

**Seguin Independent School District
Mercer-Blumberg Learning Center
2018-2019 Campus Improvement Plan**

Accountability Rating: Met Alternative Standard



Board Approval Date: October 30, 2018

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

Demographics

Demographics Summary

Demographics:

1. What do enrollment numbers indicate? Our enrollment averaged 80 students service to 150 students down from 186 the year before, SHS instituted a new optional flexible day that reduced my enrollment as well as a loss of a four periods of instructional staff due to two reassignments. Graduation count was 84 students down slightly from last year and quite a bit down from two years ago 114 students. Many students coming over this year were chronic truancy issues these students scheduled interviews but did not show up. I had trouble getting people in to fill the exiting students spots due to this and had to resort to bringing in younger students and students that needed more help.

2. What is the break down by ethnicity? Total for all grade levels are as follows:

Varied throughout year but average ethnicity included 70 plus percent Hispanic with White/non-Hispanic being next followed by African-American students

3. How has enrollment changed over three years? Down driven by an increase in the OFSD program.

4. What is the number of students in special programs? We serviced 16 SPED students throughout the year

5. What is data for special programs over time? Our SPED data remained pretty the much the same over the last few years although SPED interest and apps have increased. I am not sure if the larger High school as created greater anxiety and that has led to more apps.

6. What does data reflect regarding students who exit from special populations? Most of my special populations that exit MBLC are graduates. Last year we recovered 1 drop out that was SPED readmit and we lost one to home school, relocated to take care of a family member.

7. Who are our at risk students and what category are they from? We must maintain 75% at risk population and about 90% of my campus students are at risk, their main purpose for attending my campus. Most are at risk due to course and EOC failures. We have a few At-risk because of pregnancies and living on their own.

8. Who are our migrant students? No migrant students enrolled last year

9. What is our mobility rate? Our campus has a very mobile population. Most of our students spend an average of two months to 18 months on campus. This

varies highly on the number of credits that they have when they enter campus to the individual student's motivation to complete the program. Our migrant students are one of the more stable groups with the extra support that Migrant office provides them.

10. What area of the community do these students come from? Our students are from all over the community. A good portion come from the lower SES neighborhoods.

11. Staff demographics:

40% white non-Hispanic 50% Hispanic 10% African American

12. Our staff to student ratio will be effected as we are one teacher short this up coming year

Demographics Strengths

Diverse group of students that change often. Student come from all walks and abilities and must work together, this helps our students grow as people and better prepares them for life out of school

Student Academic Achievement

Student Academic Achievement Summary

Attendance becomes a factor in achievement. Student that are not at school on a regular basis miss opportunities to accelerate through their classes and more importantly they miss instruction in their EOC classes. A student with less than 90% of daily attendance is twice as likely to fail the EOC test again. Student with high attendance issues are also more likely to drop out of school because they are slow in making progress from missing school and eventually give up. Traditionally our students are performing at the following levels: Over all testing is 56.4% in the fall semester, and 45.7 in the spring semester for an overall testing passage rate of 56.4%. This is slightly above the 2016-2017 rate of 51.55%. Although passage rates on the tests are still in the 50% range in terms of graduates and making students ready to grade by getting them within 2 tests we have not had any students in their current senior cohorts that have not be able to graduate because of an EOC test, 2016-2017 we had two that passed the needed tests in the summer of their cohort. The students that are testing with us have tested in any given subject from a minimum of 2 administrations to upwards of 9 administrations. Working with these students means that we have to rebuild confidence first, and that is usually the hardest part.

Student Academic Achievement Strengths

US History has been doing great. This is one subject that we are doing as a first time administration. She had a 95% passage rate overall for the year, in that was only one failure by the same student that failed both fall and spring administration. Our meets rate was 46% and our masters rate was 20%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: MBLC has many students that have a history of than 80% absence. This attendance leads to a variety of school related issues including poor EOC performance, lack of progress in courses, and dropping at of school. **Root Cause:** Students are disinterested in school and lack a reason to want to attend school and complete their program

Problem Statement 2: Students at MBLC have taken the English EOC tests for multiple administrations and developed high anxiety and confidence issues as a result, student performance on the English I&II EOC are below state averages. **Root Cause:** Students reading comprehension and writing ability along with missing school contributes to low performance.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment and Retention

(Note confidentiality requirements regarding specific teacher appraisal and observation data)

