

Seguin Independent School District
DAEP at Saegert
2020-2021 Campus Improvement Plan



Mission Statement

Our mission: To provide every child an excellent education in a supportive environment so they achieve their highest potential and become leaders and contributors in the global community through rigorous and relevant learning in partnership with committed staff, parents, and community.

Vision

Our vision is a culture of excellence within our schools and community.

Core Beliefs

We believe Seguin ISD is at its best when:

- Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.
- The learning experience should be engaging, relevant and collaborative to meet the needs of all.
- Parent, community and industry partners are essential for student success.
- Teachers foster student curiosity and initiative through meaningful and relevant learning experiences.
- Relationships that nurture student growth and development are key to success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

*Mostly Hispanic population

*Faculty-

129 Hispanic

309 White

20 Black

Large number Economically Disadvantaged- 71%;

Large number of At-Risk students- 51%; higher than state level for graduation

Large number of students with intellectual disabilities 45.6%

Demographics Strengths

Experienced Faculty 6+ ; which is above the state average 21%::17%

Faculty with a Master's Degree are almost equal to the state average

Low faculty to student ration 4th-6th grades

Diverse population of students

Problem Statements Identifying Demographics Needs

Problem Statement 1: At-risk students needs are not being effectively met. **Root Cause:** Academic supports provided to faculty must specifically address the needs of our student population.

Student Learning

Student Learning Summary

STAAR scores were lower across the board, and lower than the Region and the State.

STAAR scores dropped from 2018 to 2019.

Special Ed LEP data decreased also. Science had the largest discrepancy. (3%-7% drops)

Science decreased in the district by 22%. (Meets was most significant)

2017-2018 Drop in Federal Graduation Rate 90%-73%

Staff to student ratios were not in line with the state. We have a higher student to staff ratio.

Student Learning Strengths

Teachers with more than ten years of experience.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are not at the appropriate levels of mastery. **Root Cause:** Instructional practices that ensure understanding

School Processes & Programs

School Processes & Programs Summary

Implementation of the same practices but calling it something different (at the district level)

Plans are not always adjusted (at the district level) when processes are not working

PLCs are in place throughout the district

High enrollment numbers and lower staff ratios affect the campus' ability to have more academic success with students

Sp. Ed support can be overwhelmed

Lack of Bilingual Program

Lack of Dyslexia Teacher

Lack of Service by the Speech Teacher

School Processes & Programs Strengths

Sp. Ed support

District Homeless Support through the district office

Teachers who are ESL certified

New program to track drills / 3D maps for emergency

7th Period Intervention

Incentives for students for academic engagement, behavior, and attendance

Partnerships to support SEL

CAST Curriculum

Restorative Practices district-wide; formalized

Job Fairs outside of district; colleges

Teachers are reqStaff included in hiring uired to be HQ

Mentorship for new teachers beyond the first year

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: High enrollment of extremely at-risk students with little additional specialized support. **Root Cause:** Non-mandatory placements to the DAEP.

Perceptions

Perceptions Summary

Survey: Too few staff members to support our campus

Lack of community involvement/support/interest

Disregard for the work of colleagues at the DAEP

Disregard for students need verses keeping campus STAAR scores up

Recidivism rates of students being placed at the DAEP; Not wanted on campus? Smaller environment? Teacher issue?

Perceptions Strengths

Diversity

On our campus- community feeling

Students feel safe

Some will try more

Smaller classes

Peer pressure is lessened

Needs are addressed for ALL students (just as if they were Sp.Ed.)

No phone pressure

Students feel they are more respected

We see all students the SAME; with ability to achieve

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of innovative supports for the most at-risk students **Root Cause:** A focus on STAAR/EOC accountability

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus department and/or faculty meeting discussions and data





Goals

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Seguin ISD Alternative School will support the district increase in the percentage of students who achieve the Approaches/Meets/Masters performance levels from 67%/38%/15% to 73%/41%/18% in 2019 and 78%/45%/20% in 2020.

Evaluation Data Sources: STAAR Assessments, Benchmark Assessments, APEX Reports, Student Grades

Summative Evaluation: None





<p>Strategy 1: Seguin ISD Alternative School will utilize Google Classroom with instruction aligned with the Year at a Glance. along with APEX Tutorials in a blended learning model.</p> <p>Strategy's Expected Result/Impact: Matched alignment and rigor of the home campus' instruction; Student accommodations regularly supported; Regular targeted interventions in a small group or 1:1 setting; in person and virtual.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: 2.) Middle school students will participate in STAAR/EOC based tutorials via the APEX system.</p> <p>Strategy's Expected Result/Impact: Gaps in learning will be strengthened.</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: A digital version of the Student Progress Documentation tool will be implemented to record weekly progress for each student and parent communication efforts.</p> <p>Strategy's Expected Result/Impact: The PLC team will be able to better address the academic needs of the students as well as ensure parent communication is occurring.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 2: POST-SECONDARY READINESS: At the high school level, Seguin ISD Alternative School will support the increase the targets met from 22% to 33% in the School Quality Status (CCMR) component of Closing the Gap domain. At the middle and elementary schools, Seguin ISD Alternative School will support the increase in the district targets met from 18% to 32% in the Academic Achievement component of the Closing the Gap domain.

