

Seguin Independent School District
A.J. Briesemeister Middle School
2023-2024 Campus Improvement Plan



A.J. BRIESEMEISTER
M I D D L E S C H O O L

Mission Statement

To cultivate, inspire and empower the AJB community to grow and learn.

Vision

Is for our students to feel welcomed, inspired, structured, empowered to learn, engaged in learning, and confident in meeting challenges; while simultaneously developing self-help skills.

Motto: To make AJB the place to be!

Collective Commitments

Collective Commitments

1. We will make AJB an emotionally and physically safe place to be.
2. We will ensure that learning is rigorous, engaging and relevant for all.
3. We will set aside specific time for ourselves to reflect so that we can stay positive and refreshed.
4. We will build relationships through collaboration and communication with our immediate and extended AJB Family.

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Comprehensive Needs Assessment

Revised/Approved: September 29, 2023

Demographics

Demographics Summary

Ethnic Distribution:	2020-2021	
African American	40	5.50%
Hispanic	537	73.90%
white	143	19.70%
Economically Disadvantaged	538	74%
504	85	11.70%
EB students	87	12.00%
Bilingual /ESL	82	11.30%
GT	64	8.80%
SpEd	122	16.80%
Total Mobile students	120	14.70%

AJB received an overall grade of 39 out of 100 based on performance in three different areas

2020-2021	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.8	3.7%	5.8%	6.2%
Career and Technical Education	0.0	0.0%	2.8%	5.1%
Compensatory Education	0.0	0.0%	0.9%	2.8%
Gifted and Talented Education	4.1	8.3%	2.5%	1.8%
Regular Education	37.0	74.6%	77.0%	71.0%

2020-2021	----- Campus -----			
Program Information	Count	Percent	District	State
Special Education	6.7	13.5%	8.5%	9.4%
Other	0.0	0.0%	2.4%	3.6%

2022-2023

Ethnic Distribution:	2022-2023	
African American	31	4.28%
Hispanic	530	73.10%
White	151	20.83%
Economically Disadvantaged	555	76.55%
504	76	10.48%
EB students	106	14.62%
Bilingual /ESL	98	13.52%
GT	69	9.52%
SpEd	124	17.10%
Total Mobile students	120	14.70%

AJB received an overall grade of 39 out of 100 based on performance in three different areas

Staff info:

Administrative support --12- -----16.44%

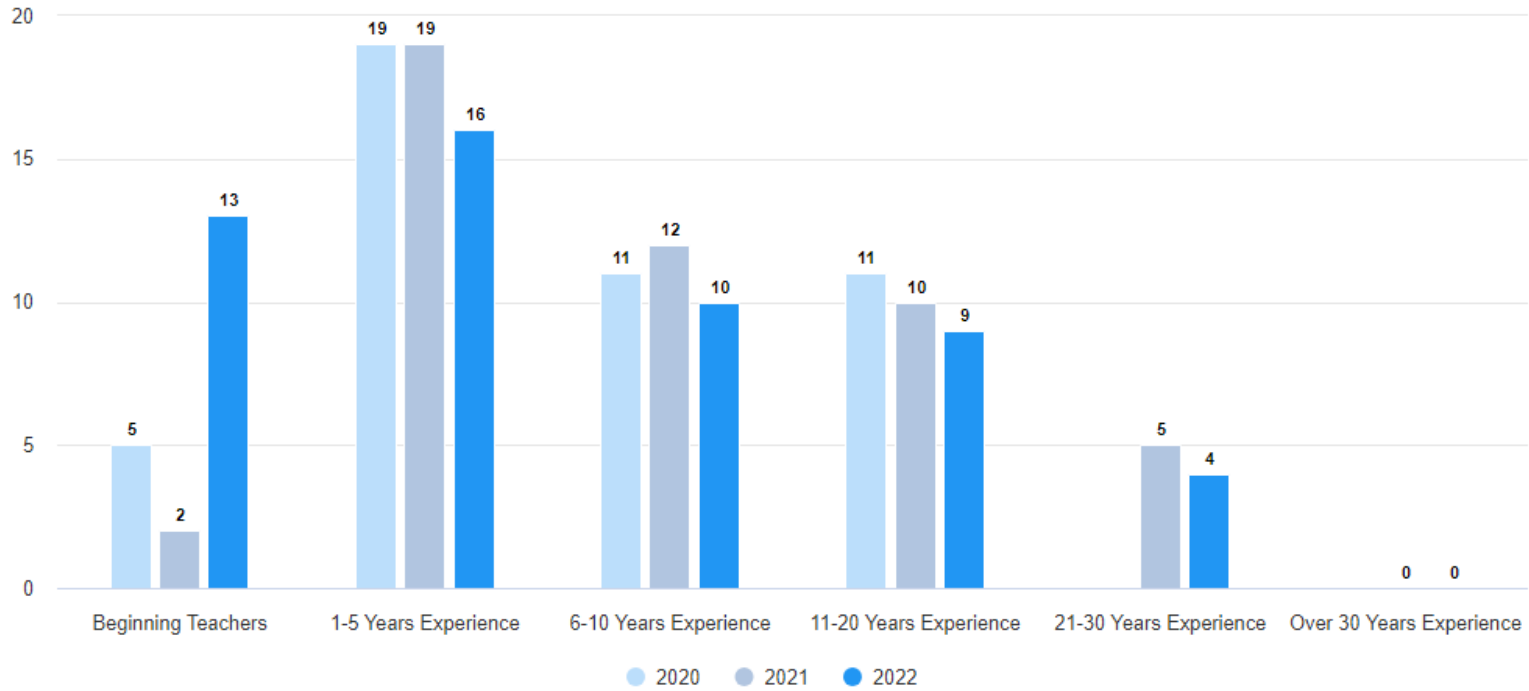
Teacher-----54-----73.97%

Educational Aide-----7-----9.59%

(094901042) - Briesemeister Middle

Teachers by Years Experience

Print/Download



Demographics Strengths

Improvements in all subject areas in all groups:

Improvement in 6th, 7th, 8th RLA

Improvement in 6th and 8th grade Math

Increase in Algebra I-

Our campus reaches out to our community to meet their needs when possible. Our ACE and CIS programs help provide food and clothing when possible for needy families. Increased in tutoring in ACE.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Retaining teacher with experience (6-10) years. **Root Cause:** Turnover due to movement in grade levels and new curriculum.