1. What are the teacher qualifications, certifications, etc.? Paraprofessionals? Teacher Requirements: a) Earn Bachelor's Degree b) Complete approved educator preparation program c) Pass certification exams d) Submit a state application e) Complete fingerprinting

Paraprofessional (Educational Aide I) Requirements: a) Hold either high school or GED diploma b) Prior experience working with children

Educational Aide II: At least 2 years experience as Educational Aide I or minimum of 15 hours of postsecondary schooling related to education or child development

Educational Aide III: At least 3 years experience as Educational Aide I or II or minimum of 30 hours of relevant college classes

2. What does the general data reflect regarding teacher quality on the campus? The teachers at MBLC are of top quality. Evidence is provided by the graduation rates and the pass rates of the STAAR Exam. Also, siblings of present and previous students at MBLC apply for acceptance to the school due to the success rate of the vast majority.

3. How are follow-up data regarding teacher performance provided to teachers? Follow-up data is provided to teachers through weekly faculty meetings, walk-through observations, pre-observation conference, yearly observation, evaluation follow-up, summative conference and end-of-year conference.

4. How are we recruiting highly qualified and effective staff? Teaching positions at MBLC are highly sought after by qualified teachers employed by Seguin ISD. As soon as a position becomes available, teachers are eager to apply. Since their records of employment are on file with the district, choosing the best fit for the job is made easier.

5. What is our staff attendance rate? Retention rate? Turnover rate? Our staff attendance rate and retention rate are excellent. The last teacher who was hired was the science teacher who was hired 3 years ago. He replaced a teacher who retired from the teaching profession.

6. How is highly effective staff assigned to work with the highest need students? Since there are a total of 6 teachers working at MBLC, each has a shared responsibility in working with all of the students. We share information regarding the students at our weekly faculty meetings. We each have different strategies that work with different students, so our contributions are vital in finding the methods that work the best.

7. What is the impact/effect of our teacher mentor program? Every teacher and employee at MBLC is part of the mentor program when a new teacher begins working on our campus. We view ourselves as family, so all take a part in helping each other whenever and wherever necessary.

8. How is new staff supported? What feedback do they provide? New staff is given ample time to become familiar and comfortable with the routine and program at MBLC. Since each staff member was a new faculty member at one time, past experiences, successes and failures are shared in order for the the new employee to forge his/her own path.

9. What systems are in place to build capacity and support the notion of continuous improvement? a) Constancy of purpose: Describe and maintain coherent, student-focused vision and consistent action over time. b) Culture of improvement: Build and support shared responsibility for improvement toward the school's purpose. c) Standard work: Define the school as a system of interrelated evidence-based processes. d) Quality improvement principles and methods: Sustain a disciplined approach to daily data collection, theory development and hypothesis testing to improve processes.

10. How are we using data to determine professional development for staff? Professional development is gauged by indicators of student performance. They include attendance rates, test scores, rigor of coursework, promotion rates to next grade level, rates of participation in extra curricular activities and graduation rates.

11. How are collective and individual decisions regarding professional development determined? We discussed weak areas in faculty meetings and discuss need for additional training.

12. What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up? Mostly technology related. Some curriculum based training in math as well as class room management training. All staff were trained on CIF protocols, RTI process, lead4ward, Planning Protocol and T-TESS.

Curriculum, Instruction, and Assessment

1. What evidence exists to determine that the curriculum is clearly linked to the TEKS?

According to the data obtained through other teachers, at MBLC, the curriculum is clearly linked to the TEKS as evident in lesson plans, APEX (computer based curriculum approved by the district and aligned to the TEKS), scope and sequence, and through the use of TEKS online resource system which is evident in some of the teacher's syllabus.

2. How is data used to determine curriculum, instruction, and assessment decisions?

All assessment data is desegregated by the staff at MBLC and that dictates the instructional decisions that we make when looking at our curriculum. Most of it is STAAR based to prepare our students for the state end of course assessments.

3. What does the data reflect about how cur, assessments, inst are aligned? How are they supported on supporting and challenging students?

The data does reflect alignment with instruction and curriculum. However, it also shows a need to focus on making curriculum more rigorous while at the same time, making instruction more attainable to all students and their various styles of learning. It has been found, by most of the educators at MBLC, difficult to properly assess a student who come from the high school mid year or late into the year not knowing what they have already covered and how far behind they might be in their education.

