

Seguin Independent School District Mercer-Blumberg Learning Center 2024-2025 Campus Improvement Plan



Board Approval Date: October 29, 2024
Public Presentation Date: October 29, 2024

Mission Statement

Creating Believers. Empowering Graduates. Building Futures.

Vision

At MBLC our learning community is innovative, caring and committed to success 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

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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):

Brandy Grimm

Daniel Vega

Michelle Pafort

Dustin Wyatt

Don Hastings

Chris Rangel

Wylie Crawford

Jennifer Kendrick

Holly Thompson

Gerard Rodriguez

Briana Rocha

Instructions - Using the bulleted questions and data folder as a guide, committee members will complete each section. Please put your initials in front of your response. (JL-I see the problem...)

I. Students

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

Data

- Are our application rates declining or increasing? What trends are seen in an analysis of first semester vs. second semester? How do you feel enrollment has changed over the last 3-5 years?
- MR-Our application rates fluctuate and seem to increase in the second semester. In the last 3-5 years, our graduation rate has kept our enrollment at a steady pace.
- DW - I think we brought in the amount we needed after permitted to do so. Sometimes our numbers go down when we have a lot of finishers, but then it goes back up after applications.
- JK-there is a waiting list of students who was to come to this campus
- WC - Students apply to come to this school and are put on a waiting list. Once a number of students graduate, more students are enrolled.
- DV- I feel like they are somewhat steady. We never have an issue filling seats

- 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?

MR-Our dropout rates have always been lower and our completion rates have been high. Our student/teacher care about student success has kept our students interested

in completing their course work for graduation.

DW - High Completion, low drop-out, home visits and ability to pick up where you left off allows students to make mistakes (or get sick) and come back

JK - high completion

DV- students finish and little to none drop out

WC - Dropout rates are low. We have a high number of students complete.

- Are we seeing more of our students graduate and go onto college/trade school/Military? Is it higher then before?
MR-We proud to say that some of our students are succeeding in college. We even have one in pre-med.
DW - I thought so, but I would like to see even more go into the military and college

JK- many go on to college or continue to better jobs than they would have if they didn't have a diploma

DV- I feel like we can always have more go

WC - Yes, but there can always be more.

- What are the discipline rates? Do the rates vary between gender, ethnicity, and/or race?

MR-Our discipline rates are very minimal and vary between gender, ethnicity, and race when discipline issues occur.

DW - very low, I think they are totally random amount gender, ethnicity, etc.

JK-low

DV- low

WC - Low

- How have the college prep classes been going? Do you see a need to change them or improve on them? What other options can we add to meet CCMR?

MR-The college prep classes seem to be going well and are beneficial to our students with little change needed.

JK-college prep classes go well; add CTE electives

II. Staff Quality, Recruitment, and Retention

Data Source(s): See drive above

- What are the retention rates for all groups of employees?

MR-The retention rate at MBLC is very low because everyone is eager to continue working for the success of our students at our school.

DW- highest in district

DV- high retention

JK-high

WC - High retention

- What systems are in place to support new teachers? What strategies and structures are in place to build capacity?

MR-We support each other and new teachers have the support of all staff.

DW- mentor, plus everyone is here to lend a hand and support

JK-support of a small campus

WC - District mentor program. Our staff on campus is always willing to help each other out.

- What support is available for teachers whose student performance is below district
MR-Student performance has seldom been below district performance as MBLC has continued to be an “A” school in the district.
DV-flexibility for success
JK-all teachers help with any weak areas
- How are the strengths of the most effective teachers shared with others?
MR-The strengths of the most effective teachers are shared with others at the weekly PLC meetings.
DW - We don't hide what's working because we want all to be successful. They are shared in the hallways and during PLC
DV-everyone notices everyone here
JK-Transparency among teachers
WC - We are here for each other and share what works for students every day.
- What professional development and resources are needed? How are these needs identified? And what professional development is available?
MR-The staff is constantly looking for any professional development that will benefit MBLC's program to implement.
JK-staff complete a wide variety of PD that they share with other campus teachers.
WC - Standard PD requirements are completed during the year as well as personalized PD that we need or want to complete.

III. Parents & Community

Data Source(s):

See folder above

- Who are the major employers in the community? How do we interact with them? Do parents commute or work locally?
DW - Cat, Alamo Group, Vitesco, City of Seguin, Niagara

We had a career fair one day at MBLC that was really neat, I think most parents work here in Seguin.

MR-Most parents work locally and we need to have more career fair days to connect the Business community with the students at MBLC.

DV-many of our parents work locally. We have many large companies in Seguin that hire and attract people from out of town.

JK- CMC, Alamo group

HT-Several large companies in the area that employ many local residents.

- What are parents' and the community's expectations for students after graduation? Go to work? Attend college? Join the military? Other?

MR-Most parents want their child to further his/her educational progress beyond their high school education.

DV- workforce, college, military, trades

HT-Most of our students find full time work, attend college or go into the military.

JK-parents usually encourage students to continue education in some way

WC - All of the above. Workforce, college, or military.

- Is there a prison or juvenile detention center nearby? Does this create needs for our students?

MR-There is a juvenile section at the jail that works closely with MBLC to coordinate our work with their educational facilities.

JK- many students have been in jail themselves or have family members that are incarcerated

- What adult education courses/services are available?

JK - don't know

WC - Not sure

- Are there universities and/or community colleges in our community? How do we interact with them?

DW - TLU, need to have them come over, or those most interested can take a tour.

MR-It would help to tour or have the staff of the community colleges in New Braunfels, San Marcos, and San Antonio visit MBLC to inform the students about their programs.

DV- we could have more interaction

HT-TLU- We take the students to college/career day.

JK- TLU, AAJC

WC - TLU and Alamo colleges in San Antonio and in New Braunfels. Students go on tours and we have a district college fair.

Overall when it comes to achievement what are our school's strengths :

DW - Small class sizes, well-rounded teachers that have been there and done that! We have lots of good advice on life lessons.

MR-Small classes help students meet the challenges that they meet in their course work.

DV - small campus, relationships and pace

HT- one one one tutoring and instruction, calm, caring environment.

JK - small campus to address students needs

WC - Individualized instruction and relationship building.

What are our school's weaknesses:

DW - sometimes we may get groups of challenging students and that takes time to get them on board with our way doing things

MR- It takes a while to get students to buy into our program, successes, and goals for them.

HT- It takes students time to believe they can learn in a new different environment.

DV- it lends itself to having an overly trusting vibe

JK- some students take advantage of the relaxed environment

WC - Small minority of students take a little while to buy in to our culture.

=====

We will work on this together from above information:

Problem statements from this category:

Working toward buy in

Finding a win

Plan for challenging students

Demographics Strengths

Overall when it comes to achievement what are our school's strengths :

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HT- One on one tutoring and instruction, calm, caring environment.