Problem Statement 2: There is a need to continually review strategies to support ESL/ELL, SpEd, and 504-identified learners within an accelerated, alternative academic environment while meeting great expectations and standards.

Root Cause: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Problem Statement 3: Establishing and maintaining strong, positive relationships for all learners is necessary. **Root Cause:** Barriers exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, and social-emotional wellness.

Student Learning

Student Learning Summary

	Approaches	Meets	Master
Reading 6th	73% Sped 38% Bil 53%	36% SpEd. 16% Bil 25%	12% SpEd. 6% Bil 10%
Math 6th	66 % SpEd 44%. Bil 58%	26% SpEd 16% Bil 20%	6%. SpEd 0%. Bil 8%
Reading 7th	65% Sped 34% Bil	35% Sped 9% Bil	14% Sped 1% Bil
Math 7th	38% Sped 20% Bil 21%	12% SpEd 0% Bil 7%	1% SpEd 0% Bil 0%
Reading 8th	77%. SpEd. 36% Bil. 54%	44% SpEd 10% Bil. 17%	15%. SpEd. 7% Bil 1%
Math 8th	60% SpEd 30% Bil 51%	21% SpEd 9% Bil 0%	6% SpEd 1% Bil 0%
Science 8th	60% SpEd. 33% Bil 40%	27% SpEd. 10% Bil 9%	8% SpEd 2% Bil 0%
Social Studies 8th	46% SpEd.12% Bil 31%	14%. SpEd. 5% Bil 3%	6%. SpEd.1% Bil 0%

Student Learning Strengths

Increase in RLA 6th-8th grade

Increase in Math 6th and 8th

Increase in Science

Increase in Social Studies

Problem Statements Identifying Student Learning Needs

Problem Statement 1: AJB SpEd and Emergent Bilinguals students continue to struggle to meet state academic expectations on STAAR. **Root Cause:** Progress monitoring and RTI have not been specific to students' needs. Interventions were not timely and specific.

Problem Statement 2: RLA 6th 36%meets and 12%master; 7th 35% meets 14% master, 8th 44% Meets, 15% Masters **Root Cause:** Students struggled in writing and inferencing.

Problem Statement 3: Math: 6th 26%meets 6% Master; 7th 12% meets 1% Masters; 8th 21% meets 6% Masters **Root Cause:** new teachers implementing new curriculum, more practice time for students.

Problem Statement 4: Science 8th 27% Meets , 8% Masters **Root Cause:** Short constructed responses and A lack of understanding of how to compact curriculum, provide individual learning and challenge their thinking.

Problem Statement 5: Social studies 8th 46% Approach, 14% meets, 6% Masters. **Root Cause:** This may be a lack of understanding of how to compact curriculum, provide individual learning, challenge their thinking, and tackle the short-constructed responses.

Problem Statement 6: There is a continual need to refine the rigor and learning outcome of intervention time on Friday lessons to ensure they meet the level of need for all students.
Root Cause: Barriers exist in setting challenging and rigorous learning targets meaningful to most learners due to the varying abilities, and prior knowledge.

School Processes & Programs

School Processes & Programs Summary

New Teachers are provided with a mentor for two years, and teachers new to AJB are provided a mentor for the 2022-2023 school year.

We believe in the power of using the HQIM curriculum, and our teams use intentional planning to ensure every student receives dynamic learning experiences.

Intentional PLC work is also an area that our staff continues to work towards. PLCs are used to analyze and give feedback on teacher and student work. Our leadership team consists of an ILT-instructional leadership team, a PLT-principal leadership team, and SST- a student success team.

RTI, 504, SST, and ARD committees meet to discuss students' needs and progress.

Staff Recognition programs include Movers and Shakers of AJB, Shout Out Boards, and Attendance High fives.

Programs provide intervention: ACE- after-school tutoring Dyslexia Intervention Character Strong Restorative circles.

Graduate Aims as part of our culture move- implemented in all areas of instruction, rules, and procedures of the school and planning.

School Processes & Programs Strengths

Whole child coach to help drive and implement the Character Strong program and the support programs: restorative, RTI, and transition program for all students moving back from alternative school.

Leadership teams: Assistant principals, grade level leads, and program leads.

The behavior program is established and has an experienced teacher. Support services of CIS and ACE have increased attendance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our students are not reaching their full potential. **Root Cause:** Habits of Success: AJB students embrace a growth mindset


Problem Statement 2: Balance in blended learning to give more individualized learning. **Root Cause:** Teachers lack knowledge of Blended learning and strategies.

Problem Statement 3: Having new HQIM initiatives in 6-8 Reading, 6-8 Math, and 8th Grade Science. **Root Cause:** Limited instructional days

Perceptions

Perceptions Summary

Graduate aims:



INTELLECTUAL PROWESS

AJB graduates display **Intellectual Prowess** by mastering knowledge and skills in *integrated literacy* and *thinking critically*.

INTEGRATED LITERACY

- Understand, use and reflect on various types of texts
- Reading + Writing
- Math Skills
- Financial Literacy
- Technology Literacy

THINKING CRITICALLY

- Analyzing
- Problem-solving
- Explaining
- Inferencing
- Being curious

HABITS OF SUCCESS



AJB graduates display **Habits of Success** by embracing *growth mindsets* and maintaining a *healthy quality of life*.

GROWTH MINDSETS

- I believe in myself.
- I am not able to do that yet.
- I am able to work through hard things.
- I will not let failure stop my progress.
- I can improve my skills with effort and practice.

HEALTHY QUALITY OF LIFE

- Nutrition habits
- Good sleep habits
- Exercise habits



RELATIONSHIP SKILLS

AJB graduates display **Relationship Skills** through *communication* and *empathy*.