Evaluation Data Sources: STAAR Data, Benchmark Data, APEX Data

Summative Evaluation: None

<p>Strategy 1: 1. Students will utilize participate in note-taking practices in all content areas via their APEX Study Guides.</p> <p>Strategy's Expected Result/Impact: Students are able to identify key words and key concepts needed to reinforce learning and to support studying for assessments.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				






Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin ISD Alternative School 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. Seguin ISD Alternative School will increase attendance from 74.83% to 76%, and decrease out of school suspensions by 50% from 337 to 168.

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

Summative Evaluation: None

<p>Strategy 1: The Social Skills teacher will implement classroom based restorative circles to support proactive behavior supports at least once per week.</p> <p>Strategy's Expected Result/Impact: Decreased classroom disruptions; Improved student behaviors</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: The campus will implement a point based level system to reward students on a daily and weekly basis for the combination of attendance, academic performance, and behavior demonstrated in each class period; for face-to-face and remote students.</p> <p>Strategy's Expected Result/Impact: An increase in the number of students obtaining high levels each week, indicating improved student performance; improved parent communication</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: 4.)Each student will be enrolled in a social skills class as part of their regular class rotations. "CAST" will be utilized as the curriculum.</p> <p>Strategy's Expected Result/Impact: Targeted social -emotional support, Fewer discipline referrals, better problem solving, increased attendance, greater empathy, higher grades, counselor referrals</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Paraprofessional</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Daily & Weekly attendance incentives will be provided for face-to-face and remote students.</p> <p>Strategy's Expected Result/Impact: Increased attendance percentages</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Teachers, Secretary, Paraprofessional staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June








<p>Strategy 5: Utilizing Bluebonnet Trails Mental Health services to support students' social and emotional needs (at the campus) that extend beyond the school counselor, specifically for drug and alcohol use.</p> <p>Strategy's Expected Result/Impact: Improved student resilience, earlier return to home campus, reduction in recidivism rates, improved communication with parents</p> <p>Staff Responsible for Monitoring: Administrators, Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Restorative-based transition meetings will be held prior to students returning to their home campus; either in person or via video conference</p> <p>Strategy's Expected Result/Impact: Reduced behaviors upon students' return to home campus; reduced recidivism rate</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Secretary, Social Skills Paraprofessional</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: A lead teacher will be designated to support our campus in providing strategies to implement restorative practices.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 8: Implement "Student Success Check-In," whereby the students' attendance will be entered by the student and time stamped. The student will indicate their emotional status and note any needs for the day.</p> <p>Strategy's Expected Result/Impact: We will have an immediate account of students who are on campus prior to first period. The students' specific emotional needs can be met early in the day to support a more successful academic day.</p> <p>Staff Responsible for Monitoring: Search room staff, counselor, administrators, teachers</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 4: RESPONSE TO INTERVENTION (RtI): Seguin ISD Alternative School will support the district's reduction in the percentage of students who meet at risk criteria in reading (using APEX) by 4 percentage points from 25% to 21% and Math (using <25th %ile in TEMI) by 4 percentage points from 24% to 20%.

Evaluation Data Sources: Progress Reports, TEAMS Failure Reports, APEX Reports

Summative Evaluation: None





<p>Strategy 1: Students will participate in APEX tutorials and Credit Recovery during their 7th period class. Strategy's Expected Result/Impact: Students will have an opportunity to address gaps in their learning and receive additional support. Staff Responsible for Monitoring: Teachers, Admin., Counselor TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: The campus will PBIS team will begin to specify Tier II behavioral interventions . Strategy's Expected Result/Impact: Fewer classroom disruptions, greater student academic progress Staff Responsible for Monitoring: PBIS Team Members Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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 (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Evaluation Data Sources: Parent Surveys, Parent Sign-In Sheets, Meeting Agendas, Social Media Posting, Phone Call-Outs

Summative Evaluation: None





Strategy 1: Schedule Virtual Report Card Pick-Up / Parent Conference Nights each six weeks to better accommodate parents. Strategy's Expected Result/Impact: Increased parental involvement and support. Increased student passing rates. Increased attendance rates. Staff Responsible for Monitoring: Principal, Secretary Title I Schoolwide Elements: 2.6, 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Each teacher will communicate with the parent/guardian of each individual student at least one time per week.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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 (Strategic Priority 2).