JK - Small campus to address students needs

WC - Individualized instruction and relationship building.

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 and earn the credits necessary to graduate, and to prepare them for future work. **Root Cause:** Outside factors in the students life, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in the areas of social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that lead to not attending school.

Problem Statement 2 (Prioritized): MBLC Lacks community and family involvement **Root Cause:** MBLC has not capitalized on all available opportunities to include community and family in school events, MBLC also needs to increase including students, parents, and community in making decisions to improve community and parental involvement as well as school improvement.

Problem Statement 3 (Prioritized): Students must pass and achieve growth on English 1, English 2, Algebra 1, Biology, & US History End of Course tests in order to graduate high school, MBLC must increase their knowledge and their confidence to help them to pass. **Root Cause:** Many MBLC Students have long history of failed tests and lack of growth in passing EOC assessments. This history has lead to feelings of self doubt and a willingness to work on the tests preventing them from graduating

Problem Statement 4 (Prioritized): Students must have College and career readiness standards in order to meet state standards of accountability, increase the opportunity for CCMR pathways on the MBLC campus is imperative **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*):

Brandy Grimm

Daniel Vega

Martha Ragsdale

Dustin Wyatt

Jay Law

Chris Rangel

Wylie Crawford

Jennifer Kendrick

Holly Thompson

Gerard Rodriguez

Briana Rocha

Instructions - Using the bulleted questions and data folder as a guide, committee members will complete each section. Please put your initials in front of your response. (JL-I see the problem...)

Data

Student Outcomes & Performance

- How does the campus or district perform on state assessments in terms of approaches, meets, or masters? What is the growth rate of students?

JK - the majority of students are approaches or meets; a few masters

MR-We have seen some growth and success in test scores.

DV- most meet and approach

JL- our masters level is lower and could use some more work. Our retest rates help us in the long run

WC - Majority meets and approach

DW- approaches and meets, but lots of growth at our campus. They go from failing to passing.

HT-Most of the students meet and approach.

GR Most of our students meet and

- What trends and patterns are identified when student performance scores on state assessments?

JL-Low SES, SPED, LEP, and minority scores are still lower

DW- low scores for at risk groups and minority students

MR-Student weaknesses are stressed for success on future tests

- 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?

JK - data to identify particular areas that need focus, individualized instruction

MR-Test data is used to zone in on specific weaknesses and used to build on those Weaknesses.

DV- Data drives interventions

JL we use data to determine what students need to pass and tailor the education to meet those needs

WC - Data driven based off of tests and needed areas of focus

DW- look at past scores to give us a baseline and we adjust instruction depending on how well the student is retaining the information

HT-Individualized instruction and intervention based on data.

GR By looking at our data.

- How do achievement rates of special education/504/ELL students compare with non-specials students? What plans are in place to support special education students? Their teachers?

JK - rates are comparable

MR-We strategize to strengthen their special ed issues.

JL- they are lower the regular scores those students do have supports and teacher are suppose to be following them in class-

DW- I feel mine have been the same for Bio. Lots of scaffolding and vocab work really helps this group.

HT-Individualized instruction, modifications, and accommodations.

GR About the same with other students. Following accommodations.

- What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working?

JK - students are in remediation courses that do seem to help them improve

MR-Remediation helps to focus on their weaknesses.

DV- smaller classes and student centered focus

GR Students are enrolled in EOC classes.

JL-right now re enrollment in class and lunch intervention are our main interventions

WC - Small class environment and lunch interventions

DW- small class environment and classes just for those who need the tests, The interventions have been working

HT-Modifications, accommodations, small class sizes, and lunch interventions.

- 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?

JL- most of our students are already in Tier 2 or 3 when arriving on campus. We start to identify students as they stumble here. From there we develop and implements plans

DW- They are identified when they get here, and we provide support for their success

GR most students are already in the special education program. Adjustments are made as needed.

MR-Students are already identified and we help to implement reachable goals

- What tools are available to ensure that strategies are designed to improve student performance?

JL- Curriculum, and software teacher on bags of tricks for their service

DW- lots of technology and differentiated instruction

MR-Individualized work to fit a student's strengths and weaknesses

Overall when it comes to achievement what are our school's strengths :

JK - individualized attention to each student

DV- We emphasize the importance of the test and achievement from day 1.

JL-getting students to believe in themselves and understand the importance of the tests

WC - Differentiated instruction suited for each individual student

DW- working with each student

HT-Providing a positive, encouraging approach to education and tests.

MR-A caring and very visible interest and encouraging voice for each student

What are our school's weaknesses:

JK - students who are motivated to test

DV- I agree, Motivation.

WC - State exam motivation

JL- some lack motivation, most when they enter, finding the tools to motivate them all

DW- wantingness to excel on state exam. All seem motivated to graduate.

HT-Improve motivation to test.

MR-All want to graduate but have a difficult time motivating themselves to get out on their own

=====

We will work on this together from above information:

Problem statements from this category:

Motivation to perform on tests

Kids need to know that they need 5 tests not 3

Student Learning Strengths

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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):

Brandy Grimm

Daniel Vega

Martha Ragsdale

Dustin Wyatt

Jay Law

Chris Rangel

Wylie Crawford

Jennifer Kendrick

Holly Thompson

Gerard Rodriguez

Briana Rocha

Instructions - Using the bulleted questions and data folder as a guide, committee members will complete each section. Please put your initials in front of your response. (JL-I see the problem...)

I. Personnel - Policy and Procedures

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

- 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.)*

Keeping a positive climate, stating clear expectations, stating clear goals to be achieved. GR

- Positive environment makes this campus a desirable place to work. JK
- Staff wants to be on this campus due to great work environment WC
- DW - allowing us to make decisions best for our curriculum and students, providing support, plus the district gave out retention bonuses this year
- MR-Input from staff when a new hire is being considered is vital to the success Of MBLC's goals for students.
- HT-Having a positive, respectable environment where everyone is a team player.

II. Professional Practices

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

[Data](#)

- What is planned for professional development? Describe how professional development is planned and the current impact it provides.
The principal and staff discuss the needs of the school to develop strategies to help student meet their goal of graduating. GR
 - PD is focused and relevant to student achievement; streamlined toward the primary goal of the campus. JK
 - PD is centered on what's important to help students succeed. WC
 - DW - PD is both what we choose to help us out the most and what the district needs us to complete to be well-versed in general rules for all kinds of things like first aid to special education services
 - MR-PD is geared toward the students' goal to graduate and succeed as future citizens of this community or where they will be living and doing.
 - HT-Professional development is focused on the needs of our students and staff.

