

Seguin Independent School District
A.J. Briesemeister Middle School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: October 30, 2018

Mission Statement

Collaborating with all the AJB stakeholders to empower students to excellence.

Vision

Exceptional students learning, growing, and becoming global citizens together.

Value Statement

We believe that:

Learning is our core business and student achievement in all forms is our fundamental purpose.

Continuous improvement and high expectations are essential.

Each person is unique, and we value and respect individual differences.

We are responsible for equipping all students with life skills through a broad range of educational and extracurricular opportunities.

Education is a shared responsibility; collaboration between staff, family and the community enhances student and professional learning.

We are accountable to all constituencies, and we will focus on key academic results.

Graduates will have the skills to be responsible, contributing citizens in a changing world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Current enrollment for the 2018-2019 is 783 students in 6th, 7th, and 8th grade.

Hispanic 71.78%

White 21.07%

African American 5.87%

77.5% of students are economically disadvantaged

55.68% of all students are considered to be at risk

Problem Statements Identifying Demographics Needs

Problem Statement 1: None of the student sub-populations met the targets in the Closing the Gaps Domain. **Root Cause:** Tier 1 instruction and lack of purposeful planning.

Student Academic Achievement

Student Academic Achievement Summary

Campus MET STANDARD for the 2017-2018 school year

Domain 1 Student Achievement 60%

Domain 2 A 60%

Domain 2 B 59%

Domain 3 Closing the Gap 61%

See addendum for 2018 Accountability Data.

Student Academic Achievement Strengths

Campus MET STANDARD for the 2017-2018 school year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 60% of the All Students group achieved the Approaches Grade Level or above performance level standards in ELA. **Root Cause:** Lack of purposeful planning and lack of student vocabulary skills.

School Processes & Programs

School Processes & Programs Summary

AJB Middle School has a culture that relies heavily on systems and processes. Core Content/Grade levels have common planning periods in which they meet at a minimum of twice a week to plan. Weekly PLC meetings occur in order to deeply dive into data, share strategies, and align curriculum vertically within the campus. PLC are also utilized to create Intervention and Enrichment plans for the biweekly Toro Time Intervention and Enrichment opportunities for students. Each teacher provides tutoring sessions before or after school (with hours posted outside their doors). Technology is well supported on the campus, utilizing the Librarian and Technology instructor as needed to troubleshoot issues and train on new technologies introduced. The campus faculty utilizes data tracking software to better serve and assess the students, utilizing Eduphoria.

There is a need for a framework provided for instruction to align all teachers and foster a culture of collaboration and consistency.

Staff meetings are held monthly and weekly e-mails were disseminated with pertinent information for the campus. The campus Principal also sends a weekly newsletter to all staff, called Toro Talk, to keep all staff up to date on campus events and needs.

Nearly 1/3 of campus staff is new this year. Recruitment of highly qualified teachers occurred over the summer.

School Processes & Programs Strengths

AJB Middle School has many strengths in the area of school processes and programs strengths. The identified areas of strengths are as follows: Weekly planning and data review meetings by grade level content with support from campus administration and district personnel. Weekly PLC meetings to share best practice, work on RTI Tier one instruction as well as look at student data for Tier 2 and 3 instruction and interventions. Utilizing the reformatted Toro Time to both enrich students as well as utilize interventions for students. School-wide emphasis on tutoring/ completion of missing work.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The staff needs professional learning on all the district and campus initiatives. **Root Cause:** Nearly a third of the teachers are new to the campus and district.

Perceptions

Perceptions Summary

One third of the campus staff is new to Seguin ISD. New staff includes Assistant Principals, Counselors, Teachers, and Para-Professionals. The campus will need to work on creating a climate and culture that all are invested in.

Teacher, staff, and student recognition throughout the year will need to be at the forefront of Administrations actions to ensure a welcoming environment and climate.

Parental involvement continues to be an area of concern, and additional efforts will be made during the 2018-2019 school year to increase the level of parental involvement.

Attendance continues to remain a concern for the campus for both students and staff. Lack of engagement in classroom from previous years is a cause for concern.

Perceptions Strengths

The campus has begun to implement increased opportunities for collaboration, input, and training. Campus administration will continue to seek and implement programs and ideas in order to improve campus culture and climate. Several committees have been established, including a campus climate committee, to gauge and address campus climate and culture with input from all stakeholders. We have good parental participation with respect to athletic and our fine arts programs. There is a strong focus on increasing family and community involvement during the 2018-2019 school year by utilizing technology to inform stakeholders of events on campus and the good things that are happening.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Attendance rate needs to be addressed. **Root Cause:** Lack of engagement in the classroom.

Problem Statement 2: Parental Involvement rates for Instructional Events needs to be addressed. **Root Cause:** Lack of parental involvement.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Critical Success Factor(s) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

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, AJB Middle School will show an increase in the percentage of students who achieve the Approaches/Meets/Masters performance levels from 60%/27%/10% to 68%/33%/14% in 2019 and 85%/47%/16% in 2020.

