# Seguin Independent School District

# Mercer-Blumberg Learning Center

# 2020-2021 Campus Improvement Plan

**Accountability Rating: Not Rated: Declared State of Disaster**

# Mission Statement

Empowering exceptional students to make a positive impact on their lives and community

# Vision

Making Believers and Lifelong Citizens

# 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

**Revised/Approved: September 2, 2020**

## Demographics

**Demographics Summary**

| Noticing | Wonderings |
|---|---|
| Graduation numbers are down.<br><br>Students wanting to drop out and pursue an online education/ or begin their work career - (before COVID-19)<br><br>?    Even though we are small we have a  diverse student population. | Why the District is letting this to continue to occur from SHS when it's all about the students. |
| Number of students with medical needs from SHS being encouraged to fill out application, when we have no on campus nurse. For MBLC/DAS/ & SPED. | Wonder why the District does not have a certified nurse located at this campus to serve the three entities that are here. |
| Number of students each year being sent to MBLC that are so far behind, that they expect a miracle to graduate on time<br><br><br><br>Most of our students are just trying to get into the workforce.<br><br><br><br>We are a dropout program | Why this keeps occurring is mind boggling.<br><br><br><br><br><br><br><br><br><br>Why are students allowed to get so far behind that they want to dropout. Where were the interventions before MBLC |

| Strengths | Challenges |
|---|---|
| ?   Listening | ?   Getting a student to focus when  they're dealing with home front issues |
| ?   Smaller campus helps with better understanding of every student. | ?   Course offerings are limited so variety is lacking |
| Dedication | All employees - not just Professional - are dedicated to helping our students |
| Encouragement | To reach a student who has lost the courage to complete and see the that light when they complete |
| Perseverance | |

**Demographics Strengths**

Smaller Campus able to help students more by simply being able to spend more time with them

Dedicated staff

Encouraging staff that all work together to help motivate and encourage our students

All employees from principal to support staff and even the cafeteria and custodians all work together to give students a positive experience and lift them up to help them be successful

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** MBLC staff must figure out a way to help students look past their negative current and past issues and positively influence all students to to focus on their current academic achievements and attendance by creating a safe welcoming environment for all. **Root Cause:** Many MBLC students are arriving to campus plagued by serious issues: poor attendance and grades, serious family/home issues, pregnancy, lack of academic success, hopelessness, and wanting to drop out.

**Problem Statement 2 (Prioritized):** MBLC enrolls students with a history of poor attendance; by creating an inclusive environment with relative work we can help these students create new habits of positive school attendance **Root Cause:** Outside factors in the students life from family life, forced work situations, to previous poor school experiences have caused students to develop the bad habit of not attending school.

# Student Learning

**Student Learning Summary**

| Noticings | Wonderings |
|---|---|
| Overall MBLC is able to take the student that has failed a staar test multiple times and work with them in a setting that is specialized to their strengths and weaknesses to bring them to approaches or meets. This gives students the needed esteem to concur the rest of the credits needed to graduate. | Typically the students have failed staar test for many grade levels, some since 3rd grade, what steps are being taken to help them to catch up the next year, why are they being passed to the next grade when they have not shown mastery year after year? |
| Students progress and understanding is monitored constantly with our small class size and redirects and reteaches and circling back, student feedback happens at a much quicker pace here. | Is it the class size or the relationship that makes the difference? |
| Students are placed in small group classes; test performance goes up, but passing rate is not stellar for all EOCs. | |
| Students who have been unsuccessful in their attempts to pass STAAR, are placed in EOC prep classes where they work on addressing their weaknesses. Staff will disseminate through a student's STAAR data from previous years and will develop a plan to address their individualized needs. | Why do they come with so many educational gaps? Most students arrive not knowing how to write a basic outline for their essay writing. |
| Student success is encouraged by a one-to-one structure that holds the student Accountable in showing and proving understanding and usage of his/her weaknesses. | |

**Student Learning Strengths**

| Strengths | Challenges |
|---|---|
| Average student growth in English varies but is usually anywhere from 200 to 400 point jump from previous year scores. | Getting students who have so many gaps and no interventions were offered from their previous school(s). |
| Small teacher to student ratio enables opportunity for lots of one-on-one and more student growth than would occur otherwise. | Getting students that have failed test multiple times previously and come to us with a belief that they can't do it. We must change their perception of the test and get them to believe in themselves so they can work hard to cover the material. |
| Investment into Teacher / student relationships, and incentives for attendance | Attendance affects the retention of knowledge for students. |
| Constant check with students and family for continued absences allow the student to know that the staff at MBLC cares and wants to help in any way possible. | |

