

**Seguin Independent School District
Mercer-Blumberg Learning Center
2017-2018 Campus Improvement Plan**



Mission Statement

MBLC's Mission is to cultivate and empower life long learners, delivered in a safe learning environment, to prepare them for future endeavors.

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

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	7
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	11
Family and Community Involvement	14
School Context and Organization	15
Technology	18
Comprehensive Needs Assessment Data Documentation	19
Goals	20
Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.	20
Goal 2: A SAFE & NURTURING ENVIRONMENT: Create a safe, nurturing, positive, and secure learning environment for students and staff. . . .	26
Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT: Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.	30
Goal 4: OPERATIONAL EFFECTIVENESS & EFFICIENCY: Ensure that the district makes fiscally sound decisions that support student achievement and maintains a strong financial position.	33
Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.	35
System Safeguard Strategies	38
Campus Site-Based School Committee	40

Comprehensive Needs Assessment

Needs Assessment Overview

Campus need to continue the work to update and replace computers, strengthen our planning and raise the level of rigor in EOC classes, and need to continue working on finding more ways to involve parents. Our communication has built a stronger system of planning We just need to continue to improve and work to better involve and assist our special populations in their passing on the EOC exams.

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 88 students down slightly from last year's 114 students went to optional flexible program. 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

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? roughly the same down from last year applications drive enrollment and number of apps slightly down

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

6. What does data reflect regarding students who exit from special populations? Most of my special populations that exit MBLC are graduates. This year I had a set of brothers that one withdrew early to home school and the other disappeared after January and we withdrew him after 10 days in a row absent and no response to any call, and home visits. Biggest trend is that many of my special pops had failed at least one EOC. The remaining SPED students that I have currently enrolled are at risk or have already failed EOC's.

7. Who are our at risk students and what category are they from? 90% of my campus students on my campus 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:

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

12. Our staff to student ratio went down Staff was able to work with students more effectively.

Demographics Strengths

Diverse Group of cultures and experiences in both students and staff. The diversity leads to a very cultural rich climate and gives us the opportunities to share and learn from each other.

Student Achievement

Student Achievement Summary

Students achievement on tests went down. Several factors played into this. Smaller number of students were tested that needed more tests. Some were unable to attend all intervention classes during both semesters. Absences were higher than normal in this group as well. So the smaller number tested combined with lower scores created the bulk of our lower scores.

Student Achievement Strengths

December testing is usually better than Spring testing, we scored higher than in Dec 2015. Teachers have this group longer we have better routines and data for them when they enter. This year they worked hard but attendance kept them from being here to hear material. We attempted to replicate the first semester in the second and try and improve the scores but we had worse attendance for the re-testers then in the fall. New students need to be enrolled right a way into the the EOC courses and teachers need to staff and develop a plan for all. The EOC courses were on track just need more refinement.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: MBLC Students performance on the English I&II EOC are below state averages on the test. **Root Cause:** Students reading comprehension and writing ability along with missing school contributes to low performance.

School Culture and Climate

School Culture and Climate 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 Culture and Climate Strengths

Staff perceived school in a positive manner, they like meeting weekly and have the opportunity to discuss issues. Teacher saw each other as supportive and things seem to be working smoothly. They like having their voices heard and many times their ideas implemented.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: MBLC has many students that have a history of Chronic absences, these absences lead to students falling behind in school and failing EOC classes due to there missing of class time. **Root Cause:** Students disinterest in school and lack of a reason to want to complete and attend.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention 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.

Staff Quality, Recruitment, and Retention Strengths

All staff are fully certified. Very low turnover rate, most teachers on campus are very experienced teachers, lowest experienced teacher has five years. Teachers are mostly pleased with campus

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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 amongst 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 is 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.

Curriculum, Instruction, and Assessment Strengths

Small Classes

One on One tutoring

Student support

Family and Community Involvement

Family and Community Involvement Summary

Family and Community Involvement

1. What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe? 1. community involvement from West end neighborhood project allows students to help others . we have observed growing participation on students part. 2. Friends and family day allows parents to meet teachers and feel comfortable engaging in casual conversation about their student. 3. six weeks ards ceremony allows parents to celebrate the achievements of their student. this strengthens the feeling for the student to continue his learning process.
2. How are families and the community members involved in school decisions? Not as much as need be. Parents are encouraged to participate in education of students but not many opportunities to make adjustments to programs.
3. What types of services are available to support families, community members, and students to encourage healthy family relationships? Child advocacy, MHMR.
4. If families speak languages other than English, what are these languages? How does the school communicate in those languages? Spanish. we have several staff that are Spanish speaking and can translate language in writing also.
5. What types of services are available to support students in special programs? What are the results? ?? 6. What types of community partnerships exist to support families and students? Bluebonnet trails, Juvenile probation, Alamo Workforce.

