

**Seguin Independent School District
Mercer-Blumberg Learning Center
2021-2022 Campus Improvement Plan**

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Creating Believers. Building Futures. Exceptional Graduates.

Vision

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

Value Statement

We believe Seguin ISD is at its best when:

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Non-traditional high school within Seguin ISD. We are made up with approx 64 students at a time our current demographics are 7.81% AA, 21.88% White, and 70.31% Hisp. At the end of last year our demographics were basically the same. Currently we have 2 females for each male. (40 to 24) last year females also outnumbered males. 75% or 49 of 64 students are at Risk. 3 are gifted, 3 ELL, and 2 are coded homeless. Most of our students start with us behind in credits, tests, many have emotional deficits and lack confidence. CIS and outside counselors are important to help support our students.

Our staff consists of 5 and $\frac{3}{4}$ teachers 1 principal, 1 secretary (receptionist, registrar, attendance) 1 counselor, 1 student support

Parent support depends largely on how much we ask. At times we do not ask and they do not answer- this is an area that need to be exploited more to really see how much support or lack of support we have

We have a supportive community

Input from notes:

Noticings

BG-Doesn't seem like we are having as many students forced into enrollment. Students willingly enrolled, have a higher graduation rate.

Noticings

SM-there are some really wasted spaces where we can use art to enhance our vision of education/inclusion. The girls bathroom door could be designed and painted by art students to : important women-Harriet Tubman,Delores Tubman, Diane Nash. Same for the boys-MLK & Cesar Chavez. The big window in the stairwell would be a great place to use glass paint inclusion/education that shines like stained glass.

Classroom doors can be used to create images, the risers on the stairs can be painted with important quotes or sayings “Keep it up, you’re almost there!”



BG-?

Strengths

BG-Working with students, despite their abilities, individually to insure progress and growth
BG-Enabling parents, Absences
BG-Few discipline issues, due to building teacher/student relationships
MR-Relationships have always been a plus at
MBLC.

Challenges

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

Work with all students despite their abilities to ensure progress and growth

Few discipline problems because we build relationships

good relationships

Rounded staff that want everyone to succeed

Staff works together

Low turnover

Over 200 years of experience

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): MBLC staff must figure out a way to help students look past their negative current and past issues and positively influence all students to focus on their current academic achievements and attendance by creating a safe welcoming environment for all. i.e. We must make them Believe in themselves **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, they have never belonging or purpose increasing anxiety and hopeless to the point that they ask themselves why bother.

Problem Statement 2 (Prioritized): Upon entry into MBLC many students have 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, non inclusive school environment, to previous poor school experiences in social & academics have caused students to develop the bad habit of not attending school.

Problem Statement 3 (Prioritized): 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"

Student Learning

Student Learning Summary

Noticings

BG-Students are liking the apple chips and are interested in the kitchen and curious about cooking.
BG-Alg 1 state assessments are majority approaches, but students' growth rate is always by a few hundred points.
MR-When students are making up hours, could we provide information for future career options that a student could research for a specific career, internship, or education?

Wonderings

SM-can we create a workspace and home for our early graduates to work on college so we can scaffold them thru this rough transition...also can we get some CTE credit for this or career and college ready credit
SM-maybe a big whiteboard in the auditorium that tracks student progress using colors green/on track to red/off track
BG-Maybe CTE with home econ or incorporate it into core class.
MR-Can we provide more career programs that cover books and help with child care to provide students more opportunities for career education and jobs? Careerexpressway.com advertizes no book fees, no school debt, and help w/childcare, etc.

Student Learning Strengths

Strengths

Relationships with students
Passing Alg, Bio, US History EOC Test

MR-More opportunities will be provided with the activities that elicit a student's expressed needs from the community or MBLC.

Challenges

CTE Credits
English EOC
MR-Making it easier for students to express

their needs or concerns when they have not felt comfortable to do so before has sometimes been a challenge.

Problem Statements Identifying Student Learning Needs

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School Processes & Programs

School Processes & Programs Summary

Noticings

Staff are required to complete CEU's throughout the school year and through the summer break.

