

Seguin Independent School District
DAEP at Saegert
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

To inspire change with transformative beliefs and inclusive practices.

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

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 ratio; Diverse population of students

Problem Statements Identifying Demographics Needs

Problem Statement 1: Highest number of economically disadvantaged **Root Cause:** Tier 1 behavior strategies for all students.

Student Learning

Student Learning Summary

Student input through surveys and unity council articulate: teachers need to clearly articulate HOW and WHY students are receiving acknowledgement and feedback.

Extra Curricular participation: Community connection with the Lutheran Church "Eatin' Garden" has 3-5 participants a week. Students on average have received 10-12 hours of community service.

Attendance rate on average: 77% weekly.

Discipline findings: Current master schedule limits community service opportunities, tutoring or credit recovery. DAEP has the highest OSS placement in the district and the lowest restorative actions. Offenses that occur the most often: profanity of staff, leaving ISS, violation of attendance, insubordination to staff, disruptive behavior.

Counseling/Support: Parents and students noted need for full time counselor for support.

PBIS: Avg points 2.29 below the campus goal of 5:1, Safety was the top expectation acknowledged: 5165, with Respect the second acknowledged core value: 5142 and responsibility was the lowest rated expectation: 5076. 8th grade was the highest point earners; April was the month with the most awarded points: Out of the 16 males and 14 females: males earned a higher average 540.63 vs. 480.29

Student Learning Strengths

Core values and expectations were taught consistently the last 4 months of school.

Family exit survey shows 90% successful partnership with DAEP.

Students participated and advocated for programming at DAEP.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student gaps of academic content. **Root Cause:** Historical use of OSS, ISS and behavioral time outs of the content classroom.

School Processes & Programs

School Processes & Programs Summary

Limited opportunities for student to engage in authentic learning experiences.

Teachers do not have access to test and forms tab; cannot see CFU, benchmarks and other assessment data

Unable to see istation or have access to istation/IXL to assist with interventions from home campuses.

most courses were using APEX as primary curriculum: APEX was not aligned to the district calendar and formed more gaps in students mobility. Growth: Differentiated teaching to students individual needs

Celebrate the number of minutes spent on social emotional development: Growth: How we teach curriculum and collect data on how objectives are mastered.

Language objectives need to be identified in lesson plans-- QSSA or EL strategies need to be implemented. APEX

Celebrate From 2/1: 15 .5 credits were earned through the APEX CR system. Growth: have a teacher support students in credit recovery instead of a para professional. Offer more times for credit recovery throughout the day.

School Processes & Programs Strengths

Sp. Ed support: Teachers who are ESL certified

New program to track drills / 3D maps for emergency

Passion Period Intervention

Incentives for students for academic engagement, behavior, and attendance

Partnerships to support SEL

CAST Curriculum

Restorative Practices district-wide; formalized

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

Lack of community or district 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

Students feel safe

Smaller classes

Needs are addressed for ALL students

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 authentic academic supports for the most at-risk students **Root Cause:** Use of computer based programming to meet needs of all students

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
- Campus goals

Accountability Data

- RDA data

Student Data: Assessments

- Student failure and/or retention rates
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Pregnancy and related services 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
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Revised/Approved: October 20, 2021





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 will become a B-rated district.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR data of closing the Gap domain. Whole Child Social Emotional Learning: 10% increase in score from Panorama BOY to EOY district survey.