4. How are the cur, asses, aligned with 21st century learning skills?

Our curriculum, instruction and assessment is very much aligned with 21st Century Learning Skills. Our students gain content mastery of all local and state required core subjects as well as electives. Our students are constantly learning and developing innovative skills to stay competitive with others while being constantly challenged with assignments that require growth and knowledge in technology, media and information gathering. To be effective and successful, students must learn to create, evaluate, analyze, and effectively use information through the use of information gathering, media and ever changing technology. Through this process of individual learning, collaborating, taking initiative, and self discovery, only then will our students truly be prepared to be competitive as a 21st Century Learner.

5. What evidence is there that there is a process for monitoring, evaluating and reviewing the curriculum to meet the needs of all learners?

Given that MBLC is comprised of 6-7 teachers, all teachers play an active role in monitoring, evaluating, and renewing curriculum and instruction to help meet the needs of all learners. Staff meets weekly and on a regular basis to discuss the progress of students or lack thereof and formulate a strategies to assist each student and their individual needs. All the teachers at MBLC are also part of the Positive Behavior Intervention Support Team (PBIS) where we not only look at student's academic progress but their overall development into healthy adulthood. Notes are normally kept by the principal and the dropout prevention specialist/student liaison.

6. How are instructional strategies and activities aligned with students needs and outcomes? How consistent is this across the district? What's the impact on specific groups?

We use benchmarks and the results from STAAR testing to create and align our instructional strategies and activities with student learning. By using our benchmarks at specific check points, we can gauge the progress of our students in their knowledge of the TEKS that will be tested on STAAR. As far as other schools in the district, I couldn't tell you. I know that we try to complete our benchmarks at the same time that the high school does theirs.

7. What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has the effect been over time?

Beyond the classroom, MBLC strives to assist all students through intervention strategies unique to each student need(s). RTI paperwork (or as we call it...documentation) is done consistently. Students have access to tutoring sessions everyday after school and students are able to utilize faculty on Saturdays during Saturday School Tutorials. Teachers use test scores, assignment grades, STAAR test results, and overall growth in class to determine if any additional interventions are needed outside traditional classroom instruction. To prepare our students for end of course, they are enrolled in EOC enrichment classes to gain more knowledge and understanding of the core subjects being tested. If students fail their STAAR tests, the faculty will look at the results of

their test to identify areas and objectives that require more attention; thereby, developing new strategies to address students weaknesses on assessments.

8. How does instructional design and delivery maximize student engagement? A positive learning climate, higher order thinking skills, problem solving, critical thinking, etc?

MBLC is a technology driven, self-paced, non-traditional high school that promotes a learning experience, for all types of students and their learning styles. Our school's environment promotes a positive environment conducive learning.

9. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measure the effect of curriculum and instruction?

Somewhat. It is difficult to show that our STAAR test results prove that we are aligned to our standards because there are so many factors that play into the overall outcome of our test results. First of all, 100 percent of our students are labeled at risk. They come from the high school behind in their credits, have extremely poor attendance, and sometimes come with behavioral issues. We try to make changes through our faculty meetings and implement those changes (strategies) to help yield results in our assessment results and overall achievement expectations.

10. How do we know assessments are designed, developed, and used in a fair and equitable manner to eliminate biases? How do students perceive these assessments?

Most often, we use an array of assessments to fairly assess our students. Some of our assessments are created to elicit fun as the activity is designed to look more like a game versus additional work/testing. However, the integrity of the assessment is intact and uncompromising so that results on those assessments are true in value.

11. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confidential conclusions about achievement?

Our assessments give us a comprehensive and detailed look at our student's strengths and weaknesses. By utilizing this information, we can develop strategies to address student weaknesses and provide higher order learning.

Perceptions

Perceptions Summary

Students and staff enjoy the quiet atmosphere of MBLC. The family of staff work with students and develop relationships and bonds so that students trust staff and are willing to work for their goal of a High School Diploma. Each morning we group together for announcements, expectations, and a cheer to start the day. We constantly remind students of the mission and focus to pass EOC and earn a diploma. Students and staff all feel like a family and have loyalty to MBLC. Students and staff feel safe and MBLC an openly communicate fears to proper channels so that they can be quickly addressed. Students openly talk about liking their school and attendance issues are rarely from the students not enjoying the school but from outside factors. Students are regularly rewarded for attendance and for positive behaviors.

School Context and Organization

1. To what degree does the district/school support the organization and how?

Seguin ISD makes it possible for the MBLC principal to lead the school effectively.