- How are decisions made in our district? Describe how PLCs or other leadership groups participate in decision-making.
 - Weekly PLC meetings are help to help make decisions for our school. GR
 - Weekly campus meetings, campus represented on all district committees. JK
 - Weekly PLC meetings structured on helping students be successful. WC
 - DW - weekly meetings among MBLC staff, plus staff attending district meetings and reporting back
 - MR-Weekly meetings and representation at district meetings are coordinated to help the decisions made for MBLC and its students.
 - HT-Weekly PLC meetings that focus on student success.
-
- 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.
 - Yes, Teachers are included in the decision making process. The meetings are used to track student progress. GR
 - Campus collaboration and implementation of policies, strategies and procedures.JK
 - Teachers are included in most of the decision making when it comes to our students whether it's collaboration or new strategies that we will use throughout the school. WC
 - DW- always. We all provide ideas and we make a collective decision
 - MR-All campus staff is asked to contribute input for any decisions made that will impact the students' progress and success.
 - HT-Strategizing and creating policies together and implementing the policies as a group.
-
- 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?
 - Meetings held weekly using a comprehensive data approach. The goal of the campus is to address the needs of the "whole student," so target areas are individualized. JK
 - The monitoring of student progress occurs on a weekly basis. Students who are making slow to no progress are given the attention. Different ways of meeting the needs of the students are discussed.GR
 - The goal of our campus is to help produce successful, determined adults in society after they graduate. WC
 - DW - the district has goals regarding pass rates on STAAR exams and improvement regarding state letter scores. At MBLC we strive for an A, almost all distinguished grads and a 90% plus pass rate on tests

- MR-Weekly meetings track student progress or non-progress in order to improve or change what is working or not working.

HT-Goals include helping the students achieve their goals of graduation. Monitoring the progress of each student on a weekly basis to make sure they are meeting each goal.

- How are the goals, performance objectives and strategies communicated? What expectations exist for formative and summative reviews?
 - Usually the goals, performance objectives and summative reviews are communicated with personnel in group or personal meeting with the principal. GR
 - Directly in meetings or one-on-one discussions with principal. JK
 - One on one or in meetings with staff. WC
 - DW - beginning of the year meetings and weekly PLC meetings
 - MR-Performance objectives and strategies are communicated in PLC meetings.
 - They are communicated in our weekly staff meeting and private meetings with the principal.
- 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?
 - Data is reviewed, and special circumstances are taken into account. GR
 - Personally know the students, understand extenuating circumstances and address needs through collaboration with other teachers. JK
 - Getting to know each student and their backgrounds while continuing to build positive relationships. WC
 - DW - recognize areas we are struggling at and form a plan to change what we are doing so the desired results are achieved
 - MR-Student and teacher relationships help address root causes are interfering
With student success.

HT-Knowing each student well and being able to understand the root causes of anything that hinders their progress and work with staff to address these concerns.

- 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?

Yes, there is a focus on improving student achievement. High academic expectations are set. GR

- The campus is based on individual student academic achievement. Daily routines and teaching methods ensure reaching this goal. JK
- We have high expectations for students as a staff when it comes to academic success and behavioral success. WC
- DW - we are very focussed on everyone meeting their goals to graduate on time and to pass their EOC tests
- MR-High expectations are required of all students with a minimum of 26 credits for graduation.
- HT-Yes and yes. By reviewing the successes and shortcomings on a weekly basis, we are able to constantly make changes and adjustments for future improvements.

- 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.*

Yes.

III. **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. Yes, the principal has developed unique course to help students meet high expectations, GR
 - The expectation is that students will graduate with a distinguished diploma. Students have highly personalized classes. JK
 - Classes are instructed based off the individual student and they are expected to graduate with a distinguished diploma. WC
 - DW - EOC classes allow enrichment of materials that will be tested. This is done in a small classroom environment
 - MR-All students are encouraged to graduate with 26 credits for a distinguished diploma.
 - HT-Students know they must complete 26 credits and are continuously encouraged to meet this goal which gives them confidence by reaching for higher educational standards.

- 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. I think the lower student teacher ration helps meet the needs of all of our special program needs. GR
 - Teachers can work individually with students. JK
 - Student work is individualized. WC
 - DW - We know when a student needs accommodations and make sure they are taken care of.
 - MR-Course work is individualized to meet a student's capability in order to be successful.
 - HT-Small groups and individualized instruction help to ensure the needs of students are met through accommodations and modifications.

- 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. No.
 - No specific plan. JK
 - I just cover it all again and again, but in different ways so it reaches them
 - MR-No plan is available at the present time.
- 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)

Counselor student meetings. Career and college fair activities. Military personal on campus visits. GR

 - Students research careers, guest speakers, college fair, recruiters. JK
 - College fair, career fair, guest speakers from different jobs including military personnel, and student research. WC
 - MR-Students research vocational and university options to find a career that they can pursue and make plans to attend after graduation.
 - HT-College fair, career fair, military visits to the school, guest speakers from different professions.

IV. 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.
We have outside counselors that meet with our students but if a student is in an EOC class, the counselor meets with the student in a non EOC class. GR
 - Students needing EOC classes are double-blocked for extra instructional time. JK
 - DW- no passing periods
 - MR-Students have EOC classes to maximize and strengthen their weaknesses from past tests that were taken.
 - HT-Extra time for EOC classes, intervention/tutoring during lunch for students who get behind.

- How do we provide equitable services to all students? Discuss the status of equity of services for all students.
All students are required to take the most rigorous grad plan as an example. Teachers help students meet this goal.
 - Students are expected to complete the same coursework as students at a traditional campus. JK
 - DW - all expected to be distinguished and graduate on time
 - MR-Students are given high expectations and are encouraged and supported to do their best on all work.
 - HT-All students are expected to graduate with 26 hours..

- 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. Teachers are required to follow a certain opening script to remind students of daily objectives which in turn helps classroom management. GR
 - Consistent application of rules/procedures. JK
 - WC - Constant reminders and daily expectations are presented every day in every class.
 - DW - everyone has to be current on their work or attend intervention during lunch
 - MR - Consequences are repeated daily in every period to remind students of lost privileges for being behind in class work and rewarded for staying on task
 - HT-Constantly reviewing expectations and school rules.

- 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.*

We conduct routine drills for safety. The principal coordinates teacher training. GR

- Safety drills, ALICE training. JK
- WC - Alice training and monthly drills
- HT-All staff takes ALICE training, door safety checks, and security guards, fire and safety drills.
- DW- trained, drills, monitoring, door checks, security guards
- MR - Staff must take ALICE training, daily door checks, and practice fire and Intruder drills on a monthly basis

- 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.

Appropriate and required literature is posted throughout the campus.

DW -safety issues are brought to admin attention immediately and discussed in weekly meetings

HT-Any issues are immediately addressed because of the smaller setting.

MR - Immediate action is taken with students, counselors, and administration..