Some staff are qualified in multiple areas of disciplines (educational subjects) and/or have continued in their collegiate studies to earn a Master's Degree.

Wonderings

Are staff encouraged to take paid time off to attend training throughout the school year so as not to use personal time in the summer?

Does the district compensate staff if wanting to further education so as to become further qualified in specific educational disciplines?

Are staff salaries comparable to other districts in surrounding areas so as to retain good teachers?

Noticings

Teacher feedback is received and openly accepted; regarding challenges within the district.

Campus goals are always designed with the student at the center of the equation.

There is a strong sense of urgency and commitment placed on student academic achievement given that all students, at MBLC, are identified as at-risk youth.

Wonderings

Is faculty/staff feedback used to make final decisions within the district. Can offering feedback have repercussions?

Is MBLC still a school of choice?

Is there potential conflict with other existing programs, within the district, that hinder MBLC's purpose/design and if so, why is it allowed?

Noticings

Student's growth in academic knowledge is evident through their growth on STAAR exam outcomes, credit earnings, and graduation rate.

Student's growth in academic knowledge is evident through their increased school attendance; thereby, increasing scores on STAAR, increased credit earnings, and higher graduation rate.

Wonderings

District's lack of assistance/support in addressing academic issues prior to coming to the Learning Center. Some students arrive their 4th year of high school with 1.5 high school credits and there is no RTI evidence from the previous school (SHS).

District's lack of assistance/support in addressing attendance issues (from a district level stand point). There is no accountability for truancy other than what is handed down by administration at a school level.

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Student's growth in academic knowledge is evident through their overall, improved mental and physical health.

College and Career readiness has been a big push and focus for our students for some years now. Students are signed up for TSI testing, sessions are set aside to complete FAFSA (financial aid), students are signed up for ASVAB testing, meet with military recruiters, and colleges are discussed to educate students for post secondary education.

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District's lack of assistance/support in addressing mental health issues with students who have a history of need. Although the district has created programs and created positions to assist students with such issues, there is a disparity in allocation of services, namely at the Learning Center. If 100% of the student body is at-risk, then why isn't there more mental health services provided at this school?

Wonderings

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Wonderings

School Processes & Programs Strengths

Strengths

Strong qualified staff
Dedicated and Willing Staff

Willingness of staff to be flexible with last minute training opportunities.

Forcing staff to take training that has been historically repetitive and thereby redundant.

Funding to hire new staff to meet the demands of fluctuating numbers of students or to replace teachers who have retired or transferred to other schools/districts.

Challenges

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Upon entry into MBLC many students have 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, non inclusive school environment, to previous poor school experiences in social & academics have caused students to develop the bad habit of not attending school.

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Perceptions

Perceptions Summary

Noticings

Lack of Attendance usually tied to low parent support

We have DAEP placements, but not many, most issues get solved before they become a problem. How do we get them to like school

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

Wonderings

How do I get kids to like Math?

Noticings

Core teachers have low turnover, elective teachers turnover is moderate

Wonderings

Noticings

Parents are always welcome to join us on campus, award, graduation,

Wonderings

What can principal do to improve this

Could parents eat more with kids

Update webpage

Perceptions Strengths

Strengths

Students feel comfortable on our campus, we can tell when they start opening up (talking, being themselves, becoming students, succeeding)

Small campus we know when they are gone and when they skip

Students can gain a lot of momentum through consistent attendance.

Challenges

Attendance is always a challenge, especially without support from home

Getting students to like school and buy in enough to want to come to school

Students to care

Students lack of academic success

Strengths**Challenges**

Close knit group, So much stuff to know at different points in the year, always adjusting to new situations

Strengths**Challenges**

Take the suggestions from parents and students Seniors completing courses throughout the year, poses challenges keeping in contact with those families through June's graduation.

Problem Statements Identifying Perceptions Needs

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Priority Problem Statements

Problem Statement 1: Upon entry into MBLC many students have 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, non inclusive school environment, to previous poor school experiences in social & academics have caused students to develop the bad habit of not attending school.