Once a week, all principals meet with district administrators to discuss, develop and implement strategies for individual campus success. District administrators seek input for the district's vision with committees made up of faculty from all schools to create and to implement the decisions made collaboratively.

2. How does the data reflect about classes, schedules, and student/staff teams?

The data reflects the increased number of credits as the result of extended class to one hour in each of the six periods. Four consecutive periods before lunch permits more students to be employed after school. The schedule has also allowed for one hour for

weekly staff meetings to discuss individual student needs and concerns that has resulted in improved overall performance in subjects and STAAR testing.

3. How is adequate time devoted to subjects in which students perform poorly?

The schedule allows for a period during the day and a period after school for specific instruction for STAAR testers to be successful by focusing on remediation where.

4. Emphasis is put on student weaknesses to make them strengths and to promote confidence in the students' capabilities.

5. How do teachers have a voice in decision making and school policies? The MBLC principal encourages input for in-service training that is specific to an alternative

6. He also encourages that any concerns be addressed throughout the year at the weekly staff meetings for collaborative solutions. Specific measures are discussed to meet the challenges faced by students in certain classes or certain issues in a particular subject. Individual teacher successes are shared to help a student be successful.

7. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole? Teachers are given the option of selecting a variety of testing evaluations to meet the individual student's capabilities through Apex, textbook analysis, research papers, power point presentations, and additional resources.

8. Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of The district-wide DEIC, District-wide Educational Improvement Council, and the TCC, Teacher Communications Council, committees consist of staff representatives from all schools. They meet to present and address issues to encourage input for decision making that will impact the entire district which includes students, parents, and the community. They seek to find solutions to identified problems.

9. What are the students', parents' and community perceptions of the school? The students, parents, and community perceptions of the school are revealed by the number of student and teacher applications who are eager to join the MBLC family. The yearly increasing number of graduates motivates parents to want their child to attend MBLC where it is known that the child will be successful in graduating. There is a waiting list of faculty who is waiting for the opportunity to join the MBLC staff due to the school's success and rewarding atmosphere.

10. What do school expectations reveal? School expectations reveal a success in attendance, completion of course work, and improvement in overall behavior. Rewards for perfect attendance is sought by all students. Recognition for the number of credits earned every six weeks is also coveted by students and parents. The school is filled with parents, friends, and administrators every six weeks when a mini graduation walk is held.

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: October 30, 2018





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, MBLC will show an increase in the percentage of students who pass all EOC exams from 51% to 56% in 2018-2019 and from 56% to 60% in 2019-2020.

Evaluation Data Source(s) 1: EOC scores averaged from Fall and spring administrations

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>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%</p>	Teachers, Counselor, and Principal	Students will show an increase in their EOC performance in Dec, Mar, and May.				
<p>Problem Statements: Student Academic Achievement 2</p>						

<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>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% to 87%, specifically targeting the attendance of students that have below 80% overall attendance through the use of several incentives to include: Taco Tuesday, Biweekly early release, 90% attendance party, and 6th week celebration.</p>	<p>Teachers, truancy intervention aide, secretary, and Principal</p>	<p>Attendance to improve to 87%, students to show an increase in credits earned and improved EOC passage rates.</p>				
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>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. 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.</p>	<p>Teacher, principal</p>	<p>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>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) MBLC staff will attend ongoing staff development over district priorities and also in areas that relate to their content area and focus these trainings to improve instruction to positively effect student performance</p>	<p>Principal, teachers</p>	<p>Teachers will improve in their instructional preparation and delivery improving student performance</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: MBLC has many students that have a history of than 80% absence. This attendance leads to a variety of school related issues including poor EOC performance, lack of progress in courses, and dropping at of school. Root Cause 1: Students are disinterested in school and lack a reason to want to attend school and complete their program</p>

Problem Statement 2: Students at MBLC have taken the English EOC tests for multiple administrations and developed high anxiety and confidence issues as a result, student performance on the English I&II EOC are below state averages. **Root Cause 2:** Students reading comprehension and writing ability along with missing school contributes to low performance.


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 22% to 33% in the School Quality Status (CCMR) component of Closing the Gap domain.


Evaluation Data Source(s) 2: CCMR document

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.	Counselor, Secretary, Principal	Increase in the score on the CCMR reports				




= Accomplished



= Continue/Modify



= No Progress





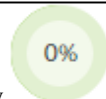

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Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

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% to 87%, and decrease the amount of DAEP placements to under 2.