Overall when it comes to achievement what are our school's strengths :

- Individualized instruction. JK
- DW - Small group instruction

- GR - Targeted curriculum that focuses on student success and the smaller size of the school population helps.
- WC - Individualized instruction and relationship building.
- HT-Caring and individualized educational environment
- MR - Relationships with students to make caring for each individual very apparent.

What are our school's weaknesses:

Attendance is always a struggle even with the host of incentives offered. GR

- Attendance, period of "buy in" JK
- Attendance. WC
- DW - attendance
- HT-Attendance
- MR - Attendance

=====

We will work on this together from above information:

Problem statements from this category:

Taco Tuesday - students like the food and 100. Leave at 100% attendance

Birthday Board - Not applied as well this year but worked in past

Graduation board works really well

Credit board worked okay

Attendance calling and home visits

Lunch intervention

Lunch Dhall has reduced tardies immensely

Awarding recognition for perfect attendance, earned credits, weekend work, and overall improvement

School Processes & Programs Strengths

Processes and Programs Committee

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

Committee Members (insert names below):

Brandy Grimm

Daniel Vega

Martha Ragsdale

Dustin Wyatt

Jay Law

Chris Rangel

Wylie Crawford

Instructions - Using the bulleted questions and data folder as a guide, committee members will complete each section. Please put your initials in front of your response. (JL-I see the problem...)

I. Personnel - Policy and Procedures

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

- 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.)*

Keeping a positive climate, stating clear expectations, stating clear goals to be achieved. GR

- Positive environment makes this campus a desirable place to work. JK
- Staff wants to be on this campus due to great work environment WC
- DW - allowing us to make decisions best for our curriculum and students, providing support, plus the district gave out retention bonuses this year
- MR-Input from staff when a new hire is being considered is vital to the success Of MBLC's goals for students.
- HT-Having a positive, respectable environment where everyone is a team player.

II. Professional Practices

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

Data

- What is planned for professional development? Describe how professional development is planned and the current impact it provides.
The principal and staff discuss the needs of the school to develop strategies to help students meet their goal of graduating. GR
 - PD is focused and relevant to student achievement; streamlined toward the primary goal of the campus. JK
 - PD is centered on what's important to help students succeed. WC
 - DW - PD is both what we choose to help us out the most and what the district needs us to complete to be well-versed in general rules for all kinds of things like first aid to special education services
 - MR-PD is geared toward the students' goal to graduate and succeed as future citizens of this community or where they will be living and doing.
 - HT-Professional development is focused on the needs of our students and staff.
- How are decisions made in our district? Describe how PLCs or other leadership groups participate in decision-making.
 - Weekly PLC meetings are help to help make decisions for our school. GR
 - Weekly campus meetings, campus represented on all district committees. JK
 - Weekly PLC meetings structured on helping students be successful. WC
 - DW - weekly meetings among MBLC staff, plus staff attending district meetings and reporting back
 - MR-Weekly meetings and representation at district meetings are coordinated to help the decisions made for MBLC and its students.
 - HT-Weekly PLC meetings that focus on student success.
- 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.
 - Yes, Teachers are included in the decision making process. The meetings are used to track student progress. GR
 - Campus collaboration and implementation of policies, strategies and procedures.JK

- Teachers are included in most of the decision making when it comes to our students whether it's collaboration or new strategies that we will use throughout the school. WC
 - DW- always. We all provide ideas and we make a collective decision
 - MR-All campus staff is asked to contribute input for any decisions made that will impact the students' progress and success.
 - HT-Strategizing and creating policies together and implementing the policies as a group.
-
- 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?
 - Meetings held weekly using a comprehensive data approach. The goal of the campus is to address the needs of the "whole student," so target areas are individualized. JK
 - The monitoring of student progress occurs on a weekly basis. Students who are making slow to no progress are given the attention. Different ways of meeting the needs of the students are discussed. GR
 - The goal of our campus is to help produce successful, determined adults in society after they graduate. WC
 - DW - the district has goals regarding pass rates on STAAR exams and improvement regarding state letter scores. At MBLC we strive for an A, almost all distinguished grads and a 90% plus pass rate on tests
 - MR-Weekly meetings track student progress or non-progress in order to improve or change what is working or not working.
HT-Goals include helping the students achieve their goals of graduation. Monitoring the progress of each student on a weekly basis to make sure they are meeting each goal.
-
- How are the goals, performance objectives and strategies communicated? What expectations exist for formative and summative reviews?
 - Usually the goals, performance objectives and summative reviews are communicated with personnel in group or personal meeting with the principal. GR
 - Directly in meetings or one-on-one discussions with principal. JK
 - One on one or in meetings with staff. WC
 - DW - beginning of the year meetings and weekly PLC meetings
 - MR-Performance objectives and strategies are communicated in PLC meetings.

- They are communicated in our weekly staff meeting and private meetings with the principal.

- 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?
 - Data is reviewed, and special circumstances are taken into account. GR
 - Personally know the students, understand extenuating circumstances and address needs through collaboration with other teachers. JK
 - Getting to know each student and their backgrounds while continuing to build positive relationships. WC
 - DW - recognize areas we are struggling at and form a plan to change what we are doing so the desired results are achieved
 - MR-Student and teacher relationships help address root causes are interfering
 - With student success.
 - HT-Knowing each student well and being able to understand the root causes of anything that hinders their progress and work with staff to address these concerns.
- 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?
 - Yes, there is a focus on improving student achievement. High academic expectations are set. GR
 - The campus is based on individual student academic achievement. Daily routines and teaching methods ensure reaching this goal. JK
 - We have high expectations for students as a staff when it comes to academic success and behavioral success. WC
 - DW - we are very focussed on everyone meeting their goals to graduate on time and to pass their EOC tests
 - MR-High expectations are required of all students with a minimum of 26 credits for graduation.
 - HT-Yes and yes. By reviewing the successes and shortcomings on a weekly basis, we are able to constantly make changes and adjustments for future improvements.

- 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.*
Yes.

III. 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. Yes, the principal has developed unique course to help students meet high expectations, GR
 - The expectation is that students will graduate with a distinguished diploma. Students have highly personalized classes. JK
 - Classes are instructed based off the individual student and they are expected to graduate with a distinguished diploma. WC
 - DW - EOC classes allow enrichment of materials that will be tested. This is done in a small classroom environment

- MR-All students are encouraged to graduate with 26 credits for a distinguished diploma.
 - HT-Students know they must complete 26 credits and are continuously encouraged to meet this goal which gives them confidence by reaching for higher educational standards.
-
- 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. I think the lower student teacher ration helps meet the needs of all of our special program needs. GR
 - Teachers can work individually with students. JK
 - Student work is individualized. WC
 - DW - We know when a student needs accommodations and make sure they are taken care of.
 - MR-Course work is individualized to meet a student's capability in order to be successful.
 - HT-Small groups and individualized instruction help to ensure the needs of students are met through accommodations and modifications.
-
- 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. No.
 - No specific plan. JK
 - I just cover it all again and again, but in different ways so it reaches them
 - MR-No plan is available at the present time.
-
- 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)

Counselor student meetings. Career and college fair activities. Military personal on campus visits. GR

- Students research careers, guest speakers, college fair, recruiters. JK
- College fair, career fair, guest speakers from different jobs including military personnel, and student research. WC
- MR-Students research vocational and university options to find a career that they can pursue and make plans to attend after graduation.
- HT-College fair, career fair, military visits to the school, guest speakers from different professions.