Family and Community Involvement Strengths

Parent support at award ceremonies and graduation is very good. Parents also attend most scheduled meetings and ARDs

School Context and Organization

School Context and Organization Summary

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.

School Context and Organization Strengths

Principal support from Admin.

All schools work collaboratively

Weekly teacher input

Sharing strategies to promote student success

positive reinforcement for state testing

teacher input encouraged for in service

no restrictions on teacher flexibility as long as TEKS are followed

district encouragement of committee input

positive attitude towards MBLC is growing

student maturity grows due to school expectations

Technology

Technology Summary

Technology

1. What Technology do we have? Desktops, Laptops, digital projectors, graphing calculators , students personal devices
2. What is the tech proficiency for staff and students? Staff - 80% Students - 95%.
3. How does staff feel about Technology? Can be difficult to incorporate into non-traditional classrooms, but very useful for self motivated individuals to accelerate
4. What are barriers that present use of technology? Students have access to a Gmail, but many do not know they have an account and are not trained in the use of Google Drive
5. Technology PD? G-mail training-very helpful for staff, Campus specific Apex training-beneficial for setup/archiving classes
6. where is technology being used? US History/Biology (videos/photos)-very effective. Apex software - for Credit Recovery, EOC's, and Credit Accrual. STAAR Tutorials
7. Network design? Hard wired Desktops provide constant internet access, while wireless laptops provide mobility to cut down on time spent logging in and out for students, Wireless access also allows for students to bring their personal computers and devices.
8. How is tech utilized to support? used to show supporting videos - support programs that are accredited courses -used for visual, verbal, auditory learners - interactive with science and math

Technology Strengths

Students are proficient and eager to learn about technology, ratio of devices to student

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

Performance Objective 1: TEACHING AND LEARNING- By focusing on curriculum alignment, instructional practices, and support for special programs and sub populations, Seguin ISD will show an increase in the Student Achievement and the Closing the Gap domains.

Evaluation Data Source(s) 1: State Accountability Measures, Curriculum Based Assessments K-12, Report Card Grades, District Benchmarks, Diagnostic Assessments

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will receive on going training on Common instructional frameworks, using Lead4Ward materials, Planning protocol, PBIS, Five E, Fundamental Five, and RTI. Training will be conducted at start of school and carry over into the school year with periodic refreshers at faculty meetings and staff development days. (TIP)</p>	Principal	Students will more efficiently complete their required course credits for High School Graduation and continue to improve overall performance on state assessments				
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) EOC classes will be created and students who have previously failed an EOC assessment will be placed in the EOC class, a 7 period enrichment class, and as needed the supporting core class. Students will receive specific interventions based on data in both reading and writing to assist and bring their scores up. (TIP)</p>	Principal, counselor	Students will recover missing EOC tests and score improved results on the tests.				
Problem Statements: Student Achievement 1						

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>3) All students needing US History EOC will be enrolled in a two class period block for US history, one period focus on covering the required material and the second period for hands on learning activities to further connect the learning. All EOC test failures will be required to take the hands on class regardless on US history credit</p>	US History Teacher Counselor	Greater success on US history EOC.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>4) Students will have more access to dual language materials to include every Class having Spanish English dictionaries available for LEP students to use as needed on instruction.</p>	Counselor, Principal, teacher	Students will achieve a higher performance on TELPAS and state assessments.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>5) MBLC will ensure that all students are receiving their appropriate accommodations, and that all required meetings and information are distributed to all relevant staff members.</p>	Principal, special ed teacher, Counselor	No incidents of noncompliance with federal and state laws.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>6) Teachers will be monitored under the district walk though form their support of SPED students.</p>	Principal	More documented support of SPED students.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>7) MBLC will accept all McKinney Vento students, support them, and make sure that they are connected to district support services.</p>	principal, counselor	All available McKinney Vento students will be enrolled in a timely manner.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>8) MBLC will ensure that all students under McKinney Vento will meet or exceed the requirements for graduation</p>	Principal	All house less McKinney Vento students graduate from MBLC				

Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 9) MBLC will create a common planning period and meet weekly with all staff to review data and improve student performance.	Principal	Improved graduation rates and performance on state assessments				
	Problem Statements: Student Achievement 1					
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 10) MBLC will create an assessment calendar that matches our testing windows of December, March, and May. Teacher will conduct assessments to have more current data to make adjustments to instruction.	Principal	Improve instruction as teachers utilize the updated data leading to better performance on state assessment.				