COMMUNICATION

- Social awareness
- Patience
- Confidence
- Collaboration

EMPATHY

- Self-aware
- Active listener
- Emotional intelligence
- Open-mindedness

PATH FINDING

AJB graduates display **Pathfinding** by engaging in *professionalism* and *responsible decision making*.

PROFESSIONALISM

- Organization
- Accountability
- Punctuality
- Flexibility

RESPONSIBLE DECISION MAKING

- Strong core values
- Ability to goal set
- Planning for the future




A culture of high achievement and performance is being learned. The need to bring students' interest and develop the whole child (social, emotional, and academic) by creating a Toroday Friday that will promote student creativity and risk-taking.

The community values the quality of the Fine Arts program. AJB is undergoing a physical building transformation in order to create an innovative and collaborative learning environment.

Perceptions Strengths

Implementation of Graduate Aims:



INTELLECTUAL PROWESS

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INTEGRATED LITERACY

- Understand, use and reflect on various types of texts
- Reading + Writing
- Math Skills
- Financial Literacy
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- Analyzing
- Problem-solving
- Explaining
- Inferencing
- Being curious

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EMPATHY

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PATH FINDING

AJB graduates display **Pathfinding** by engaging in *professionalism* and *responsible decision making*.

PROFESSIONALISM

- Organization
- Accountability
- Punctuality
- Flexibility

RESPONSIBLE DECISION MAKING

- Strong core values
- Ability to goal set
- Planning for the future



Character Strong and Reflection block.

Whole Child coach to help implement Character Strong and Reflection block.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents indicated that staff and school websites were not providing adequate information about learning opportunities and activities. **Root Cause:** As the school continues to grow, staff may not be aware of how. Parents prefer communication about opportunities and activities in a timely manner.

Problem Statement 2: Annual recruitment of staff members results in a continued focus on the learning process, the needs, and the culture of the campus as well as the state/district curriculum **Root Cause:** staff turnover due to many leaving the profession




Problem Statement 3: Many students and parents didn't understand the new schedules with the different PBLs. **Root Cause:** Branding our school for the new redesign had a slow start.

Priority Problem Statements

Goals


Goal 1: Campus Goal #1: Increase the percentage of 6-8 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 32% to 45% by August 2025.


Performance Objective 1: Intellectual Prowess
 Increase the number of Meets in Reading by 128 students

Strategy 1 Details	Reviews			
Strategy 1: Educators target instruction for students based on data in planning for Tier 1 instruction using HQIM	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Lessons and small groups are adjusted to increase impact of learning for students. Strategy's Expected Result/Impact: Build on Novel studies to increase in Meets and Master level in CFA's, STAAR and Writing Purchase Novel: Prisoner B-3087 Staff Responsible for Monitoring: Arriola, Gonzales, Guzman Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Intersession: small group intervention for targeted support to decrease the learning gaps. Strategy's Expected Result/Impact: Increase in assessment scores Staff Responsible for Monitoring: Guzman and Gonzales</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Improve our scores with our ESL population. Strategy's Expected Result/Impact: Increase comprehensible input and language output. Staff Responsible for Monitoring: Arriola, Villarreal, Martinez</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 5 Details	Reviews			
<p>Strategy 5: Using audiobooks to help second-language learners, learning-disabled students, and struggling readers or nonreaders. It provides a way for these students to access literature and enjoy books. Strategy's Expected Result/Impact: Increase comprehension and engagement with novels Staff Responsible for Monitoring: Gonzales, Shultz and Guzman</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: The campus will increase the percentage of 6-8 grade students who score meet grade level or above on STAAR Mathematics from 15% to 32% by August 2025.

Performance Objective 1: Increase the Intellectual Prowess on campus: Students will increase the number of math by XX points.

Strategy 1 Details	Reviews			
<p>Strategy 1: Educators target instruction for students based on data in planning for Tier 1 instruction using HQIM for Math.</p> <p>Strategy's Expected Result/Impact: Teachers will show during rehearsals and internalization meetings that they are targeting specific instructional moves for students based on CFAs and weekly exit ticket scores. Utilize HQIM to guide Tier 1 instruction.</p> <ul style="list-style-type: none"> -Internalization -Rehearsals <p>Staff Responsible for Monitoring: Guzman, Gonzales</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Lessons and small groups are adjusted to increase the impact of learning for students. Some additional resources will be purchased to help with small group instruction: Maneuvering The Middle by Noelle Pickering for all grade levels. Purchase of wipebooks to encourage small groups in classrooms.</p> <p>Strategy's Expected Result/Impact: Through intentional data digs, teachers will create targeted lesson plans and small groups.</p> <ul style="list-style-type: none"> *Focus on subpops <p>Staff Responsible for Monitoring: Gonzales, Levine</p> <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction 	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Intervention for small group push in tutoring.</p> <p>Strategy's Expected Result/Impact: increase in CFA, STAAR</p> <p>Staff Responsible for Monitoring: Guzman, Gonzales</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: AJB will engage in activities that prepare students to meet College, Career, and Military Readiness (CCMR) requirements in high school.

Performance Objective 1: Pathfinding by engaging in professionalism and responsible decisions.

Goal 4: Campus will build a thriving learning community as indicated on a numerical score of 80 or higher on the campus balanced scorecard.





Performance Objective 1: 4.8: By the end of the 2023-2024 school year, Seguin ISD will increase attendance from 92.65% to 95.0%.

Evaluation Data Sources: Building a parent series

- Bullying
- Technology Use
- Substance Abuse
- Academic Habits
- Resource Fairs





Goal 5: The campus will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: By Spring of 2024, teacher turnover will decrease by 10% across the district.

Strategy 1 Details	Reviews			
Strategy 1: Increase campus support for 0-3 years and new teachers to AJB to reduce teacher retention.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will complete monthly pulse checks to help campus administrators identify areas of need	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize support staff to communicate with teachers the consequences students have received after referrals so that we are more consistent and concise with our communication.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: The campus will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 2: By Spring of 2024, the AJB Teacher Affiliation Index will increase to at least 490 (average or above) in the standardized scoring key.