**MBLC has continued to let its student population know that the love and care for each individual whether his/her capability is high or low is seen as a success in its students'**

**eyes. Parents know this to be true as well.**

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Many new students to MBLC arrive to campus with multiple years worth of gaps in credits and lacking some or all EOC tests, bringing the challenge of helping students overcome helplessness and reestablishing in them the belief that graduation is possible. **Root Cause:** Students previous unsuccessful school experiences has caused them to develop a laissez fair attitude towards school attendance and academic work; "I can't do it so why bother, I am going to fail anyway"

**Problem Statement 2:** Because of the COVID-19 pandemic MBLC remote learners struggle with balancing jobs and school work, our challenge is to create courses and teaching experiences that help students log on and successfully complete their course work. **Root Cause:** COVID-19 Pandemic has forced students to work on-line and now some students are choosing jobs over school work creating a situation were many do not log on or only log on and work minimal amounts of time.

**Problem Statement 3 (Prioritized):** MBLC enrolls students with a history of poor attendance; by creating an inclusive environment with relative work we can help these students create new habits of positive school attendance **Root Cause:** Outside factors in the students life from family life, forced work situations, to previous poor school experiences have caused students to develop the bad habit of not attending school.

# School Processes & Programs

**School Processes & Programs Summary**

| Noticings | Wonderings |
|---|---|
| Turnover is a real problem at the district level.  At MBLC the low numbers raises the percent to make it look higher because one person leaving makes a higher percentage than at a larger school | I've never understood why we wait until the very last moment to approve raises for the year.  Other districts in our area post new salary schedules in April this could help with recruiting prospective job seekers. |
| Turnover has not been a problem at MBLC. | I would like to see more equality with the surrounding districts. |
| Close-knit group with very low turnover. Recruitment is relationship-based with proven teachers in our own district. Staff is evaluated continuously throughout the year. At our small campus, there is not much advancement opportunity, but we do expand out to help our student populations, such as the development of an after school open-gym and archery program. | Salary is very competitive with surrounding districts, correct? I suppose we just need to compare often (professional and paraprofessional). |

Professional Practices

| Noticings | Wonderings |
|---|---|
| I've never felt that our choices for professional development have matched what we need for the classroom.  For instance this year, no Google classroom professional developments? Instead, a lot of the same old things from years before. | District needs more guidance in Google classroom with the new Language Arts books that were adopted for this coming years. |
| Campus lead trainings are developed for our particular campus, but because of our uniqueness, trainings are not always useful or differentiated for different classroom types. Admin, staff and teachers work together, weekly to discuss problems and find solutions, to address academic issues, and to set weekly, monthly, yearly goals for students and staff. | Can we develop our own in-house trainings for professional development? |
| Different district departments fail to consider that many of the SISD faculty have multiple roles and district departments don't consider that when setting up meetings or training. Staff is then left to make a decision on which training to attend and which one to say "no" to; making the staff member look bad for not attending a training or meeting. | District departments need to coordinate with each other so that training does not overlap each other.  For example, a teacher is mandated to a training for ELL as well as being mandated for a training for Special Education at the same time. |
| Limited district trainings. | Would like to see more Google Classroom and Google Forms training, including in-depth trainings for advanced users. Part of teacher end-of-year procedures would be to |

| Noticings | Wonderings |
|---|---|
| These programs are always better with solid experienced teachers and staff.  But we have so much turnover from year to year it is doubly difficult. | |
| More career guidance is needed. | Need more tech and workplace teaching for the future is needed for students who are not college bound. |
| MBLC doesn't have CTE options for our students, which would give more guidance for students to start a career. We also don't have the staff to implement such classes. | Would like time for staff, other than counselor, to have opportunity to speak about their experiences with jobs and careers. We each offer unique advice and we can specifically talk about the transition from HS to college and/or work. |

**School Processes & Programs Strengths**

| Strengths | Challenges |
|---|---|
| Strong qualified staff at MBLC. | Meeting the different levels of learning in this COVID-19 period will be challenging. |
| Staff able to take on multiple roles. | When teachers retire or are reassigned, they are not replaced and current staff is left to pick up the slack. Why aren't teachers replaced at the learning center? Instead, we have to borrow teachers from the high school that may not necessarily be qualified to work with this population; or even interested in it. |
| MBLC Staff is flexible and here for the students, through good and bad times. | Because we are so small, multiple teacher absences could cause problems. |