Performance Objective 1 Problem Statements:


Student Achievement
Problem Statement 1: MBLC Students performance on the English I&II EOC are below state averages on the test. Root Cause 1: Students reading comprehension and writing ability along with missing school contributes to low performance.

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

Performance Objective 2: POST-SECONDARY READINESS- At the high school level, Seguin ISD will increase the opportunities for students to excel in indicators that reflect post secondary readiness in the Student Achievement domain.

Evaluation Data Source(s) 2: Student completing the necessary components to meet the standard

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) MBLC counselor will make all ACT/SAT test dates and prep course information available to students and will make routine announcements about the upcoming tests.	counselor	More students will take the tests and score at a higher rate.				
2) All students will be encouraged to maintain their foundation with endorsements (26 credit) high school plans with regular meetings with high school counselor to maintain and keep appropriate credits. Saturday school will be offered twice a month to allow for students to have more time to finish their required credits.	Principal and counselor	100 percent of students will graduate under the foundation plan or higher in 2018.				
Funding Sources: 199-General Fund - 1500.00						
3) Students will be provided information and encouraged to take the TSI test and review courses at SHS.	Counselor	More students will be register and attend tutoring courses and take the TSI test				
<p>System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 5 CSF 6</p>	Counselor and Principal	More students will attend post secondary school.				
4) MBLC will offer multiple opportunities during the school year for students to receive information from Colleges, Tech Schools, and Universities. School will be invited to come present to students, MBLC will attend SHS college fair. MBLC will encourage students to make college campus visits.						
5) MBLC will encourage students to continue their enrollment in CTE courses.	counselor	More eligible students will be enrolled in CTE courses				
						







Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

Performance Objective 3: WHOLE CHILD SOCIAL-EMOTIONAL LEARNING- Seguin ISD will main and expand learning opportunities that support and reinforce the health and well-being of all students by addressing lifetime fitness, school attendance, and extra-curricular activities and emotional supports of all students populations

Evaluation Data Source(s) 3:

Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Per SISD Vision document MBLC will have a wireless infrastructure that allows for teachers and students to connect to wireless devices throughout campus</p>	SISD Technology Department	All students and staff can connect to internet without being dropped.				
<p>Critical Success Factors CSF 4</p> <p>2) Students will be able to bring in their own electronic devices for the purpose of increased engagement and completion of their lessons. (BYOD)</p>	Principal, Technologist	Students will have greater access to APEX and electronic documents on a device that they are more familiar with.				
<p>Critical Success Factors CSF 6</p> <p>3) Through the year MBLC will have several opportunities for students to participate in additional physical education activities, examples: Fun Fridays when students will be encouraged to play basketball or use gym equipment during lunch. Team building activities, and tournaments.</p>	principal and pe teacher	Principal will document the dates of wild Wednesdays and team building activities that involve a majority of students. Sign in sheets will be kept for tournaments.				

<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 4 CSF 5</p> <p>4) MBLC will make contact with each absent student daily either through phone, home visit, email, and parent conferences on students with extended absences. Businesses of working students will also be called in the event they are working and not attending school. (TIP)</p>	Student Support, Attendance	Documentation of contacts should result in improved attendance.				
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) MBLC will meet weekly to develop plans to give rewards for perfect attendance and other things to reward and celebrate student success and to motivate all to attend school and preform appropriately on course work.</p>	Principal	Improved attendance for students, calendar of events and incentives attempted				
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>6) MBLC will use PBIS team to help establish appropriate consequences and rewards to address attendance and Tardies. Ideas of consequences that can be developed include Tardy lockouts, Saturday school, afternoon detention, rewards will be developed in conjunction with rewards committee. (TIP)</p>	Principal	Improved attendance and lower incidents of consequences.				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 3 Problem Statements:

<p>School Culture and Climate</p>
<p>Problem Statement 1: MBLC has many students that have a history of Chronic absences, these absences lead to students falling behind in school and failing EOC classes due to there missing of class time. Root Cause 1: Students disinterest in school and lack of a reason to want to complete and attend.</p>







Goal 2: A SAFE & NURTURING ENVIRONMENT: Create a safe, nurturing, positive, and secure learning environment for students and staff.