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

Problem Statement 2: 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. i.e. We must make them Believe in themselves

Root Cause 2: 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, they have never belonging or purpose increasing anxiety and hopeless to the point that they ask themselves why bother.

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

Problem Statement 3: 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 3: 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 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)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (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
- 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
- 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
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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

- 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
- 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
- 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
- TTESS data
- T-PESS data

Parent/Community Data

- Parent engagement 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




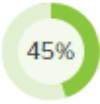


Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

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 63% to 75% in 2021-2022 and from 75% to 80% in 2022-2023.

Targeted or ESF High Priority

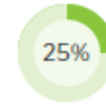
Evaluation Data Sources: EOC scores averaged from Fall and spring administrations

Strategy 1 Details	Reviews			
<p>Strategy 1: MBLC Students will be enrolled in content level EOC classes for reteach in all subjects that they failed to pass the EOC. English EOC will also be enrolled in 7th period enrichment classes to increase their passage rates from an overall average of 63% to 75% (TEA Required)</p> <p>Strategy's Expected Result/Impact: Students will show an increase in their EOC performance in Dec, Apr, and May.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, and Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Performance on State EOC assessments as well as performance in school is directly tied to attendance, MBLC will continue attendance incentives to improve the overall attendance of students at MBLC from 84.28% to 87%. Additional interventions specifically targeting the attendance of students that have below 80% overall attendance will be the focus.</p> <p>Strategy's Expected Result/Impact: Attendance to improve to 87%, students to show an increase in credits earned and improved EOC passage rates.</p> <p>Staff Responsible for Monitoring: Teachers, truancy intervention aide, secretary, and Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teacher, principal</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide high quality ongoing instructional services, including supplies and materials, to at-risk students and sub pops. (TEA Required)</p> <p>Strategy's Expected Result/Impact: Increase graduation rate</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Following HB 4545 MBLC will make sure that all students that are unsuccessful on the EOC exams will be placed in EOC classes to be monitored and receive all necessary and required supports each semester, including instructional support, and completion of parent communication, and state compliance forms to increase the students overall passing rates from 76.8% to 85%.</p> <p>Strategy's Expected Result/Impact: Improved communication with parents raising awareness about the importance of working hard and completing the work necessary to pass the EOC assessments ultimately resulted in increase passing rate from 76.8% to 85%.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: MBLC will begin to track and record all students below 80% attendance in Panorama documenting their attendance and what interventions and consequences have been attempted to improve this students attendance. Student support will be included to assist in this students group.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Increase overall students attendance and reduce the amount of students with less than 80% attendance.

Staff Responsible for Monitoring: Principal, secretary, truancy attendance clerk. Central office student support services



No Progress

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 9% to 20% in the School Quality Status (CCMR) component of Closing the Gap domain.

Evaluation Data Sources: CCMR document

Strategy 1 Details	Reviews			
<p>Strategy 1: MBLC will work with students to ensure that they are meeting the requirements of the CCMR in respects to the area of TSI, Testing, military, and other post secondary entries. Counselor will encourage work and prepare for the TSI tests to all students who have not met the required passing scores. MBLC will also work on making sure that all post secondary schools and Military service as recorded. MBLC will also encourage all students to graduate with endorsements. (TEA Required)</p> <p>Strategy's Expected Result/Impact: Increase in the score on the CCMR reports</p> <p>Staff Responsible for Monitoring: Counselor, Secretary, Principal</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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. Through these experiences we will improve our attendance rate by 10%, raise our endorsement graduations by 5% and reduce or placements at DAEP to 0%.


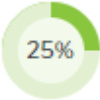

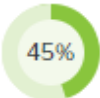




Evaluation Data Sources: Student attendance, discipline referrals, climate surveys, employee attendance, drop-out data, homeless, migrant, participation in extra-curricular activities, graduation records.