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Saegert Alternative School will improve the public relations as measured by constructive feedback collected from social media and parent/community surveys.

Evaluation Data Sources: Parent/Community Member Surveys

Summative Evaluation: None








<p>Strategy 1: Surveys will be offered for the parents of enrolling students and other stakeholders that visit the campus. Strategy's Expected Result/Impact: Feedback will be utilized for campus improvement meetings Staff Responsible for Monitoring: Principal, Secretary Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: A member of the administrative team will meet with the parents of students as they enroll. Strategy's Expected Result/Impact: Improved parent-school relationship; improved student behaviors Staff Responsible for Monitoring: Principal, Counselor, Secretary Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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 (Strategic Priority 2).

Performance Objective 3: PARTNERSHIPS: Saegert Alternative School will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Evaluation Data Sources: Listing of Partnerships, Documentation Noting the Nature of Partnerships

Summative Evaluation: None











<p>Strategy 1: Weekly speakers will be solicited from local businesses and military recruiters to discuss future opportunities and to connect school expectations with work expectations.</p> <p>Strategy's Expected Result/Impact: Increase student adherence to school-wide expectations and goal setting.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Secretary</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: A continued partnership with T.L.U. to further implement and refine the efforts of the mentorship program; face-to-face and virtually.</p> <p>Strategy's Expected Result/Impact: Improved student behaviors, increased grades, increased attendance</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Secretary</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Students will be offered an opportunity to work in the community garden established by Emmanuel's Lutheran Church.</p> <p>Strategy's Expected Result/Impact: Environmental Stewardship, social and community skills, academic growth, healthier lifestyle habits</p> <p>Staff Responsible for Monitoring: Teacher Volunteer</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Grant funding will be sought out to create a garden on campus.</p> <p>Strategy's Expected Result/Impact: Environmental Stewardship, social and community skills, academic growth, healthier lifestyle habits</p> <p>Staff Responsible for Monitoring: Teacher volunteer</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Create the conditions at Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Saegert Alternative School will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10%

Evaluation Data Sources: Monthly Faculty/Staff Recognition, PBMAS, Personnel Report, Professional Development

Summative Evaluation: None

<p>Strategy 1: Campus-Based PLCs will be continued. Strategy's Expected Result/Impact: Improved moral and expertise in our instructional model. Staff Responsible for Monitoring: Admin. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Each teacher will participate in the second level of professional development involving the Flex Model of blended learning, through district level support, as well as TEA funded support. Strategy's Expected Result/Impact: Improved quality and frequency of student academic intervention; student growth Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Staff members will be selected and recognized for efforts on a monthly basis. Strategy's Expected Result/Impact: Increased Morale Staff Responsible for Monitoring: PBIS Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 4: Faculty members will participate in a "Restorative Practices" book study Strategy's Expected Result/Impact: Increased effectiveness with student management and growth Staff Responsible for Monitoring: Administrator; PBIS Lead Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for DAEP at Saegert

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.xx.00.111.0.28.244.61xx	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$655,076.00
6100 Subtotal:		\$655,076.00
6200 Professional and Contracted Services		
199.xx.00.111.0.28.244.6239	6239 ESC Services	\$580.00
6200 Subtotal:		\$580.00
6300 Supplies and Services		
199.xx.00.111.0.28.244.63xx	6399 General Supplies	\$7,255.00
6300 Subtotal:		\$7,255.00
6400 Other Operating Costs		
199.xx.00.111.0.28.266.64xx	6410 Travel, Subsistence and Stipends	\$3,704.00
6400 Subtotal:		\$3,704.00

Personnel for DAEP at Saegert

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chandler, Elisa	Teacher	SCE	1.0
Crunk, Mary	Teacher	SCE	1.0
Freeman, Erma	Principal	SCE	1.0
Gandt, Yvonne	Teacher	SCE	1.0
Gilbert Sanchez	Teacher	SCE	1.0
Gillentine, Allison	Administrator	SCE	1.0
Grise, Mary	Teacher	SCE	1.0
Herrera, Rudy	Counselor	SCE	0.5
McCulough, Stephen	Teacher	SCE	1.0
Molina, Gisela	Support	SCE	1.0
Rosales, Hector	Teacher	SCE	1.0
Tidwell, David	Teacher, Sped	SCE	1.0
Turner, Patrice	Teacher	SCE	1.0
Valdez, Daniel	Teacher	SCE	1.0
Williams, Robert	Teacher	SCE	1.0