Summative Evaluation: Some progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: Seguin ISD Alternative students will receive an individualized academic plan with an emphasis on reading, writing and math remediation and/or enrichment aligned to the home campus schedule.</p> <p>Strategy's Expected Result/Impact: 100% of students will be able to articulate their academic & behavior goals and progress in monthly meetings with DAEP principal</p> <p>Staff Responsible for Monitoring: D. Johnson</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement district planning with district resources, weekly PLC with all teachers to collaborate and calibrate instructional strategies and campus goals.</p> <p>Strategy's Expected Result/Impact: 90% Teachers will participate in all plannings and PLC.</p> <p>Staff Responsible for Monitoring: A Graeber</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
<p>Strategy 3: Fidelity checks for planning, approved resources and instructional strategies</p> <p>Strategy's Expected Result/Impact: 80% of walks will align with planning of District and weekly- focused learning walks will be analyzed in PLC: Weekly teachers will receive walkthrough; quarterly teachers will complete focused learning walks</p> <p>Staff Responsible for Monitoring: A Graeber</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: TEACHING AND LEARNING: 100% of DAEP teachers will develop lesson plans with clear objectives, multiple paths of instruction geared toward a clearly defined goal, and formative assessments aligned with the campus Instructional Playbook.</p> <p>Strategy's Expected Result/Impact: 100% Weekly walkthroughs will show individual pathways for students to include IEP/LPAC and MTSS considerations</p> <p>Staff Responsible for Monitoring: A Graeber</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
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Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 2: 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Intentional social skills class with an objective and CFU for social skills classes. fidelity checks for Social Skills, CICO, DBRC usage by teacher weekly every student/ daily for MTSS students</p> <p>Strategy's Expected Result/Impact: 100% of students will participate in social skills lessons on a daily basis with learning objective and clearly defined mastery path developed in SST meetings. 10% of students will be identified in T2 and 5% of students will be identified in T3 due to mobility- progress monitoring will be every weeks as documented in Transition Plans</p> <p>Staff Responsible for Monitoring: D Johnson</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will implement a point based level system for the combination of attendance, academic performance, and behavior demonstrated in each class period; for weekly rewards as well as placement early release.</p> <p>Strategy's Expected Result/Impact: 85% of students will leave DAEP on 'early release' for meeting campus expectations and participating in point system, social skills lessons, and PBIS system.</p> <p>Staff Responsible for Monitoring: A Graeber</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1</p>	Formative			Summative
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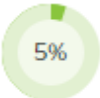




Strategy 3 Details	Reviews			
<p>Strategy 3: Restorative-based transition meetings will be held prior to students returning to their home campus; parents and students must attend and participate.</p> <p>Strategy's Expected Result/Impact: Reduced behaviors upon students return to home campus; reduced recidivism rate; communicate successful strategies and interventions both behaviorally and academically from the DAEP.</p> <p>Staff Responsible for Monitoring: D. Johnson</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Follow an internal screening and monitoring process as means to accurately identify students for credit recovery, remediation, acceleration or GED: Pathway will be created for different needs of students to keep them on target to graduate or PBL will be build to support students through financial literacy if they already have a GED- Title 1 D compliance guidance document will be reviewed with County and District staff.</p> <p>Strategy's Expected Result/Impact: 100% Weekly ILT walkthroughs will show individual pathways for students to include IEP/LPAC and MTSS considerations</p> <p>Staff Responsible for Monitoring: A Graeber</p>	Formative			Summative
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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: In order to get a better measure of family-school relationships, Seguin ISD will increase the number of Panorama Survey participants from 284 in Spring 2021 to 600 in Spring 2022.

Evaluation Data Sources: Parent Surveys, Parent Entry and Exit Surveys, Meeting Agendas, Social Media Posting, Parent Contacts

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a transition plan in a restorative setting, students, teachers, and parents identify needs and supports to communicate with the home campus.</p> <p>Strategy's Expected Result/Impact: 100% of students leaving DAEP/JDC/OCAP will have a transition plan.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.1, 3.2</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Increase family communication from DAEP staff.</p> <p>Strategy's Expected Result/Impact: 80% of parents feel partnership with DAEP was successful, based on exit surveys</p> <p>Staff Responsible for Monitoring: D Johnson</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2</p>	Formative			Summative
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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





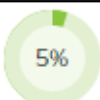





Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Surveys will be offered for the parents of enrolling students and other stakeholders that visit the campus.</p> <p>Strategy's Expected Result/Impact: Feedback will be utilized for campus improvement meetings</p> <p>Staff Responsible for Monitoring: Principal, Secretary</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: A member of the administrative team will meet with the parents of students as they enroll.</p> <p>Strategy's Expected Result/Impact: Improved parent-school relationship; improved student behaviors</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Secretary</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2</p>	Formative			Summative
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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: surveys,