Evaluation Data Source(s) 3: Student attendance, discipline referrals, climate surveys, employee attendance, drop-out data, homeless, migrant, participation in extra-curricular activities

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>1) MBLC will increase school attendance from 84% 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>	truancy intervention clerk, teachers, and principal	increasing the school attendance rate by 3%.				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 199-General Fund - 600.00</p>						
<p>Critical Success Factors CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) MBLC will conduct exit interviews 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>	Principal, secretary, truancy clerk, counselors, and teachers.	Increase in the amount of positive rated programs and adjustments to programs and items that are rated negatively				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 3 Problem Statements:


Student Academic Achievement
<p>Problem Statement 1: MBLC has many students that have a history of than 80% absence. This attendance leads to a variety of school related issues including poor EOC performance, lack of progress in courses, and dropping at of school. Root Cause 1: Students are disinterested in school and lack a reason to want to attend school and complete their program</p>

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

Performance Objective 4: RESPONSE TO INTERVENTION (RtI): MBLC will record all students on required RTI forms and maintain constant communication with parents of the students who are in the EOC classes MBLC's level three RTI students.

Evaluation Data Source(s) 4: Review of the RTI forms in Curriculum Folder

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>1) MBLC will make sure that all students that are unsuccessful on the EOC exams will be placed under RTI monitoring 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 51% to 56%.</p>	Principal, Counselor, Teachers	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 51% to 56%.				
Problem Statements: Student Academic Achievement 2						
<p>Critical Success Factors CSF 2 CSF 4 CSF 5 CSF 6</p> <p>2) MBLC will begin to track and record all students below 75% attendance on RTI forms documenting their attendance and what interventions and consequences have been attempted to improve this students attendance, As students improves attendance above 80% they will be removed from RTI and given an exit interview to determine what worked best to improve their attendance.</p>	Principal, secretary, truancy attendance clerk. Central office student support services	Increase overall students attendance and reduce the amount of students with less than 75% attendance.				
Problem Statements: Student Academic Achievement 1						
						

Performance Objective 4 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: MBLC has many students that have a history of than 80% absence. This attendance leads to a variety of school related issues including poor EOC performance, lack of progress in courses, and dropping at of school. Root Cause 1: Students are disinterested in school and lack a reason to want to attend school and complete their program</p>





Problem Statement 2: Students at MBLC have taken the English EOC tests for multiple administrations and developed high anxiety and confidence issues as a result, student performance on the English I&II EOC are below state averages. **Root Cause 2:** Students reading comprehension and writing ability along with missing school contributes to low performance.

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 Source(s) 1:

Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) 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.</p>	Principal, teachers, truancy clerk	More positive contact with the community and parents				
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>2) 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.</p>	principal, teachers	Parents and teachers will have more open and honest communication with each other and improved interaction to support our students for greater success.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

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 improve the public relations as measured by constructive feedback collected from social media and parent/community surveys.

Evaluation Data Source(s) 2: Parent surveys, social media feedback

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>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>	Dustin Wyatt- Twitter, Selma Kovars- Facebook, Principal, Sean Hoffman	More support from community and more positive feedback about MBLC				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						


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 Source(s) 3:

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>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.</p>	Principal, teachers	More donations of items will increase the effectiveness of school attendance rewards and other incentives to improve performance				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) MBLC will encourage more students to participate in community service projects and attend more community events like TLU speaker series in order to increase our students awareness in the community and the importance of making a difference in the community helping them to become better citizens in our community</p>	Principal, teachers	Improve students awareness of community and making them better citizens				




= Accomplished



= Continue/Modify



= No Progress







= 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 Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>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>	Principal	Improved teacher satisfaction means less turn over and more production				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	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% to 87%, specifically targeting the attendance of students that have below 80% overall attendance through the use of several incentives to include: Taco Tuesday, Biweekly early release, 90% attendance party, and 6th week celebration.
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. 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.

2018-2019 CPOC

Committee Role	Name	Position
Administrator	Jay Law	Principal
Classroom Teacher	Ricardo Camacho	Teacher
Classroom Teacher	Selma Kovars	teacher
Classroom Teacher	Brandy Grimm	Teacher
Classroom Teacher	Martha Ragsdale	teacher
Classroom Teacher	Dustin Wyatt	teacher
Counselor	Gerard Rodriquez	counselor
District-level Professional	Halcy Dean	SPED Director
Community Representative	Judge Sheryl Sachtleben	JP Pct 2 Guadalupe county