Performance Objective 1: SAFETY- the District will ensure that all campuses and departments employ measures to maintain the safety and security of all students and staff members

Evaluation Data Source(s) 1: Safety Reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) MBLC will maintain an emergency operations plan and train the staff on information inside the report. (stored in front office)</p>	Principal	No incidents of unsafe behavior and all staff recognize and understand procedures.m				
<p>Critical Success Factors CSF 6</p> <p>2) MBLC will keep all exterior doors locked during the instructional day. Front entranced will be monitored and have controlled entrance by School Secretary opening magnetic lock on door, guests will be required to sign in.</p>	principal, school secretary	0% of access to building by unregistered guests.				
<p>Critical Success Factors CSF 6</p> <p>3) MBLC will conduct regular safety and security drills to include lock down, shelter in place, and fire drills monthly.</p>	Principal	documented drills on calendar and fire Marshal's report.				
<p>Critical Success Factors CSF 6</p> <p>4) MBLC will have regularly scheduled searches of school and parking lot by City and County Police drug searching dogs.</p>	Principal	Lower incidents of drug related referrals on campus.				
<p>Critical Success Factors CSF 6</p> <p>5) MBLC will train 100% of all staff and conduct regular A.L.I.C.E. drills and refreshers per implementation schedule. MBLC will also have students go through the A.L.I.C.E. trainings as well.</p>	Principal	No safety incidents but staff and students be prepared in case of emergency situation				

<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>6) MBLC staff developed school wide discipline procedures. Data on student behaviors will be analyzed and adjustments made during weekly meetings as needed to continue positive discipline trends.</p>	Principal	Reduced number of out of school suspensions				
<p>Critical Success Factors CSF 6</p> <p>7) MBLC will follow the district guidelines in regards to reporting and investigating bully situations as provided in the bully prevention handbook</p>	Principal	no undocumented incidents of bullying or harassment.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 2: A SAFE & NURTURING ENVIRONMENT: Create a safe, nurturing, positive, and secure learning environment for students and staff.

Performance Objective 2: NURTURING AND POSITIVE CLIMATE: All campuses will promote and enhance a positive school climate and culture where students and staff embrace responsibility, a respect for diversity, and a respect for the learning environment.

Evaluation Data Source(s) 2: PBIS student discipline and attendance reports, staff attendance reports, staff, parent surveys, and Campus performance Review and support observation reports of campus climate components.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) MBLC will locate and encourage all students to stay in school through home visits, and regular meetings with students to ensure that they remain enrolled to complete their program.</p>	<p>school support specialists</p>	<p>Maintaining or 0% drop out rate.</p>				
<p>Problem Statements: School Culture and Climate 1</p>						
<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>2) MBLC will hold celebrations to recognize students, teachers, and staff members periodically throughout the year. To include a 6 weeks award ceremonies, fall and spring lunch served by staff to students, teacher appreciation week, staff holiday party and other small impromptu tokens to staff and students. A committee of staff members will be established to assist in the planning and organizing.</p>	<p>Principal</p>	<p>Improved school climate</p>				
<p>Funding Sources: 199-General Fund - 3500.00</p>						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) MBLC will bring in schools and other organizations to assist students in learning about their options after high school. Examples military, colleges, job organizations, businesses, trade schools...</p>	<p>Principal, counselor</p>	<p>More students will leave MBLC with a plan for further education or full time employment.</p>				
<p>Critical Success Factors CSF 6</p> <p>4) Each morning during announcements MBLC will include reminders of behavioral expectations and praise positive behaviors from previous days.</p>	<p>principal</p>	<p>Lower number of referrals and an improved school climate and culture.</p>				

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 2 CSF 3 CSF 6</p> <p>5) MBLC will continue to utilize PBIS team and campus strategy CHAMPS. Weekly meetings will be held to ensure open and effective communication to all staff.</p>	Principal	Reduce the number of discipline referrals				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>6) A committee will be established to organize and maintain a Matador Challenge club to promote bully free schools and perform community service projects to promote a culture of giving among students. The club will meet at least twice a month and participate in various community service projects.</p>	staff committee	More incidents of positive student interaction and a reduction in reports of negative student to student interaction.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 2 Problem Statements:







<p>School Culture and Climate</p>
<p>Problem Statement 1: MBLC has many students that have a history of Chronic absences, these absences lead to students falling behind in school and failing EOC classes due to there missing of class time. Root Cause 1: Students disinterest in school and lack of a reason to want to complete and attend.</p>

Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT: Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.