Strategy 1 Details	Reviews			
Strategy 1: Recognize and celebrate campus achievements regularly. (Teacher of the year and comments)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will complete monthly pulse checks to help campus administrators identify areas of need	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase training for administration to improve the quality of education to answer the needs of the campus instruction and culture of the school Strategy's Expected Result/Impact: OHI survey, strong programs Staff Responsible for Monitoring: Guzman TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: The campus will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: Increase family participation, a sense of belonging, investment, and understanding in Friday experiences, PBL, and other initiatives occurring at AJB.

Strategy 1 Details	Reviews			
Strategy 1: Create a Parent Engagement committee (Administrator, teacher, and parent liaison, school parent) (by end of August) and create/calendar the parent engagement series.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Send out a monthly newsletter to families about the events taking place at AJB, content being covered, and an updated calendar for the month. Weekly Toro minutes with important dates.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Improving Relationship Skills through communication and empathy. Lessons for self-help skills and building appropriate relationships- Ripple Effects: curriculum</p> <p>Strategy's Expected Result/Impact: Communication: Social awareness Patience Confidence Collaboration</p> <p>Empathy: Self-aware Active listener Emotional intelligence Open-mindedness</p> <p>Reduction in Bullying referrals and DAEP placements. Staff Responsible for Monitoring: Administration, Whole child coach and Counselors</p> <p>Title I: 2.5, 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Goal 7: The campus will be rated A or B by August 2025.

Performance Objective 1: Performance Objective #1: AJB Middle School will move from an overall accountability rating of 63% to 70%, achieving a minimum of a B rating by August 2025.


High Priority


HB3 Goal

Evaluation Data Sources: CFA, Interim tests, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: All content teachers will participate in 1/2 PLC for lesson planning, Data analysis, and RTI. Strategy's Expected Result/Impact: lesson plans, data from CFA, STAAR Staff Responsible for Monitoring: Gonzales, Levine, Shoutlz and Guzman</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Apple devices for teacher mobility- iPad is ideal for teaching STEM topics because it supports the whole learning journey--from data collection and mathematical analysis to design thinking, prototyping, collaboration, content creation, and coding. Strategy's Expected Result/Impact: Increase in overall subject areas- CFA's, Interim, and STAAR tests. Staff Responsible for Monitoring: Gonzales, Guzman</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 7: The campus will be rated A or B by August 2025.

Performance Objective 2: Performance Objective #2: Increase the percentage of 8th-grade students who score meets grade level or above on the Science STAAR from 29% to 40%.

High Priority

Evaluation Data Sources: CFA's, Interim tests, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Educators target instruction for students based on data in planning for Tier 1 instruction. The use of more hands-on learning through labs and instructional supports will support the learning in Tier 1.</p> <p>Strategy's Expected Result/Impact: Develop problem-solving and critical-thinking skills and gain exposure to reactions, materials, and equipment in a lab setting. Increase in CFA's and STAAR</p> <p>Staff Responsible for Monitoring: Guzman, McFadden, Gonzales</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Vertical alignment of interims in 6th and 7th grade to prepare for the rigorous test in 8th grade.</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in the CAST conference- a community dedicated to advancing science teaching and learning through Professional development. It will also serve as a resource for science education so that all students are scientifically and technologically literate, responsible, and productive citizens.</p> <p>Strategy's Expected Result/Impact: Improvement in Tier I and test scores in 8th-grade science.</p> <p>Staff Responsible for Monitoring: McFadden, Gonzales, Guzman</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will do a Science camp on April 6. All science teachers will host a hands-on STAAR review.</p> <p>Strategy's Expected Result/Impact: STAAR-8th grade</p> <p>Staff Responsible for Monitoring: Guzman, Gonzales</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 7: The campus will be rated A or B by August 2025.

Performance Objective 3: Performance Objective #3 Increase the percentage of 8th-grade students who score meets grade level or above on Social Studies STAAR from 16% to 30%.

High Priority

Evaluation Data Sources: CFA's, Interim test, STAAR,

Strategy 1 Details	Reviews			
Strategy 1: Strategy #1: Utilize the DBQ Data Based Questions to encourage students to develop critical thinking priness that will aid in comprehending critical Social Studies TEKS. 1/2 day PLC for teachers planning and work on alignment.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy #2: Incorporate semester-wide projects that will assist students in encompassing the curriculum learned that semester	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: American History Year Long Bundle US History Curriculum with Google Slides Strategy's Expected Result/Impact: Focus on vocabulary and kits to help support understanding of the content. Staff Responsible for Monitoring: Arriola, Gonzales Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

RDA Strategies

Goal	Objective	Strategy	Description
1	1	3	Intersession: small group intervention for targeted support to decrease the learning gaps.
1	1	4	Improve our scores with our ESL population.
1	1	5	Using audiobooks to help second-language learners, learning-disabled students, and struggling readers or nonreaders. It provides a way for these students to access literature and enjoy books.
7	1	2	Apple devices for teacher mobility- iPad is ideal for teaching STEM topics because it supports the whole learning journey-- from data collection and mathematical analysis to design thinking, prototyping, collaboration, content creation, and coding.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Intersession: small group intervention for targeted support to decrease the learning gaps.
1	1	5	Using audiobooks to help second-language learners, learning-disabled students, and struggling readers or nonreaders. It provides a way for these students to access literature and enjoy books.
2	1	3	Intervention for small group push in tutoring.
7	1	2	Apple devices for teacher mobility- iPad is ideal for teaching STEM topics because it supports the whole learning journey-- from data collection and mathematical analysis to design thinking, prototyping, collaboration, content creation, and coding.
7	2	3	Teachers will participate in the CAST conference- a community dedicated to advancing science teaching and learning through Professional development. It will also serve as a resource for science education so that all students are scientifically and technologically literate, responsible, and productive citizens.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Intersession: small group intervention for targeted support to decrease the learning gaps.
1	1	4	Improve our scores with our ESL population.
2	1	3	Intervention for small group push in tutoring.
7	1	2	Apple devices for teacher mobility- iPad is ideal for teaching STEM topics because it supports the whole learning journey-- from data collection and mathematical analysis to design thinking, prototyping, collaboration, content creation, and coding.
7	2	3	Teachers will participate in the CAST conference- a community dedicated to advancing science teaching and learning through Professional development. It will also serve as a resource for science education so that all students are scientifically and technologically literate, responsible, and productive citizens.