Evaluation Data Source(s) 1: STAAR, Benchmarks, CFA

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Implement Purposeful Planning Protocol during common core planning and during Professional Learning Communities.</p>	Content PLC Administrator Department Leads	<p>Lesson plans and activities that are aligned to the TEKS and support all learners.</p> <p>November: Teachers will utilize their TEKS, IFD's, Curriculum Map, YAG, Lead4ward, SLR, and the Rigor and Relevance Framework.</p> <p>January: As evidenced by walk-throughs, students will use academic vocabulary. Teachers will use and students will be able to generate high level academic questions.</p> <p>March: Look for evidence of growth in Unit Tests, CBA's, and Benchmarks.</p>				
Problem Statements: Demographics 1						

<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>2) All content teachers will use the LINC strategy to deepen content vocabulary on a weekly basis.</p>	<p>Campus Administration Department Leads</p>	<p>Students will have better reading comprehension with an increase in vocabulary.</p> <p>November: LINC Strategy will be modeled and directly taught in every classroom.</p> <p>January: Students will perform LINC table individually with fluency.</p>				
<p>Problem Statements: Student Academic Achievement 1</p>						
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>3) ELAR will use the TEKS resources system documents to horizontally and vertically align curriculum and assessments.</p>	<p>Department Leads Individual Teachers</p>	<p>Vertically and horizontally align curriculum and assessments.</p> <p>November: Teachers will utilize YAGS and Rigor and Relevance Framework to create their six weeks map.</p>				
<p>Problem Statements: Demographics 1</p>						
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>4) The social studies department will begin the implementation of vertical alignment to be utilized in planning and PLC.</p>	<p>Administrators Department Lead</p>	<p>Students will develop prior knowledge to concepts and vocabulary.</p> <p>November: Teachers will plan using 8th grade process standards and vocabulary to supplement lessons.</p>				
<p>Problem Statements: Demographics 1</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Create an Intervention time for students, Toro Time, that will occur twice a week for a total of 112 minutes per week for five weeks, for 4 five week sessions a year to address the needs of struggling students through prescribed interventions in the areas of Reading and Math.</p>	<p>Administration Teachers</p>	<p>Increase the number of students who achieve Meets and Advanced on STAAR.</p> <p>November: Select students for first five week session based on data. Teachers will create intervention lessons that target students needs.</p>				
<p>Problem Statements: Student Academic Achievement 1</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: None of the student sub-populations met the targets in the Closing the Gaps Domain. Root Cause 1: Tier 1 instruction and lack of purposeful planning.
Student Academic Achievement

Problem Statement 1: 60% of the All Students group achieved the Approaches Grade Level or above performance level standards in ELA. **Root Cause 1:** Lack of purposeful planning and lack of student vocabulary skills.

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

Performance Objective 2: POST-SECONDARY READINESS: AJB Middle School will increase the targets met from 0% to 16% in the Academic Achievement component of the Closing the Gap domain.

Evaluation Data Source(s) 2: STAAR, Benchmarks, CFA

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Provide Texas Success Initiative (TSI) assessment opportunities to grade 8 students in the spring semester to increase the number of students who are college ready, which will also increase the enrollment of dual credit classes at the high-school.</p>	<p>Counselors CCR Teachers Administration</p>	<p>Increase the number of students who are college ready.</p> <p>November: Look at data from the 1819 school year from the high school to get a baseline % of students that enrolled in dual classes.</p>				
Problem Statements: Demographics 1						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Train all core teachers on the ICLE Model for Rigor and Relevance to create lessons that yeild thoughtful work, high-level questioning, and academic discussion in the classroom.</p>	<p>Administrators</p>	<p>Increase rigor and relevance in every classroom to improve the number of students who achieve Meets or Masters on STAAR.</p> <p>November: Conduct required visits with CIR personnel. Observe at least 2 more teachers utilizing the Rigor and Relevance Rubric.</p>				
Problem Statements: School Processes & Programs 1						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: None of the student sub-populations met the targets in the Closing the Gaps Domain. Root Cause 1: Tier 1 instruction and lack of purposeful planning.
School Processes & Programs
Problem Statement 1: The staff needs professional learning on all the district and campus initiatives. Root Cause 1: Nearly a third of the teachers are new to the campus and district.





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

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin ISD 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. AJB Middle School will increase attendance from 93.19% to 95.00%, and decrease out of school suspensions by 10% from 118 to 106.

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 4</p> <p>1) Implement RaaWee's Truancy and Dropout Prevention Program to actively provide truancy and attendance intervention at the campus and district level.</p>	Administration Campus Attendance Clerk	<p>Increase om student attendance and parental communication.</p> <p>November: Set up a campus plan and train staff on Raawee. Set up interventions for students that have attendance needs.</p>				
Problem Statements: Perceptions 1						
<p>Critical Success Factors CSF 5</p> <p>2) Implement Toro Time Enrichment to allow Counselors opportunities to provide guidance lessons in the areas of online safety, bullying, and other areas they gather from surveys.</p>	Counselors Administration	<p>Increase opportunities to reinforce the well being of our students both socially and emotionally.</p> <p>November: Create at least two lessons for students. Lessons will be used during Toro Time.</p> <p>January: Create at least two more lessons for students. Lessons will be used during Toro Time. Conduct a survey with students and parents in order to gather information on future parent nights.</p> <p>March: Utilize parent and student survey and conduct at least one parent night.</p>				
Problem Statements: Perceptions 2						