Strategy 1 Details	Reviews			
<p>Strategy 1: Create a master schedule to incorporate enrichment programming that aligns with clubs and organizations from their main campuses. Student Intake to identify 3 different activities they can rotate through during their time at DAEP.</p> <p>Strategy's Expected Result/Impact: 70% attendance of enrichment programming and a 90% attendance rate.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Secretary</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: A continued partnership with T.L.U. to further implement and refine the efforts of the mentor ship program; face-to-face and virtually.</p> <p>Strategy's Expected Result/Impact: TLU lessons submitted to counselor and admin to align mentor ship with currently curriculum for Improved student behaviors, increased grades, increased attendance</p> <p>Staff Responsible for Monitoring: D Johnson</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be offered an opportunity to work in the community garden established by Emmanuel Lutheran Church.</p> <p>Strategy's Expected Result/Impact: Minimum of 5 students a week will participate in environmental Stewardship, social and community skills, academic growth, healthier lifestyle habits.</p> <p>Staff Responsible for Monitoring: B Maples</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
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



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: Seguin ISD 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: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Create opportunity for leadership team to develop roles and responsibilities on campus, using high priority goals reach out to district support leaders aligning their visits and resources.</p> <p>Strategy's Expected Result/Impact: 100% of duties will be defined and charted</p> <p>Staff Responsible for Monitoring: A Graeber</p> <p>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>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a guiding coalition to address staff concerns and lead the campus culture and climate on the campus. Diverse team will finalize all happenings and expectations across the programs and develop leading and lagging indicators for success.</p> <p>Strategy's Expected Result/Impact: 100% of agendas will reflect data to guide programs to campus improvement and reduce recidivism.</p> <p>Staff Responsible for Monitoring: A Graeber</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Rounding techniques, specific feedback, and timely & frequent staff recognition with social opportunities and team building</p> <p>Strategy's Expected Result/Impact: 30% of admin weekly calendar time will be on staff coaching and recognition. 1 opportunity a month dedicated to social activity</p> <p>Staff Responsible for Monitoring: E Maldonado</p> <p>Schoolwide and Targeted Assisted Title I 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>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Faculty will participate in "Culturize" book study with monthly super PLC, each teacher will partner and present a chapter using our instructional playbook strategies</p> <p>Strategy's Expected Result/Impact: 100% of Seguin Alternative staff will facilitate a chapter of 'Culturize' modeling at least 1 component of the campus playbook.</p> <p>Staff Responsible for Monitoring: A Graeber</p> <p>Schoolwide and Targeted Assisted Title I 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>	Formative			Summative
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Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Seguin ISD Alternative students will receive an individualized academic plan with an emphasis on reading, writing and math remediation and/or enrichment aligned to the home campus schedule.

State Compensatory

Budget for DAEP at Saegert

Total SCE Funds:

Total FTEs Funded by SCE: 16

Brief Description of SCE Services and/or Programs

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Personnel for DAEP at Saegert

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Acuna, Robert	Support	1
Chandler, Elisa	Teacher	1
Conlin, Amelia	Teacher, JDC	1
Crunk, Mary	Teacher	1
Gandt, Yvonne	Teacher	1
Graeber, Amy	Principal	1
Grise, Mary	Teacher	1
Holmes, Megan	Transition Coordinator	1
Johnson, Donald	Counselor	1
Maldonado, Elizabeth	Support	1
Maples, Bily	Teacher	1
Mason, Andrew	Behavior Specialist, OCAP	1
Rosales, Hector	Teacher	1
Schnautz, John	Teacher, JDC	1
Tidwell, David	Teacher, Sped	1
Valdez, Daniel	Teacher	1

2021-2022 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Amy Graeber	Principal
Classroom Teacher	Hector Rosales	Teacher
Paraprofessional	Elizabeth Maldonado	Secretary
Non-classroom Professional	Donald Johnson	Counselor
Classroom Teacher	Andrew Mason	Behavior Specialist
Classroom Teacher	Megan Holmes	Transition Coordinator
Paraprofessional	Bily Maples	Safety Manager

Addendums