Plan Notes

Progress Monitoring is on ILT meeting notes and attached to adm

2023-2024 Site Based Decision Making Team

Committee Role	Name	Position
grade level lead	Cynthia Hale	6th grade teacher
instructional coach for Math	C Levine	instructional coach
Instructional coach for Reading	D Shoultz	instructional coach
Administrator	Tracee Gonzales	Academic Dean
Administrator	Linda Guzman	Principal
Administrator	Robert Arriola	Associate Principal
Administrator	Natalie McFadden	AP- Science
Business Representative	Katherine Tundre	parent/business
Parent	Jennifer Spencer/Dibble	parent
Classroom Teacher	A Rodriguez	7th grade team lead
advisor	Celestine Hidalgo	Transcend rep

Addendums



BRIESEMEISTER MIDDLE SCHOOL

State Compensatory Education Program Addendum

A Title I, Part A Schoolwide Campus
Serving Grades 06-08

Fiscal, School Year 2023-2024

Special section of the campus improvement plan developed to document the activities, budget, and evaluation of the state compensatory education program designed to meet the specific needs of at-risk students

STATE COMPENSATORY EDUCATION PROGRAM OF BRIESEMEISTER MIDDLE SCHOOL

To comply with [Texas Education Code \(TEC\) Sec. 11.252](#), Briesemeister Middle School annually reviews and revises campus improvement plan, and conducts a comprehensive needs assessment to, “guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to achievement indicators.” This addendum to the improvement plan reflects the continuous nature of the needs assessment process to enhance academic improvement as well as provide a review of the [State Compensatory Education \(SCE\) program](#) to ensure fidelity in fiscal efficiency and programmatic effectiveness.

The addendum outlines the following information:

- The comprehensive needs assessment process
- State criteria to identify at-risk students
- Campus demographics
- Students identified for the SCE program by State criterion
- State assessment data – STAAR and STAAR End of Course (EOC), 2022-2023
- Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students
- SCE programs and services
- SCE Program evaluation, 2022-2023
- Campus SCE budget
- Coordination of Funding
- Supplemental Federal Funds
- Supplemental State Funds

[Texas House Bill 3 \(HB3\)](#), as passed by the 86th Texas Legislature, determined that the purpose of the State Compensatory Education allotment is to provide school districts and open-enrollment charter schools with funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR and STAAR EOC exams] administered under the [TEC, Subchapter B, Chapter 39.023\(c\)](#), or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the [TEC Sec. 29.081](#), and all other students.

The primary source of state funding for Texas school districts is the [Foundation School Program \(FSP\)](#). State Compensatory Education Funds are reported on the Summary of Finance of the [School District State Aid Reports](#) under program intent code (PIC) 24. The statute requires that at least 55 percent of SCE funds be allocated for the direct instruction of at-risk students.

Comprehensive Needs Assessment Process

An annual needs assessment is conducted at both the district and campus levels. As defined in [TEC Sec. 11.251, 11.252 and 11.252](#), Briesemeister Middle School utilizes a site-based decision-making committee comprised of administrators, teachers, at least one professional staff with the primary responsibility for serving students with disabilities, parents, community members, and business representatives. The comprehensive needs assessment process is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensure that the use of resources is strategically planned, aligned, supplemental and cost effective. Data utilized during the comprehensive needs assessment process is disaggregated by all student groups served by the campus within the categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment process determines the measurable campus performance objectives for all appropriate student achievement indicators for all student populations.

State Criteria to Identify At-Risk Students

The TEC Sec. 29.081 utilizes the following criteria to define a student as “at risk of dropping out of school” in PEIMS if the student is under twenty-six years of age and who:

1. Was not advanced from one grade level to the next for one or more school years [even if by parent choice]
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument [once identified by this criterion, the student remains “at risk” their entire K-12 education]
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
5. Is pregnant or is a parent

6. Has been placed in an alternative education program in accordance with [Section 37.006](#) during the preceding or current school year
7. Has been expelled in accordance with [Section 37.007](#) during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school [once identified by this criterion, the student remains "at risk" their entire K-12 education]
10. Is a student of limited English proficiency, as defined by [Section 29.052](#)
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
12. Is homeless, as defined by [42 U.S.C. Section 11302](#), and its subsequent amendments
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by [Section 1.07, Penal Code](#)
15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under [Section 39.0548](#).

Briesemeister Middle School continually identifies and documents students who are at risk of dropping out of school. Procedures are in place to ensure accurate coding of student demographic information into the Public Information Management System (PEIMS) during initial registration, upon receipt of state assessment scores, during PEIMS reviews in preparation for snapshot date and as necessary to ensure accurate data. Briesemeister Middle School regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within an "at risk" category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program as applicable to the identifier itself.

Campus Demographics

According to the [TEA Texas Performance Reporting System](#), Briesemeister Middle School has a total student population of 720 students. Of the total population of students, ethnic distributions are as follows: 4.6% African American, 74.0% Hispanic, 20.7% White, 0.1% American Indian, 0.0% Asian, 0.0% Pacific Islander and 0.6% Two or More Races. Additional identifiers of the total population include: 69.3% Economically Disadvantaged, 30.7% Non-Educationally Disadvantages, 13.3% Emergent Bilingual and English Learners, and 3.6% with discipline placements. Specific to the intent and purpose of SCE program support, 70.8% of students are considered at risk.

Students Identified for SCE Program by State Criterion

The following table represents the number and percentage of students identified in each of the fifteen "at-risk" categories. Depending on the indicator, students can be counted in more than one category.