Professional practices

| Strengths | Challenges |
|---|---|
| Strong tech staff that are genuinely engaging. | Giant turnover at the district level every year makes professional development even more important! |
| Strong tech staff is most helpful when needed. | Reluctance to seek help when needed. |

| Strengths | Challenges |
|---|---|
| The people here do really care. | Our high rate of turnover at the district level makes planning for any of these subjects very challenging because we must start from scratch every year. |
| Teachers invest time and resources into students, to make it possible for students to reach their goals and ambitions. | Need more 2 year college information to be given to non college bound students in as many career fields as possible. |
| People here really do think outside the box to assist in getting student needs met. | Not enough district support to address all student needs; lack of information on post secondary opportunities for students not necessarily going to college. |

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** MBLC enrolls students with a history of poor attendance; by creating an inclusive environment with relative work we can help these students create new habits of positive school attendance **Root Cause:** Outside factors in the students life from family life, forced work situations, to previous poor school experiences have caused students to develop the bad habit of not attending school.

**Problem Statement 2:** Many new students to MBLC arrive to campus with multiple years worth of gaps in credits and lacking some or all EOC tests, bringing the challenge of helping students overcome helplessness and reestablishing in them the belief that graduation is possible. **Root Cause:** Students previous unsuccessful school experiences has caused them to develop a laissez fair attitude towards school attendance and academic work; "I can't do it so why bother, I am going to fail anyway"

**Problem Statement 3:** MBLC staff must figure out a way to help students look past their negative current and past issues and positively influence all students to to focus on their current academic achievements and attendance by creating a safe welcoming environment for all. **Root Cause:** Many MBLC students are arriving to campus plagued by serious issues: poor attendance and grades, serious family/home issues, pregnancy, lack of academic success, hopelessness, and wanting to drop out.

**Problem Statement 4:** Because of the COVID-19 pandemic MBLC remote learners struggle with balancing jobs and school work, our challenge is to create courses and teaching experiences that help students log on and successfully complete their course work. **Root Cause:** COVID-19 Pandemic has forced students to work on-line and now some students are choosing jobs over school work creating a situation were many do not log on or only log on and work minimal amounts of time.

# Perceptions

**Perceptions Summary**

| Noticings | Wonderings |
|---|---|
| Some students do not take attendance serious. They feel there is no consequences | Our students don't go to truancy court so our students feel there is no consequence. |
| When our student's struggle with behavior they are supported with positive conversation and support for solutions rather than alternative placement. | ?    I wish more students/parents had an accurate representation about our school.<br><br><br>Do all other campuses do the same. |
| ?    Most students understand that MBLC gives them an excellent chance of graduation on time. | |

| Noticings | Wonderings |
|---|---|
| ?    The staff is positive, energetic, and want to be at MBLC | |
| Principals door is always open for concerns and/or suggestions | |

| Noticings | Wonderings |
|---|---|
| ?    Parents participate regularly with the administration and staff. From the intake meeting graduation, parents are involved. | |
| Parents freely call or come to the school when they have questions | |
| | Wonder how effective electronic communications are because parents often call with questions about website or apps |

The core of our beliefs are that the student is first. All we do and ever program we begin starts with how well it benefit our students

Teachers believe that relationships and creating a a family atmosphere are keys to success

**Perceptions Strengths**

| Strengths | Challenges |
|---|---|
| Our staff takes on many roles. And cover classes when needed. | We do not have enough staff. When our teachers have been reassigned or retire, not all have been replaced |

| Strengths | Challenges |
|---|---|
| Handling problems and situations with students more efficiently because of our knowledge of our students and parents. | ?    Attendance is sometimes an issue and convincing students to come to school regularly can be difficult. |
| Our staff listens and tries to resolve the problem with all parties involved. | |

| Strengths | Challenges |
|---|---|
| ?    High retention rate and ample opportunities for staff development. | ?  Keeping teachers engaged with students during this different school year. |

| Strengths | Challenges |
|---|---|
| ?    Communication with parents | ?    Convincing parents that MBLC is a great place to send their student despite what they may have heard from the community. |
| We have bilingual staff that communicate often with parents that do not speak English | |
| | |

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** MBLC enrolls students with a history of poor attendance; by creating an inclusive environment with relative work we can help these students create new habits of positive school attendance **Root Cause:** Outside factors in the students life from family life, forced work situations, to previous poor school experiences have caused students to develop the bad habit of not attending school.