Performance Objective 1: PARENT INVOLVEMENT: Offer programs and activities to involve parents and family members and seek meaningful consultation with parents

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) All parents of students who earn awards, graduate, or who will be receiving recognition will be contacted and encouraged to come to awards ceremony. (Those not reached by phone will receive a home visit)</p>	Principal, Student support	Keep a sign in sheet of parents who attend all school functions.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Parents will be contacted through handouts, call outs, and phone calls and encouraged to come to all campus based activities to include Open House, EOC nights, special dinners, and end of year picnic. (TIP)</p>	Principal, Student Support	All parents that attend school functions will sign in and a record of those sign in sheets will be kept.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) MBLC will maintain a Facebook page to highlight student activities, students, and events for MBLC</p>	Teacher	More students and parents being involved in MBLC campus life				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT: Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.

Performance Objective 2: PUBLIC RELATIONS & COMMUNICATIONS: Promote Seguin ISD while embracing diversity and celebrating successes of students, staff and District through distribution of newsworthy items and delivery of key messages. Communicate District information to the community through consistent and timely messages to include SISD website, social media, printed materials, media releases, and meetings with editors/reporters, and stakeholders.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) MBLC will maintain a Facebook page for current events.	Teacher	More hits from community and parents on page.				
Critical Success Factors CSF 5 2) MBLC will regularly take pictures of events and at award ceremonies and will submit these pictures to district web page and newspaper for publication	Principal, technologist	More news items about MBLC will be in newspaper and on web page.				
Critical Success Factors CSF 5 CSF 6 3) MBLC will have six week awards ceremonies and graduation ceremonies to celebrate student success	Principal counselor	More positive interaction with community and parents				

Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT: Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.

Performance Objective 3: PARTNERSHIPS: Foster business and community partnerships through active participation in community-based opportunities and events.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Partner with various businesses to support MBLC events and students successes	Principal	More community partnerships				
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Matador challenge club will volunteer to work at a minimum of two community service events and conduct meetings bi-weekly to maintain and create additional opportunities.</p>	Principal and Matador challenge sponsor	MBLC will have a greater footprint on community service activities.				

Goal 4: OPERATIONAL EFFECTIVENESS & EFFICIENCY: Ensure that the district makes fiscally sound decisions that support student achievement and maintains a strong financial position.

Performance Objective 1: EFFECTIVENESS- Develop analytical tools to measure the allocation of financial resources among all of the operational activities of the District, including staff, facilities, equipment, and technology

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Compile and stay on a reasonable budget. Make sure facilities are maintained and upgraded as necessary to minimize waste. Keep all plumbing , AC, and electrical updated to lower consumption.	Principal	No budget overages				
						

Goal 4: OPERATIONAL EFFECTIVENESS & EFFICIENCY: Ensure that the district makes fiscally sound decisions that support student achievement and maintains a strong financial position.

Performance Objective 2: EFFICIENCY- Develop strategic solutions to optimize the allocation of financial resources on District operations to establish and maintain a strong financial position.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers at MBLC will write and submit grants to the educational foundation and other entities as they become available.	Principal	MBLC will receive donations from various sources.				
2) MBLC teachers will be encouraged to use classroom sets of copies as well as more digital resources.	Principal	Less paper consumed				
						

Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

Performance Objective 1: EQUITABLE STAFFING: To ensure 100% of the campuses are equitably staff with effective teachers and administrators.

Evaluation Data Source(s) 1: Annual Highly Qualified Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) MBLC will screen applicants to avoid hiring of non certified teachers	Principal	No non certified staff will be working at MBLC				


Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

Performance Objective 2: RECRUIT, SUPPORT, RETAIN EFFECTIVE TEACHERS & ADMINISTRATORS: The district will recruit, support and retain a diverse population of highly qualified, effective teacher, administrators, and support staff. The district will maintain a teacher turnover rate of less than 15%. Implement and evaluate on-going differentiated staff development to ensure teacher needs are being met, and provide a mentoring program for new teachers and administrators. In addition, the district will educate Seguin graduates interested in pursuing careers in the field of education regarding specific high demand certifications and career opportunities in the Seguin I.S.D.

Evaluation Data Source(s) 2: District Professional Development Plan Report, including: Workshop, ESC13, and professional conferences

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Teachers will receive comprehensive training on Common instructional frameworks, Professional learning communities, PBIS, fundamental five and RTI. Training will be conducted at start of school and carry over into the school year with weekly refreshers of different components at faculty meetings and staff development days.</p>	Principal	Greater student success on courses and tests.				
<p>2) MBLC principal will attend job fairs when needed and assist in the recruiting of highly qualified teachers</p>	Principal	Better qualified teachers district wide.				




✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

Performance Objective 3: APPRAISAL: Evaluate teacher effectiveness in the classroom utilizing formative and summative data, including but not limited to, T-TESS/ATR, evaluations, walk-through information, student feedback, and value-added data. Staff development and support plans will be developed based on teacher performance as needed. Campus principals will conduct a minimum of 10 documented walk-throughs per week.

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 3 CSF 4 CSF 7</p> <p>1) MBLC will utilize the district walk through form and will perform at least 1 walkthroughs per staff member per week. The form will focus on positive instruction and follow the T-TESS blueprint.</p>	Principal	Greater teacher performance on evaluations.				
Problem Statements: Student Achievement 1						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) T-TESS will be utilized to evaluate teacher effectiveness in the classroom. Appraisers will utilize Eduphoria! district wide to assist with effective and efficient walkthroughs and evaluations.</p>	Principal	minimum of proficient on T-TESS Evaluation, positive walkthrough data				
Problem Statements: Student Achievement 1						
						

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: MBLC Students performance on the English I&II EOC are below state averages on the test. Root Cause 1: Students reading comprehension and writing ability along with missing school contributes to low performance.</p>

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will receive on going training on Common instructional frameworks, using Lead4Ward materials, Planning protocol, PBIS, Five E, Fundamental Five, and RTI. Training will be conducted at start of school and carry over into the school year with periodic refreshers at faculty meetings and staff development days. (TIP)
1	1	2	EOC classes will be created and students who have previously failed an EOC assessment will be placed in the EOC class, a 7 period enrichment class, and as needed the supporting core class. Students will receive specific interventions based on data in both reading and writing to assist and bring their scores up. (TIP)
1	1	3	All students needing US History EOC will be enrolled in a two class period block for US history, one period focus on covering the required material and the second period for hands on learning activities to further connect the learning. All EOC test failures will be required to take the hands on class regardless on US history credit
1	1	4	Students will have more access to dual language materials to include every Class having Spanish English dictionaries available for LEP students to use as needed on instruction.
1	1	5	MBLC will ensure that all students are receiving their appropriate accommodations, and that all required meetings and information are distributed to all relevant staff members.
1	1	7	MBLC will accept all McKinney Vento students, support them, and make sure that they are connected to district support services.
1	1	8	MBLC will ensure that all students under McKinney Vento will meet or exceed the requirements for graduation
1	1	10	MBLC will create an assessment calendar that matches our testing windows of December, March, and May. Teacher will conduct assessments to have more current data to make adjustments to instruction.
1	2	4	MBLC will offer multiple opportunities during the school year for students to receive information from Colleges, Tech Schools, and Universities. School will be invited to come present to students, MBLC will attend SHS college fair. MBLC will encourage students to make college campus visits.
1	3	4	MBLC will make contact with each absent student daily either through phone, home visit, email, and parent conferences on students with extended absences. Businesses of working students will also be called in the event they are working and not attending school. (TIP)
1	3	5	MBLC will meet weekly to develop plans to give rewards for perfect attendance and other things to reward and celebrate student success and to motivate all to attend school and preform appropriately on course work.
1	3	6	MBLC will use PBIS team to help establish appropriate consequences and rewards to address attendance and Tardies. Ideas of consequences that can be developed include Tardy lockouts, Saturday school, afternoon detention, rewards will be developed in conjunction with rewards committee. (TIP)

Goal	Objective	Strategy	Description
2	1	6	MBLC staff developed school wide discipline procedures. Data on student behaviors will be analyzed and adjustments made during weekly meetings as needed to continue positive discipline trends.
2	2	5	MBLC will continue to utilize PBIS team and campus strategy CHAMPS. Weekly meetings will be held to ensure open and effective communication to all staff.
3	3	2	Matador challenge club will volunteer to work at a minimum of two community service events and conduct meetings bi-weekly to maintain and create additional opportunities.

Campus Site-Based School Committee

Committee Role	Name	Position
Administrator	Jay Law	
Classroom Teacher	Rick Camacho	
Classroom Teacher	Selma Kovars	
Paraprofessional	Rangel Chris	
Counselor	Gerard Rodriguez	
District-level Professional	Tony Hillberg	
Classroom Teacher	Brandy Grimm	
Classroom Teacher	Martha Ragsdale	
Classroom Teacher	Suzy Kerbow	
Parent	Pauline Cortez	
Business Representative	Felix Canales	