Briesemeister Middle School			Not Advanced		Failed STAAR		AEP		Parole/ Probation		Dropped Out		LEP		DPRS		Homeless		Residential Placement	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
6	243	34%	12	5%	121	50%	3	1%	0	0%	0	0%	52	21%	0	0%	11	5%	0	0%
7	243	34%	12	5%	137	56%	5	2%	2	1%	1	0%	42	17%	1	0%	9	4%	1	0%
8	239	33%	9	4%	164	69%	13	5%	5	2%	0	0%	34	14%	0	0%	4	2%	1	0%
Totals	725	100%	33	5%	422	58%	21	3%	7	1%	1	0%	128	18%	1	0%	24	3%	2	0%

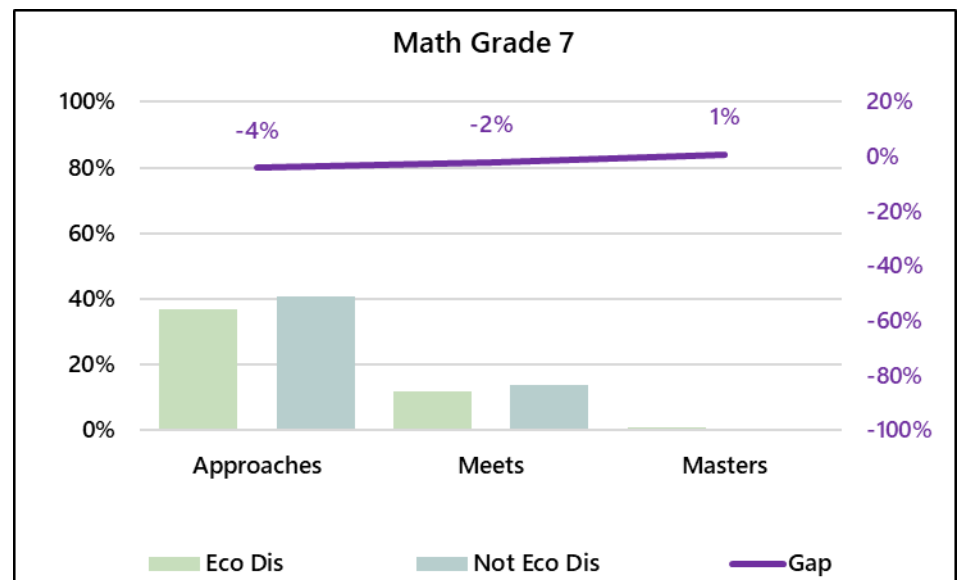
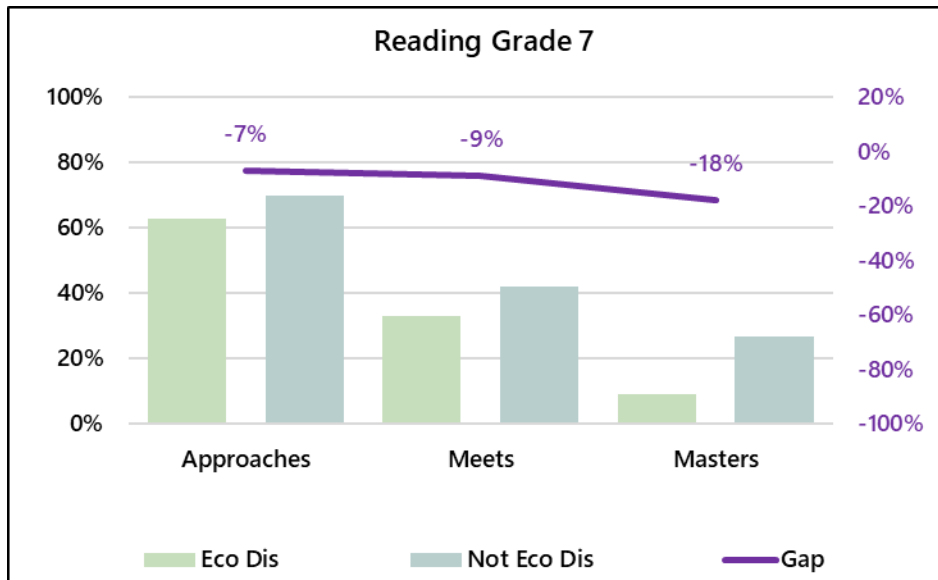
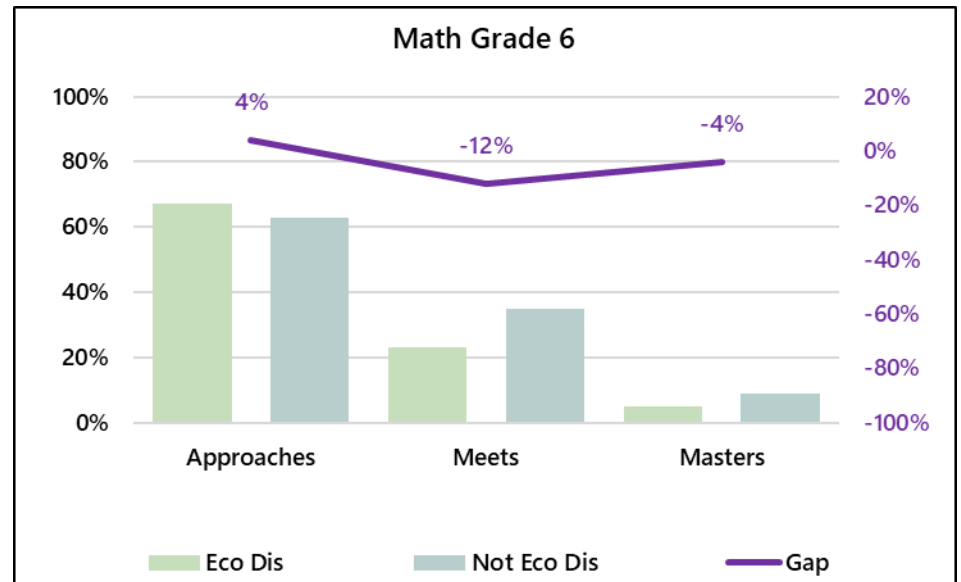
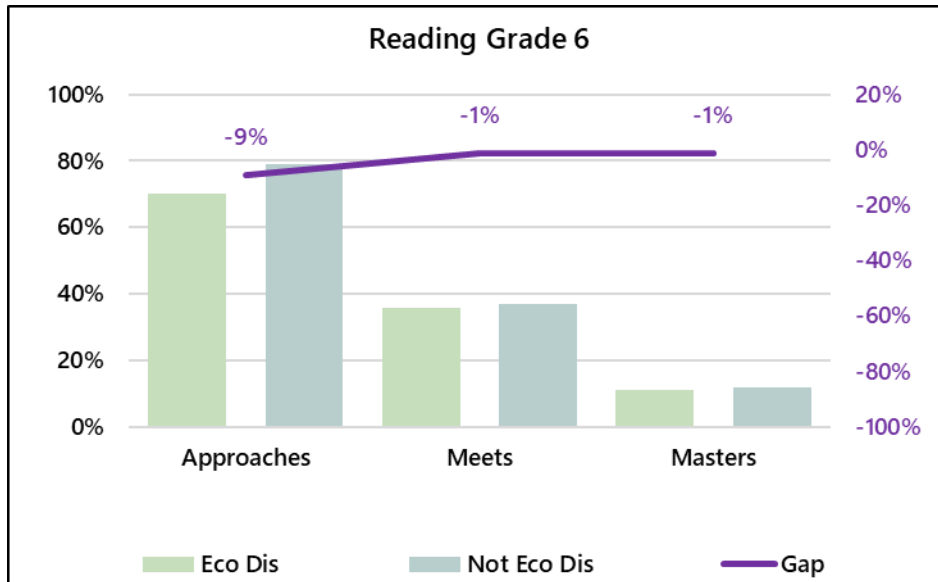
State Assessment Data – STAAR and STAAR EOC, 2022-2023