IV. 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. We have outside counselors that meet with our students but if a student is in an EOC class, the counselor meets with the student in a non EOC class. GR
 - Students needing EOC classes are double-blocked for extra instructional time. JK
 - DW- no passing periods
 - MR-Students have EOC classes to maximize and strengthen their weaknesses from past tests that were taken.
 - HT-Extra time for EOC classes, intervention/tutoring during lunch for students who get behind.
- How do we provide equitable services to all students? Discuss the status of equity of services for all students. All students are required to take the most rigorous grad plan as an example. Teachers help students meet this goal.

- Students are expected to complete the same coursework as students at a traditional campus. JK
 - DW - all expected to be distinguished and graduate on time
 - MR-Students are given high expectations and are encouraged and supported to do their best on all work.
 - HT-All students are expected to graduate with 26 hours..
-
- 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. Teachers are required to follow a certain opening script to remind students of daily objectives which in turn helps classroom management. GR
 - Consistent application of rules/procedures. JK
 - WC - Constant reminders and daily expectations are presented every day in every class.
 - DW - everyone has to be current on their work or attend intervention during lunch
 - MR - Consequences are repeated daily in every period to remind students of lost privileges for being behind in class work and rewarded for staying on task
 - HT-Constantly reviewing expectations and school rules.
-
- 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.*

We conduct routine drills for safety. The principal coordinates teacher training. GR

 - Safety drills, ALICE training. JK
 - WC - Alice training and monthly drills
 - HT-All staff takes ALICE training, door safety checks, and security guards, fire and safety drills.
 - DW- trained, drills, monitoring, door checks, security guards
 - MR - Staff must take ALICE training, daily door checks, and practice fire and Intruder drills on a monthly basis

- 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.

Appropriate and required literature is posted throughout the campus.

DW -safety issues are brought to admin attention immediately and discussed in weekly meetings

HT-Any issues are immediately addressed because of the smaller setting.

MR - Immediate action is taken with students, counselors, and administration..

Overall when it comes to achievement what are our school's strengths :

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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 and earn the credits necessary to graduate, and to prepare them for future work. **Root Cause:** Outside factors in the students life, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in the areas of social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that lead to not attending school.

Problem Statement 2 (Prioritized): Students must have College and career readiness standards in order to meet state standards of accountability, increase the opportunity for CCMR pathways on the MBLC campus is imperative **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): MBLC Lacks community and family involvement **Root Cause:** MBLC has not capitalized on all available opportunities to include community and family in school events, MBLC also needs to increase including students, parents, and community in making decisions to improve community and parental involvement as well as school improvement.

Problem Statement 4 (Prioritized): Students must pass and achieve growth on English 1, English 2, Algebra 1, Biology, & US History End of Course tests in order to graduate high school, MBLC must increase their knowledge and their confidence to help them to pass. **Root Cause:** Many MBLC Students have long history of failed tests and lack of growth in passing EOC assessments. This history has lead to feelings of self doubt and a willingness to work on the tests preventing them from graduating

Perceptions

Perceptions Summary

Perceptions Committee

How well do we do business?

Committee Members (*principals insert names below*):

Brandy Grimm

Daniel Vega

Martha Ragsdale

Dustin Wyatt

Jay Law

Chris Rangel

Wylie Crawford

Jennifer Kendrick

Holly Thompson

Gerard Rodriguez

Briana Rocha

Instructions - Using the bulleted questions and data folder as a guide, committee members will complete each section. Please put your initials in front of your response. (JL-I see the problem...)

I. Student Engagement

Data

- Do our students attend school daily?
 - JK - inconsistent
 - JL- Mixed some really do great to not at all
 - WC - I feel like most do, but not all
 - HT-It varies.
 - DW - Some come all the time, but I feel like many of our students are inconsistent in attendance. A few miss a whole lot.
 - DV- Most do, however there are some with attendance issues
 - BG-Most have decent to good attendance, just a few repeat poor attendance
 - MR-Some have excellent attendance, but very few do not
 - GR- A few miss more than usual.
- How does student behavior impact instruction?
 - JK - Off-task behavior/work avoidance impedes student progress
 - JL- The behaviors can slow work for those that want to finish
 - HT-Poor behavior distracts from completing work and can impact the entire class's progress.
 - DW- Good behavior and politeness allows for the proper flow of instruction.If the behavior is not not ideal, it impacts instruction, especially cursing, horseplaying and getting loud.
 - WC - We do a great job as a staff interacting with our students in a positive manner which usually translates to positive student behavior during class and instruction.
 - BG- behavior(talking, other distractions) can not only affect that student, but also the other students in the class.
 - MR-Seldom have behavior because they are too busy working to get done early
 - DV- Makes all the difference. bad apples will almost always affect others negatively and impact their learning
 - GR Off task behavior slows student progress.
- What strategies are in place to reduce the threat of bullying? Does the data confirm the strategies are working?
 - JK - as a small campus we are attentive to student interactions
 - JL- small environment allows for us to work through many situations without incident still little to no reported bullying
 - WC - Being a small campus, we usually catch any incidents before they happen.

HT-We are able to diffuse any situation quickly and make adjustments to the student's schedules if necessary.

DW- we each pay attention to our students and know if something is not right. We also observe behaviors among students and will correct anything that can be perceived as an imbalance of power

MR-We work with students on their personal issues to stop any bullying in its tracks.

DV- We know most of the time what is happening

BG- We have "ears" that will usually inform us, and we can usually intervene before the situation escalates

GR Constant teacher presence in all areas of the school.

- What percentage of students are sent to the DAEP or juvenile justice alternative education program (JJAEP) for discretionary purposes? Mandatory purposes?

JL-1 student mandatory this year

JK - 1 student mandatory

WC - 1 student mandatory

HT-1 student mandatory

DW- just one, yes mandatory

DV - 1 student

BG- 1 sent to DAEP

MR-1 that was sent

GR 1 student

- What support do we provide students struggling with behavior? Discuss results of any mentoring, peer mediation, etc. or other ways of reducing conflict.

JL- more discussion with staff, could use outside help from central office and /or SPED

JK - PLCs to make a plan for individual students; outside counselors work with students

WC - Staff discussions, PLCs, campus and and outside counselors

DV- Teacher/ counseling support.