# Priority Problem Statements

**Problem Statement 1**: MBLC enrolls students with a history of poor attendance; by creating an inclusive environment with relative work we can help these students create new habits of positive school attendance

**Root Cause 1**: Outside factors in the students life from family life, forced work situations, to previous poor school experiences have caused students to develop the bad habit of not attending school.

**Problem Statement 1 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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Annual Measurable Achievement Objectives (AMAO) data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates

- Student failure and/or retention rates
- Running Records results
- Observation Survey results

**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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data
- PDAS and/or T-TESS

## Parent/Community Data

- Parent engagement rate
- Parent Involvement Rate

## Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional 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, Blended Learning, and support for special programs and sub-populations, MBLC will increase in the percentage of students who pass all English EOC exams from 28% to 35% in 2020-2021 and from 35% to 50% in 2021-2022.

**Targeted or ESF High Priority**

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

**Summative Evaluation:** None

| Strategy 1: MBLC Students will be enrolled in content level EOC classes for reteach in all subjects that they failed to pass the EOC. They will also be enrolled in 7th period enrichment classes for all areas of less than 50% performance on previous administered EOC's to increase their passage rates from an overall average of 51% to 56% (TEA Required) | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Students will show an increase in their EOC performance in Dec, Mar, and May. | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Teachers, Counselor, and Principal | | | | |
| **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** | | | | |

| Strategy 2: Performance on State EOC assessments as well as performance in school is directly tied to attendance, MBLC will introduce new attendance incentives to improve the overall attendance of students at MBLC from 84.28% to 87%, specifically targeting the attendance of students that have below 80% overall attendance through the use of attendance incentives | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Attendance to improve to 87%, students to show an increase in credits earned and improved EOC passage rates. | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Teachers, truancy intervention aide, secretary, and Principal | | | | |

| Strategy 3: Teachers will utilize the purposeful planning protocol in their EOC classes to assist them in unpacking the content TEKS of their subjects and develop lesson plans that are more relevant, rigorous, and include more student engagement. Teacher will also find daily SEL connections to kids to help each content area teacher to increase their passage rates on the retakes and to increase the amount of meets and masters on their original tests., as well as increase course completion. | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase the amount of students passing the retakes tests of each content area. Increase the amount of meets and masters on the US History and other original test takers. | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Teacher, principal | | | | |
| **Comprehensive Support Strategy** | | | | |

| Strategy 4: Provide high quality ongoing instructional services, including supplies and materials, to at-risk students and sub pops. (TEA Required) | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increase graduation rate | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Principal | | | | |
| **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction | | | | |

| Strategy 5: MBLC will make sure that all students that are unsuccessful on the EOC exams will be placed in EOC classes to be monitored and receive all necessary and required supports each semester, including instructional support, and completion of parent communication, and state compliance forms to increase the students overall passing rates from 28% to 35%. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Improved communication with parents raising awareness about the importance of working hard and completing the work necessary to pass the EOC assessments ultimately resulted in increase passing rate from 28% to 35%. | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Principal, Counselor, Teachers | | | | |

| Strategy 6: MBLC will begin to track and record all students below 75% attendance in Panorama documenting their attendance and what inventions and consequences have been attempted to improve this students attendance, As students improves attendance above 80% they will be given an exit interview to determine what worked best to improve their attendance. | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increase overall students attendance and reduce the amount of students with less than 75% attendance. | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Principal, secretary, truancy attendance clerk. Central office student support services | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

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

**Performance Objective 2:** POST-SECONDARY READINESS: MBLC will increase the targets met from 0% to 20% in the School Quality Status (CCMR) component of Closing the Gap domain.

**Evaluation Data Sources:** CCMR document

**Summative Evaluation:** None

| Strategy 1: MBLC will work with students to ensure that they are meeting the requirements of the CCMR in respects to the area of TSI, CTE, Testing, and military and other post secondary entries. Counselor will encourage the taking of CTE courses available and will also work to prep and administer the TSI tests to all students who have not met the required passing scores. MBLC will also work on making sure that all post secondary schools and Military service as recorded. (TEA Required) | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy's Expected Result/Impact:** Increase in the score on the CCMR reports | | | | |
| **Staff Responsible for Monitoring:** Counselor, Secretary, Principal | | | | |
| **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction | | | | |
| 0% No Progress          100% Accomplished          → Continue/Modify          ✕ Discontinue | | | | |

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

**Performance Objective 3:** WHOLE CHILD SOCIAL EMOTIONAL LEARNING: MBLC will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. MBLC will increase attendance from 84.29% to 87%, and decrease the amount of DAEP placements to under 2 students.