<p>Critical Success Factors CSF 5</p> <p>3) Implement research based social and emotional support organization, Communities in Schools (CIS), in order help students build self awareness,, self management, social awareness, relationship skills, and responsible decision making to students in need.</p>	<p>CIS staff member Counselors Administrators</p>	<p>Support students in need and provide them with one on one counseling, resources, group counseling, and other supports needed in order to be successful.</p> <p>November: Train staff on the roles and responsibilities of the CIS staff member. Have staff complete student recommendation packets.</p>				
<p>Critical Success Factors CSF 6</p> <p>4) Campus will provide all employees safety training on the A.L.I.C.E. Active Shooter training. Training will then be provided to students.</p>	<p>All Staff</p>	<p>Staff and students will understand procedures and protocol for an Active Shooter.</p> <p>November: Have all staff complete ALICE certification. Have students trained on what ALICE is.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Continue to implement No Place For Hate character education campus wide.</p>	<p>Counselors</p>	<p>The campus will have all stakeholders help in improving and maintaining school climate so all students can thrive.</p> <p>November: Select students for the campus committee. Select meeting dates for the year.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 3 Problem Statements:





Perceptions	
Problem Statement 1: Attendance rate needs to be addressed. Root Cause 1: Lack of engagement in the classroom.	
Problem Statement 2: Parental Involvement rates for Instructional Events needs to be addressed. Root Cause 2: Lack of parental involvement.	

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

Performance Objective 4: AJB Middle School will reduce the report card failure rate by 5% each grading period.

Evaluation Data Source(s) 4: TEAMS Failure Report

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Administration and teachers will monitor and review progress report failures and end of six weeks failures.</p>	Administration Teachers	<p>Reduce failures by consistent monitoring of students grades.</p> <p>November: Review progress report failures and reach out to teachers that have a high failure rate. Review the first six weeks failure report and meet with teachers that have a failure rate above 5%. Each teacher will provide administration with a communication log for all students that failed. Log must include the reason why the student failed.</p>				
<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 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: Parent Sign In Sheets

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Establish a Parental Involvement Committee	Counselors	We will to increase the number of opportunities for parents to become involved in their child's educational experience. By the 1st quarter the committee will be establish and have met once.				
Problem Statements: Perceptions 2						
Critical Success Factors CSF 5 2) Attend professional development in the area of parental involvement.	Administration	We will have the staff member share information with Administration and Parental Involvement Committee from the conference to improve parental involvement at AJB.				
Funding Sources: 199-General Fund - 50.00						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Parental Involvement rates for Instructional Events needs to be addressed. Root Cause 2: Lack of parental involvement.

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: AJB Middle School will improve the public relations as measured by constructive feedback collected from social media and parent/community surveys.

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) Establish and utilize an AJB Middle School official Facebook and Twitter accounts to promote positive events and image.	Principal Librarian	Promote positive events and image of the campus. Collecting positive tweets and share through announcements.				
Problem Statements: Perceptions 2						

Performance Objective 2 Problem Statements:





Perceptions
Problem Statement 2: Parental Involvement rates for Instructional Events needs to be addressed. Root Cause 2: Lack of parental involvement.

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: AJB Middle School will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

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 5</p> <p>1) AJB will send personalized invitations to a minimum of 10 business members and 10 community members in order to establish membership on our Site Based Decision Making Team.</p>	Administration	Community and Business members will become engaged in the AJB culture.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

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: AJB Middle School will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10%

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 1 CSF 3 CSF 7</p> <p>1) Establish leadership opportunities for teachers.</p>	Administration	<p>We will build capacity among staff.</p> <p>November: Establish a book study for the 18-19 school year and create opportunities for each department to present to staff.</p> <p>January:</p> <p>March:</p> <p>June:</p>				
Problem Statements: School Processes & Programs 1						

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The staff needs professional learning on all the district and campus initiatives. Root Cause 1: Nearly a third of the teachers are new to the campus and district.

2018-2019 CPOC

Committee Role	Name	Position
Administrator	Amber Gonzales	Principal
Administrator	Kristal Falcon	Academic Dean
Administrator	Michele Castillo	Assistant Principal
Administrator	Dale Gonzales	Assistant Principal
District-level Professional	Allison Willemin	Coordinator for Secondary ELAR
Classroom Teacher	Danielle Springfield	Math Department Lead
Classroom Teacher	Heather Childers	ELAR Team Lead
Classroom Teacher	Sarah Kennedy	Science Team Lead
Classroom Teacher	Joshua Fowlkes	Social Studies Team Lead
Classroom Teacher	Roxanne Wunderlich	SPED Team Lead
Non-classroom Professional	Christy Holt	Librarian
Counselor	Natalie McFadden	Counselor
Counselor	Kimberli Johnson	Counselor
Parent	Lisa Burns	Parent