HT-Staff support, talking to the students one on one.

DW- small group, lots of counseling in-house and other. We also help students that struggle with behavior by modeling and high expectations

MR-students work with stuff, and outside counselors

BG-we offer many different supports depending on the needs of the student. Many students have graduated and have expressed that "before I came here I would have said something to them or fought them but instead I just turned and walked away, because I knew it wasn't worth it." one method does not make this happen, its a mixture and usually from more than one person.

GR Distractions are lessened at MBLC to help students achieve their grad goal.

- 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)
 - JL- yes most finish on time or early those that don't complete within 3 years.
 - WC - On-time or early
 - DV- Yes. Graduation is key here.
 - HT-Yes.
 - DW- most graduate early, the few that graduate late or on time may have not graduated at all if not here
 - MR-yes, most graduate on time.
 - BG-most on time or early, the few students that don't graduate on time, are usually known before enrollment with us
 - GR Most finish early except those students who we get from the HS that are already in their 4th year and unable to earn the credits to finish on time.
 - Do have a meager drop out % that does require more reflection on how we can we help students and teacher both have a positive description of our campus
 - JL-really need to be able to get a better picture of why they quit. If we could get that we could make adjustments to fix it
 - JK - most students are successful
 - WC - Success rate is high.
 - DV- we are on top of this.
 - HT-We have a high graduation rate.
 - DW- most students that drop out from MBLC have something going on personally that outside our control. All we can do is welcome them and try to help.
 - MR-We make each student proud of their accomplishments to motivate others.
 - BG-
- How do students describe their campus? How does this differ from teachers' descriptions?
 - JL-For the most part students and teacher both feel the same about campus and climate on campus
 - JK - students are generally positive about the campus atmosphere and teachers are as well
 - WC - A majority of our students find our campus as a welcoming place. As a teacher, it's the best campus in the district.
 - DV- Our students describe MBLC as a great place to learn
 - HT-Both staff and students feel positive about our campus. It is a great environment for learning.
 - DW- I think we are both positive about the campus. Students might think we are strict on our expectations of turning in work, but everyone generally likes it here
 - MR-Staff and students look forward to coming and being at MBLC.
 - BG- most students and parents have a positive perspective by the time they leave us. I believe all staff love being here.
 - GR I ask a lot of the students if they like it here and they say yes. Teachers do too.

- 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?

JL- they score highly on these sections and teacher and students score mostly the same

JK - students feel more comfortable at this campus than at others they have attended

WC - Students and teachers are comfortable here.

HT-Both students and teachers feel safe and comfortable.

DW- I feel students like the atmosphere here. They are treated respectfully and are supported by all staff

MR-Everyone feels safe and comfortable to be here.

DV- Everyone is comfortable and matters

BG-students will recognize if other students are being disrespectful or have poor behavior and usually reflect on the situation

GR The students have a positive and attitude perception about our school.

- Are effective procedures in place to promote safety? Do students feel safe? How do we know?

JL- I feel safe and I believe most students do as well many redundant systems in place

JK - Students and staff feel safe and are respectful of safety procedures

WC - I feel safe and our students seem to feel safe with the safety procedures in place

DV- I believe our students feel valued and safe

HT-Yes, there are safety procedures that are followed. Students feel safe because of the individualized instruction and concern provided by the staff. The students feel able to openly express their feelings.

BG- safety procedures are followed and students feel physically safe, students also feel safe enough to tell the staff of situations on and off campus

DW- door checks and a closed campus promotes security. We also have police and security officers that check our campus as well. During drills I ask them if they feel safe here and they said they do.

MR-Open communication is key to relationships that make students feel welcomed and safe here.

GR Yes, there are effective procedures to make students feel safe in a learning environment.

II. Staff Engagement

- Do we retain teachers long term? Explain the turnover rate and how this compares with previous years.
 - jL- Our teachers usually stay until retirement
 - JK - Teachers have left only because of retirement
 - WC - Teachers leave when they retire
 - DV- Teachers stay
 - HT-The turnover rate is extremely low.
 - DW- yes, teachers come here to teach until retirement
 - MR-Once here, no one wants to leave.
 - BG-get in line, we aren't going anywhere. Wouldn't want to teach anywhere else.
 - GR A couple of teachers left the LC because of retirement. One left recently because he wanted a coaching position.

- How do we support inexperienced teachers? Discuss any staff mentoring results.
 - JL- district and campus assigned mentor
 - JK - teachers on campus are always eager to give assistance in any way needed
 - WC - Being a small campus, our staff interacts with each other daily for collaboration or assistance purposes.
 - DV- Help is always available and given
 - HT-Great teacher and staff support.
 - DW- new teachers are mentored, plus we always take care of each other. You can ask any of us for help and we will gladly do it. Usually, we offer help before someone even asks.
 - MR_We support each other in any way that we can.
 - BG-mentoring, lots of meaningful meetings, on going text thread
 - GR We hired an extra math teacher last year and the other math helped and mentored her.

- How do teachers view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.
 - JL- teacher like the climate and culture and say that it is positive and nurturing
 - JK - Panorama survey shows high level of satisfaction
 - WC - Fantastic environment to work in.
 - MR-Great place to be for culture and climate of both staff and students.
 - DV- Climate and culture are spot on
 - HT-Wonderful climate and culture.

DW- climate and culture of our campus is amazing. I think our district keeps improving.

BG- campus is great. District also has a lot going for it. Our climate works better for some students that had difficulties at other campus

GR The climate of our school is positive.

- What are teachers' expectations for parental involvement? How do we know?

JL_teacher expect student to get help at home but they realize that this is not always possible so they don't give much that must be done at home

JK - teachers understand that many students come from difficult home environments; discussion at PLCs give more insight into what might help individual students.

WC - We understand that a majority of our students may not have educational assistance at home and our entire staff takes that into account when these students enter our school/classroom.

DV- We expect parents to be involved in every aspect of their child's learning.

HT-Parent involvement is encouraged by staff and is very sensitive to specific home situations.

DW- low, I expect the students to get it taken care of and they do. For the most part they are responsible young adults. We ask parents for help if needed, usually with attendance.

MR-Parents know that we as a staff care and support them and their child.

BG- we always want parental support and usually can gain it, even after bad experiences at other campus's.

GR We always want parental support and most parents support how we are helping their son/daughter.

- Are effective procedures in place to promote safety? Do staff members feel safe? How

JL-Yes and yes

JK - daily door checks, drills to prepare for fire and lockdowns

WC - Yes to all.

DV- Yes

HT-Yes

DW- definitely

BG-door checks, safety drills, and open discussions about safety

GR- Yes, there are daily checks occurring frequently.

- What procedures are in place to involve staff in improvement planning? How are they included in decisions?