On [August 16, 2023](#), the Texas Education Agency (TEA) released the 2023 Grades 3-8 State of Texas Assessments of Academic Readiness (STAAR) results. The results included exams in mathematics and reading for grades 6–8, 8th grade science and 8th grade social studies. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. Masters Grade Level (passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. Meets Grade Level (passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. Approaches Grade Level (passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. Does Not Meet Grade Level (not passing) identify students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The STAAR assessment data used for the tables presented was made available from the [TEA Analytic Portal](#).

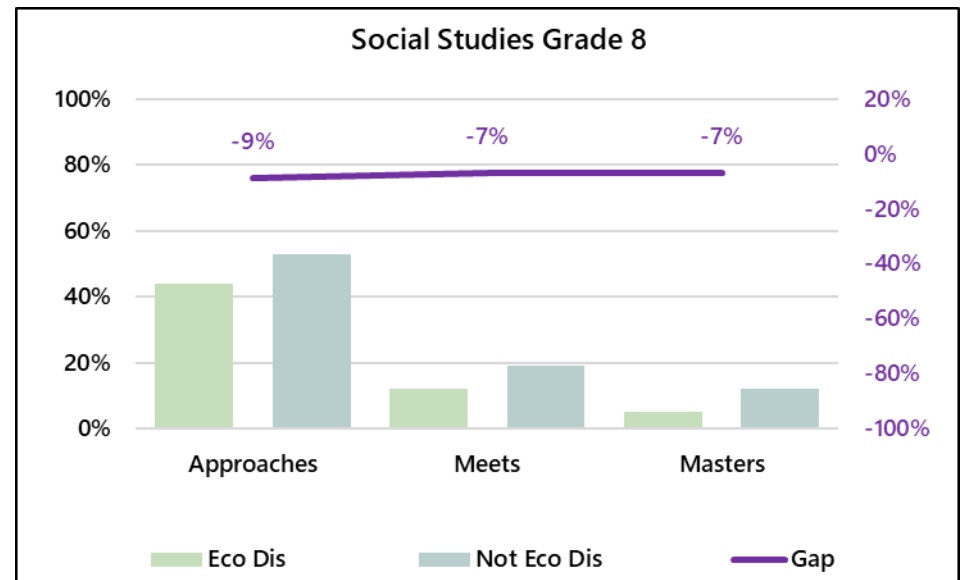
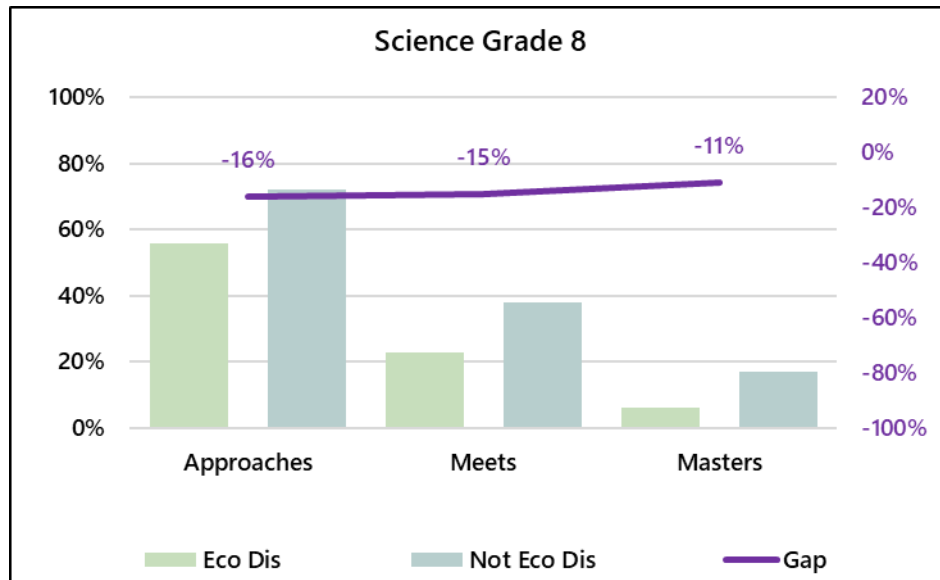
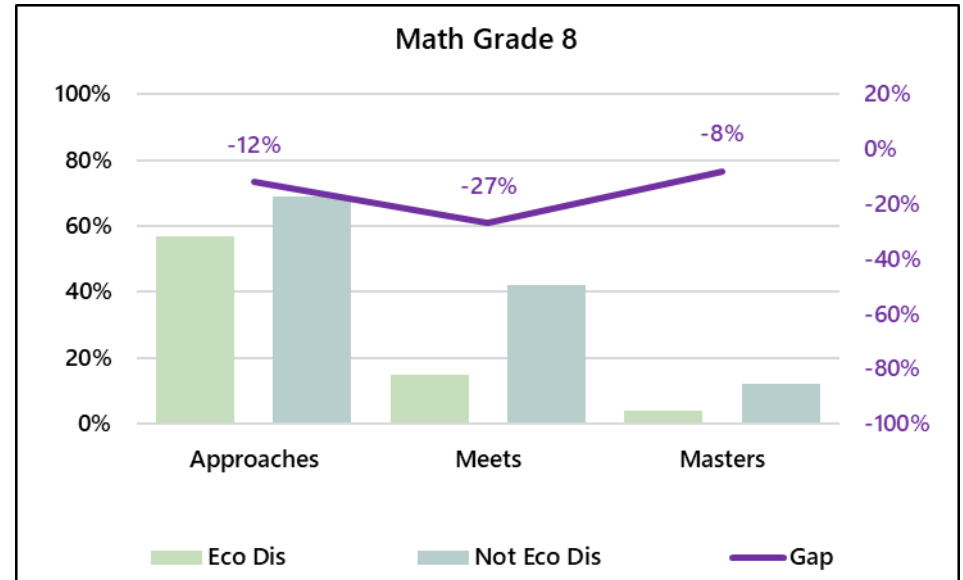
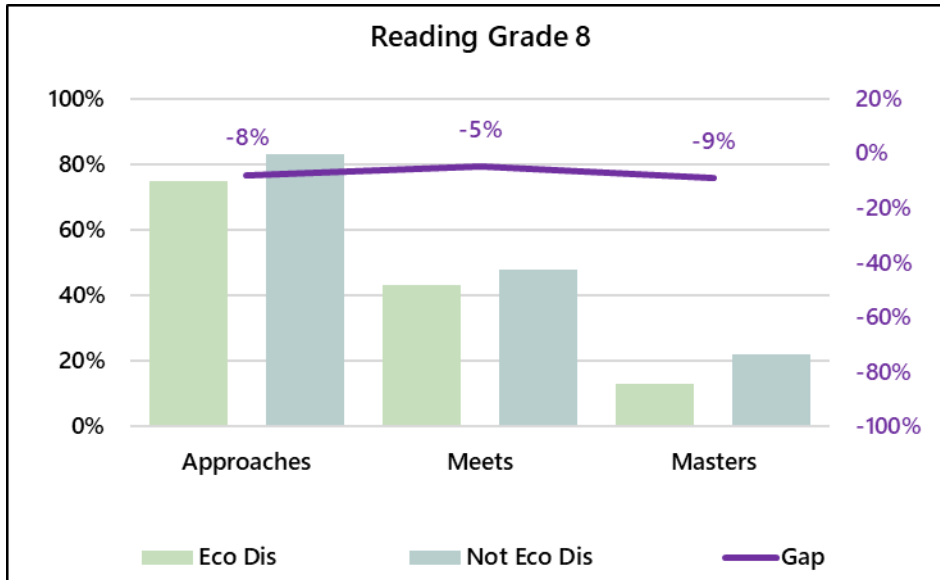
The Texas Education Code, [Section 28.0211](#), requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. Briesemeister Middle School's accelerated instruction courses provided with SCE funds:

