to improve community and parental involvement

Goal 7: MBLC will work to Maintain our A rating (Strategic Priority 7)

Performance Objective 1: MBLC will continue to what is best for students in order to maintain our rating and increase the rigor and education that our program provides the students of Seguin ISD.

High Priority

Evaluation Data Sources: TEA score

Strategy 1 Details	Reviews			
<p>Strategy 1: By constantly monitoring our students performance on EOC assessments, Graduation rates, CCMR reports, and students ability to complete their courses we stay the course and maintain our rating.</p> <p>Strategy's Expected Result/Impact: Maintaining our school's rating</p> <p>Staff Responsible for Monitoring: ALL Staff on campus to make sure all students our performing</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2, 3, 4</p>	Formative			Summative
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<p>Problem Statement 4: Students must have College and career readiness standards in order to meet state standards Root Cause: Lack of available CTE courses, students not being able to pass TSI assessments, and not having any available options for trade certificates prevents campus from reaching state requirements of college ready students</p>

Student Learning

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School Processes & Programs

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Problem Statement 3: Lack community and family involvement **Root Cause:** missed opportunities to include community and family in school events and also in making decisions to improve community and parental involvement

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Problem Statement 4: Lack community and family involvement **Root Cause:** missed opportunities to include community and family in school events and also in making decisions to improve community and parental involvement

Targeted Support Strategies

Goal	Objective	Strategy	Description
3	1	1	MBLC will work with students to ensure that they are meeting the requirements of the CCMR in respects to the area of TSI, Testing, military, and other post secondary entries. Counselor will encourage work and prepare for the TSI tests to all students who have not met the required passing scores. MBLC will also work on making sure that all post secondary schools and Military service as recorded. MBLC will have students take the college prep courses in math and ELA to help those who have trouble with the TSI. MBLC will also encourage all students to graduate with endorsements. (TEA Required)
3	1	2	Increase number of students taking and passing the TSI tests

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	MBLC Students will be enrolled in content level EOC classes for reteach in all subjects that they failed to pass the EOC. English EOC will also be enrolled in 7th period enrichment classes to increase their passage rates from an overall average of 78% to 85% (TEA Required) Max AEA bonus points received at 60% passing rate
1	1	2	Performance on State EOC assessments as well as performance in school is directly tied to attendance, MBLC will continue attendance incentives to improve the overall attendance of students at MBLC from 85% to 87%. Additional interventions specifically targeting the attendance of students that have below 80% overall attendance will be the focus.
1	1	5	MBLC will begin to track and record all students below 80% attendance in Panorama documenting their attendance and what interventions and consequences have been attempted to improve this students attendance. Student support will be included to assist in this students group.
4	2	1	MBLC will increase school attendance from 85% to 87% by utilizing a system of regular calls, home visits, and parent conferences for all absent students. MBLC will also routinely award students with positive attendance trends through weekly, bi weekly and monthly incentives.

State Compensatory

Budget for Mercer-Blumberg Learning Center

Total SCE Funds: \$586,207.00

Total FTEs Funded by SCE: 8.5

Brief Description of SCE Services and/or Programs

SCE funds are used for activities that will increase academic achievement and reduce the drop-out rate for at risk students, including accelerated instruction, credit recover, EOC support, and counseling services.

Personnel for Mercer-Blumberg Learning Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Crawford, Wylie	Teacher	1
Grimm, Brandy	Teacher	1
Law, Jay	Principal	1
McCullough, Stephen	Teacher	1
Ragsdale, Martha	Teacher	1
Rangel, Christopher	Support	1
Rocha, Briana	Student Support	1
Rodriguez, Gerard	Counselor	0.5
Wyatt, Dustin	Teacher	1

Campus Funding Summary

199-General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	food incentives		\$2,500.00
6	1	2	rewards and incentives, food items		\$2,500.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$5,000.00
Grand Total Spent					\$5,000.00
+/- Difference					\$0.00