JK - most campus decisions are discussed among teachers and staff before any final decision is made

WC - A majority of decisions are decided by the entire staff as a whole.

HT-The staff helps with decision making during meetings.

DW- I feel like almost every decision that concerns teachers is discussed with us as a collective group. Ideas are bounced off us and important decisions are handled together.

MR-Staff input is key to success and decision making for each student.

Ongoing training and support

DV- Staff opinions and feedback are always taken into consideration. We have a voice

BG- we talk all the time about what would help in a situation, whether it's about a student, procedure, or building usage

GR Weekly staff meetings occur.

III. **Parent & Community Engagement**

- How do parents participate in the education of their child?

JL- It starts with the interview, we invite them to come to events.

JK - communication with parents and having special events to build a relationship

WC - We have many events that they are included in.

DV- they too are apart of the campus

MR-Graduation displays the parents' pride in their child and the school's success.

DW- Parent involvement is important for our campus events, including picnic and graduations.

BG-Parents and family are invited to campus events and encouraged to communicate with staff

GR We have scheduled events for student and parent involvement during the school day and afterschool too.

- What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do we know?

JL-We need a parent survey to get this maybe at Graduation and events we could have a short survey pass

JK - most parents are supportive of the school's efforts

WC - Based on interactions with parents, a majority of parents seem grateful that their student(s) attends our campus.

DV- Parents feel welcome here

BG-parents are informed frequently about students' attendance, we could probably do better about periodically informing parents about academic

progress.

MR-Parents who were graduates of MBLC know that we can provide the support and Care for their child.

DW- I feel all the parents know they are welcome. Effectiveness is measured by graduation rates, and seeing the families so happy at our graduations

GR I think they are appreciative that their child will have a chance to graduate.

- How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.? How do we know?

JK - we have all means of communication to increase opportunity for parents to be aware of school events

DV- Our communication about our school is very effective. Community members have said

MR-It helps to fill the gap to communicate our efforts to everyone through newsletter and Announcements.

DW- there are newsletters, a website, social media, calls home, daily assembly and announcements, and letters sent out. We know it reaches them because no one is surprised by anything

BG- as a campus we have a google classroom, googlesite, weekly digital newsletter, call out for special events, drills, etc, "X" and facebook

GR Same as BG

- Are communications translated into languages other than English when needed?

JL-Not as much as they should

JK - not all

WC - Not all the time.

DV- not often

MR-They can be when needed.

DW- when needed

BG- when needed yes but not as a norm

GR We have Spanish speaking employees that can translate 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?

JL-Need to do a better job with this

DV- I agree we this needs to be pushed more by the district to parents

MR-Many Central Office participate in our graduation walks, but we need more community presence.

DW- not sure. Probably need more community input

BG-hard to select a parent, since most students are not enrolled for extended amounts of time.

GR More input would be nice.

Overall when it comes to achievement what are our school's strengths :

JL- our small size, dedication from our teachers , and the push to make the students want to pass and take the assessments for them

JK - our small size and the teamwork to help students to be successful

DV- our small size

WC - Our relationship building with our students is top notch from every staff member which leads to success in the classroom.

HT-Small teacher-student ratio provides great individualized instruction and attention.

DW- small classes, talented staff that care about the students

MR-The small sized classes and the teachers working together to make student success a reality.

BG- Students tend to thrive at MBLC because of the small class sizes and the inability to fall through the cracks. Students are not able to “get away with” as much.

GR size and building positive relationships with students.

What are our school's weaknesses:

Still have some inconsistencies on the way school wide agreed upon expectations are carried out. This makes for confusion and causes strife with teachers that are following rules when a kids comes out of a class that is not

JK - it seems like there should be some better way to deal with chronic absenteeism (?)

MR-The tardiness procedure implemented this year has curbed much of the past issues with tardiness. Perhaps we can develop something similar to solve absenteeism.

DW- I feel getting in new students all the time is challenging because we have to teach them how to be a good student at MBLC. We just have to be consistent in expectations. Sometimes students are absent for extended periods of time and I feel there is not much we can do but take the absences sometimes
GR class choices are limited.

=====

We will work on this together from above information:

Problem statements from this category:

Absences

Consistency in applying rules

What are our non negotiables as far as rules

Tardies in our sight Tighten up Dhall More consistency and application of rules in Dhall

Small amount of noncompliance- not doing anything, not wanting to go to class

Perceptions Strengths

Overall when it comes to achievement what are our school's strengths :

JL- our small size, dedication from our teachers , and the push to make the students want to pass and take the assessments for them

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much.

GR size and building positive relationships with students.

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 and earn the credits necessary to graduate, and to prepare them for future work. **Root Cause:** Outside factors in the students life, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in the areas of social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that lead to not attending school.

Problem Statement 2 (Prioritized): Students must pass and achieve growth on English 1, English 2, Algebra 1, Biology, & US History End of Course tests in order to graduate high school, MBLC must increase their knowledge and their confidence to help them to pass. **Root Cause:** Many MBLC Students have long history of failed tests and lack of growth in passing EOC assessments. This history has lead to feelings of self doubt and a willingness to work on the tests preventing them from graduating

Problem Statement 3 (Prioritized): Students must have College and career readiness standards in order to meet state standards of accountability, increase the opportunity for CCMR pathways on the MBLC campus is imperative **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): MBLC Lacks community and family involvement **Root Cause:** MBLC has not capitalized on all available opportunities to include community and family in school events, MBLC also needs to increase including students, parents, and community in making decisions to improve community and parental involvement as well as school improvement.

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 and earn the credits necessary to graduate, and to prepare them for future work.

Root Cause 1: Outside factors in the students life, poor family life that forces them into working, past non inclusive school environments, previous poor school experiences in the areas of social & academics. These experiences have caused students to develop escape mechanism and avoidance behaviors that lead to not attending school.

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

Problem Statement 2: MBLC Lacks community and family involvement

Root Cause 2: MBLC has not capitalized on all available opportunities to include community and family in school events, MBLC also needs to increase including students, parents, and community in making decisions to improve community and parental involvement as well as school improvement.

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

Problem Statement 3: Students must pass and achieve growth on English 1, English 2, Algebra 1, Biology, & US History End of Course tests in order to graduate high school, MBLC must increase their knowledge and their confidence to help them to pass.

Root Cause 3: Many MBLC Students have long history of failed tests and lack of growth in passing EOC assessments. This history has lead to feelings of self doubt and a willingness to work on the tests 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 of accountability, increase the opportunity for CCMR pathways on the MBLC campus is imperative

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback





Goals

Goal 1: Increase the percentage of 9-12 grade students who score meet grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 38% to 50% by August 2027. (Strategic Priority 1)

Performance Objective 1: TEACHING AND LEARNING: :By the end of the 2024-2025 school year we will increase the passing rate of all English I continuously enrolled students from 14% to 18% and Non-continually enrolled from 67% to 71%. And the overall English I Campus percentage from 38% to 42%.