Strategy 1 Details	Reviews			
<p>Strategy 1: MBLC will increase school attendance from 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.</p> <p>Strategy's Expected Result/Impact: Increasing the overall school attendance rate by 3% and also increase individual student attendance on previous below 80% attendance students by 8%.</p> <p>Staff Responsible for Monitoring: truancy intervention clerk, teachers, and principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MBLC will conduct exit interviews and a Google survey with all students graduating or leaving the school in order to gain more insight into what students liked most and least about MBLC. We will then take this information and use it to improve all programs and offering to help increase the positive climate and culture of the school.</p> <p>Strategy's Expected Result/Impact: Increase in the amount of positive rated programs and adjustments to programs and items that are rated negatively</p> <p>Staff Responsible for Monitoring: Principal, secretary, truancy clerk, counselors, and teachers.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide high quality counseling and guidance services to all at risk students.</p> <p>Strategy's Expected Result/Impact: Increased graduation rate for at risk students.</p> <p>Staff Responsible for Monitoring: Principal, counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

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 amount of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15% through increased positive phone contacts.

Evaluation Data Sources: Communication logs, Sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher will maintain a contact log to log in communication with parents, teacher will be asked to make more positive communication than negative to build more positive contacts with parents. Teachers are also required to have daily SEL contacts with all virtual students daily.</p> <p>Strategy's Expected Result/Impact: Parents and teachers will have more open and honest communication with each other and improved interaction to support our students for greater success.</p> <p>Staff Responsible for Monitoring: principal, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: MBLC will have several No Place For Hate Events as well as awards ceremonies and graduation events in addition to a friends and family picnics. These events will be adjusted to meet the current CDC recommendations for social distancing and gatherings.</p> <p>Strategy's Expected Result/Impact: More positive contact with the community and parents</p> <p>Staff Responsible for Monitoring: Principal, teachers, truancy clerk</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 by making sure that our staff is trained on social media platform use keeping our website up to date and increasing the number of followers through more usage by staff and students.









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

Strategy 1 Details	Reviews			
<p>Strategy 1: MBLC will maintain a Facebook account and Twitter to spread positive news to community about the good things occurring on campus in order to get more positive feedback from community and parents and support for MBLC programs</p> <p>Strategy's Expected Result/Impact: More support from community and more positive feedback about MBLC</p> <p>Staff Responsible for Monitoring: Dustin Wyatt- Twitter & Facebook, Principal, Sean Hoffman</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MBLC will look for opportunities of enrichment for our students by locating and encouraging students to attend community events that provide students volunteer community service time, community job and college events, or to visit public speaking events to listen and learn .</p> <p>Strategy's Expected Result/Impact: More rounded students and exposure to more and different events in the community</p> <p>Staff Responsible for Monitoring: All Staff to look for events</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Strategy 1 Details	Reviews			
<p>Strategy 1: MBLC will work to maintain teacher satisfaction by having regular celebrations and recognition of staff birthdays, and just because days in order to maintain teacher happiness and have them want to work hard and come to school everyday.</p> <p>Strategy's Expected Result/Impact: Improved teacher satisfaction means less turn over and more production</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide high quality ongoing leadership to faculty of at risk students</p> <p>Strategy's Expected Result/Impact: Increase graduation rate for at risk students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	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.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	MBLC Students will be enrolled in content level EOC classes for reteach in all subjects that they failed to pass the EOC. English EOC will also be enrolled in 7th period enrichment classes to increase their passage rates from an overall average of 63% to 75% (TEA Required)

State Compensatory

Budget for Mercer-Blumberg Learning Center

Total SCE Funds:

Total FTEs Funded by SCE: 9.5

Brief Description of SCE Services and/or Programs

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Personnel for Mercer-Blumberg Learning Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Camacho, Ricardo	Teacher	1
Greeno, Sherrie	Admin Assistant	1
Grimm, Brandy	Teacher	1
Law, Jay	Principals	1
McCullough, Stephen	Teacher	1
Ragsdale, Martha	Teacher	1
Rangel, Christopher	Student Support	1
Rodriguez, Gerard	Counselor	0.5
Rodriguez, Mark	Teacher	1
Wyatt, Dustin	Teacher	1

Addendums