> **Evaluation Data Sources:** Student attendance, discipline referrals, climate surveys, employee attendance, drop-out data, homeless, migrant, participation in extra-curricular activities
>
> **Summative Evaluation:** None

| Strategy 1: MBLC will increase school attendance from 84.28% to 87% by utilizing a system of regular calls, home visits, and parent conferences for all absent students. MBLC will also routinely award students with positive attendance trends. | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increasing the overall school attendance rate by 3% and also increase individual student attendance on previous below 80% attendance students by 8%. | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** truancy intervention clerk, teachers, and principal | | | | |
| Strategy 2: MBLC will conduct exit interviews and a Google survey with all students graduating or leaving the school in order to gain more insight into what students liked most and least about MBLC. We will then take this information and use it to improve all programs and offering to help increase the positive climate and culture of the school. | Reviews | | | |
| | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase in the amount of positive rated programs and adjustments to programs and items that are rated negatively | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Principal, secretary, truancy clerk, counselors, and teachers. | | | | |
| Strategy 3: Provide high quality counseling and guidance services to all at risk students. | Reviews | | | |
| **Strategy's Expected Result/Impact:** Increased graduation rate for at risk students. | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Principal, counselor | **Nov** | **Jan** | **Mar** | **June** |
| 0% No Progress    100% 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:** Communication logs, Sign in sheets

**Summative Evaluation:** None

| | 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 are also required to have daily SEL contacts with all virtual students daily. | **Formative** | | | **Summative** |
| **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. | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** principal, teachers | | | | |
| **Strategy 2:** In addition to current programs that MBLC already hosts, we plan to add an EOC informational night, additional community service events, and several movie nights to increase the amount of time that we spend with parents and the community. This events will be adjusted to meet the current CDC recommendations for social distancing and gatherings. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** More positive contact with the community and parents | **Nov** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Principal, teachers, truancy clerk | | | | |

0% No Progress    100% 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: MBLC will increase its presence on the social media platforms of Facebook and Twitter while making sure that our website is up to date and increasing the number of followers.

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

**Summative Evaluation:** None

| 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 | Reviews | | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** More support from community and more positive feedback about MBLC | | Formative | | Summative |
| **Staff Responsible for Monitoring:** Dustin Wyatt- Twitter & Facebook, Principal, Sean Hoffman | Nov | Jan | Mar | June |
| 0% No Progress        100% 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: MBLC will increase the number of business and community partnerships through active participation in community-based opportunities of service and public speaking events.

**Evaluation Data Sources:** record the events on MBLC calendar

**Summative Evaluation:** None

| Strategy 1: MBLC will search for more community partnerships to support school programs through donations of money, people, or items to improve school programs at MBLC. **Strategy's Expected Result/Impact:** More donations of items will increase the effectiveness of school attendance rewards and other incentives to improve performance **Staff Responsible for Monitoring:** Principal, teachers | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| | **Nov** | **Jan** | **Mar** | **June** |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue | | | | |

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

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

**Evaluation Data Sources:** HR Reports

**Summative Evaluation:** None

| Strategy 1: MBLC will work to maintain teacher satisfaction by having regular celebrations and recognition of staff birthdays, and just because days in order to maintain teacher happiness and have them want to work hard and come to school everyday. | Reviews | | | |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** Improved teacher satisfaction means less turn over and more production | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Principal | Nov | Jan | Mar | June |
| **TEA Priorities:** Recruit, support, retain teachers and principals | | | | |
| Strategy 2: Provide high quality ongoing leadership to faculty of at risk students | Reviews | | | |
| **Strategy's Expected Result/Impact:** Increase graduation rate for at risk students. | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Principal | Nov | Jan | Mar | June |
| **TEA Priorities:** Build a foundation of reading and math | | | | |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✕ Discontinue | | | | |

# State Compensatory

## Personnel for Mercer-Blumberg Learning Center

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Camacho, Ricardo | Teacher | SCE | 1.0 |
| Greeno, Sherrie | Admin Assistant | SCE | 1.0 |
| Grimm, Brandy | Teacher | SCE | 1.0 |
| Law, Jay | Principals | SCE | 1.0 |
| McCullough | Teacher | SCE | 1.0 |
| Ragsdale, Martha | Teacher | SCE | 1.0 |
| Rangel, Christopher | Student Support | SCE | 1.0 |
| Rodriguez, Gerard | Counselor | SCE | 1.0 |
| Rodriguez, Mark | Teacher | SCE | 1.0 |
| Wyatt, Dustin | Teacher | SCE | 1.0 |