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

Strategy 1 Details	Reviews			
Strategy 1: MBLC Students who have failed an EOC, or who have not taken an EOC will be enrolled in content level EOC classes for learning and reteaching of each needed EOC Test. Strategy's Expected Result/Impact: Students will show an increase in their EOC performance in Dec, Apr, and May. Staff Responsible for Monitoring: Teachers, Counselor, and Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May





Strategy 2 Details	Reviews			
<p>Strategy 2: Performance on State EOC assessments as well as performance in school is directly tied to attendance. We will track the success and implementation of daily, weekly, and six weeks attendance initiatives to ensure the effectiveness, or ineffectiveness of each initiative.</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 - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: Increase the percentage of 9-12 grade students who score meet grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 38% to 50% by August 2027. (Strategic Priority 1)

Performance Objective 2: TEACHING AND LEARNING: :By the end of the 2024-2025 school year we will increase the passing rate of all English II continuously enrolled students from 26% to 30% and Non-continually enrolled from 25% to 29%. And the overall English II Campus percentage from 26% to 30%.

High Priority

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





Strategy 1 Details	Reviews			
Strategy 1: MBLC Students who have failed an EOC, or who have not taken an EOC will be enrolled in content level EOC classes for learning and reteaching of each needed EOC Test. Strategy's Expected Result/Impact: Students will show an increase in their EOC performance in Dec, Apr, and May. Staff Responsible for Monitoring: Teachers, Counselor, and Principal ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Performance on State EOC assessments as well as performance in school is directly tied to attendance. We will track the success and implementation of daily, weekly, and six weeks attendance initiatives to ensure the effectiveness, or ineffectiveness of each initiative. Strategy's Expected Result/Impact: Attendance to improve to 87%, students to show an increase in credits earned and improved EOC passage rates. Staff Responsible for Monitoring: Teachers, truancy intervention aide, secretary, and Principal ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Campus will Increase the percentage of 9-12 grade students who score meet grade level or above on STAAR Mathematics from 0% to 15% by August 2027. (Strategic Priority 2)

Performance Objective 1: TEACHING AND LEARNING: :By the end of the 2024-2025 school year we will increase the passing rate of Algebra I continuously enrolled students from 20% to 25% and Overall pass percentage from 0% to 20%. *(Note: although this number has not reached the threshold to be accountable, it is a needed objective to complete the Goal).

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: MBLC Students who have failed an EOC, or who have not taken an EOC will be enrolled in content level EOC classes for learning and reteaching of each needed EOC Test. Strategy's Expected Result/Impact: Increased score on the Algebra EOC Staff Responsible for Monitoring: Principal and Counselor TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Performance on State EOC assessments as well as performance in school is directly tied to attendance. We will track the success and implementation of daily, weekly, and six weeks attendance initiatives to ensure the effectiveness, or ineffectiveness of each initiative. Strategy's Expected Result/Impact: Increased attendance leads to increased scores and performance Staff Responsible for Monitoring: Principal, Attendance Clerk, Truancy Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Make all MBLC students future ready by increasing their college, career, and military readiness scores by TSI Reading from 85% to 87% and TSI Math from 67% to 71% to by August 2027. (CCMR) (Strategic Priority 3)

Performance Objective 1: POST-SECONDARY READINESS: MBLC will increase our campus CCMR score to improve our TSAI-2 scores in 2024-2025 from 85% to 86% in Reading and 67% to 68% in math.

High Priority

Evaluation Data Sources: TSAI-@ data increases, Higher CCMR rating

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 TSAI-2. Counselor will encourage work and prepare for the TSI tests to all students who have not met the required passing scores. MBLC will have students take the college prep courses in math and ELA to help those who have trouble with the TSI. MBLC Will increase student time on task through the use of the Fundamental Five strategies: Clear measurable objectives, Increased teacher time in the power zone, small group activities, increased recognition informally in class, and critical writing experiences as measured by spring and fall classroom walk-throughs.</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: Principal, Counselor</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase number of students taking and passing the TSI tests by encouraging the taking of the TSI tests and assigning re-testers additional support, more tutoring, and additional practice and prep for the TSI courses.</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: Principal and counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 4: Campus will improve student, staff, parent, and community perception as determined by the Gallup Goal by August 2027. (Strategic Priority 4)

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the parent, student, and staff school perception from fall to spring Gallup polls 2024-2025.





Evaluation Data Sources: Gallup Results

Strategy 1 Details	Reviews			
Strategy 1: Teacher will maintain a contact log to log in communication with parents, teacher will be asked to make more positive communication then negative to build more positive contacts with parents. Teachers will also participate in parent activities and have daily interactions with students before school and rotation schedules through lunch times. 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. Staff Responsible for Monitoring: principal, teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: MBLC will have several School Wide awards ceremonies, movie nights, and graduation events, snacking with the parents events in addition to a friends and family picnics. Strategy's Expected Result/Impact: More positive contact with the community and parents Staff Responsible for Monitoring: Principal, teachers, truancy clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Campus will improve student, staff, parent, and community perception as determined by the Gallup Goal by August 2027. (Strategic Priority 4)

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: MBLC will continue effective communication with parent through the use of social media and Student Messenger (Parent Newsletter)

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

Strategy 1 Details	Reviews			
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 Strategy's Expected Result/Impact: More support from community and more positive feedback about MBLC Staff Responsible for Monitoring: TBD- Twitter & Facebook, Principal, District Communications personnel TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
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 . Strategy's Expected Result/Impact: More diverse student offerings: college visitations, outdoor learning opportunities afforded to the main campus, and attending community events Staff Responsible for Monitoring: All Staff to look for events TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: MBLC will attain Tier 1 Status through August 2027 (Strategic Priority 5)

Performance Objective 1: MBLC leadership will provide opportunities to cultivate leaders, continue STAAR academic success, increase growth in meets standards on EOC tests, and create an environment where student referral rate improves from the previous rate.

High Priority

Evaluation Data Sources: TEA score

Strategy 1 Details	Reviews			
Strategy 1: Weekly review of student academic, behavior and attendance progress in PLC, tiering support for students behind, additional credit recovery support. Strategy's Expected Result/Impact: Maintaining our school's rating Staff Responsible for Monitoring: ALL Staff on campus to make sure all students our performing 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May

0%

No Progress

100%

AccomplishedContinue/ModifyDiscontinue

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
Hastings, Don	Principal	1
Kendrick, Jennifer	Teacher	1
Pafort, Michelle	Teacher	1
Rangel, Christopher	Support	1
Rocha, Briana	Student Support	1
Rodriguez, Gerard	Counselor	0.5
Wyatt, Dustin	Teacher	1