- Are assigned a TIA-designated teacher for the subsequent school year in the applicable subject area;
- OR
- Are provided for a total of not less than 15 or 30 hours (depending on student performance) either during the summer or at least once per week during the regular school year;
- Are limited to two subjects per year, prioritizing Math and Reading/Language Arts;
- Are designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and include effective instructional materials designed for supplemental instruction;
- Are taught by a person with training in the applicable instructional materials.
- Are provided, to the extent possible, by one person for the entirety of their accelerated instruction.
- Are delivered in a 1-on-1 or small group environment, with no more than 4 students in a small group.

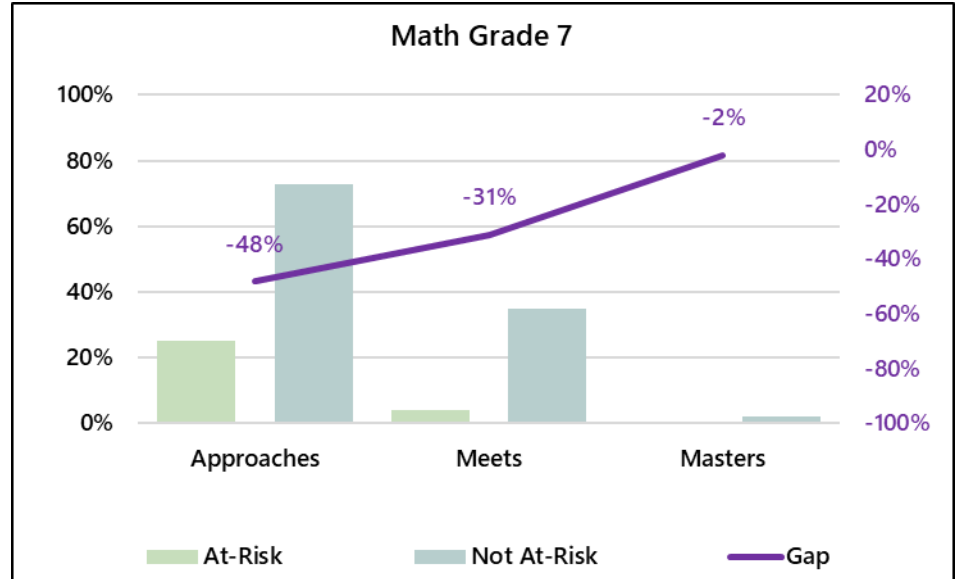
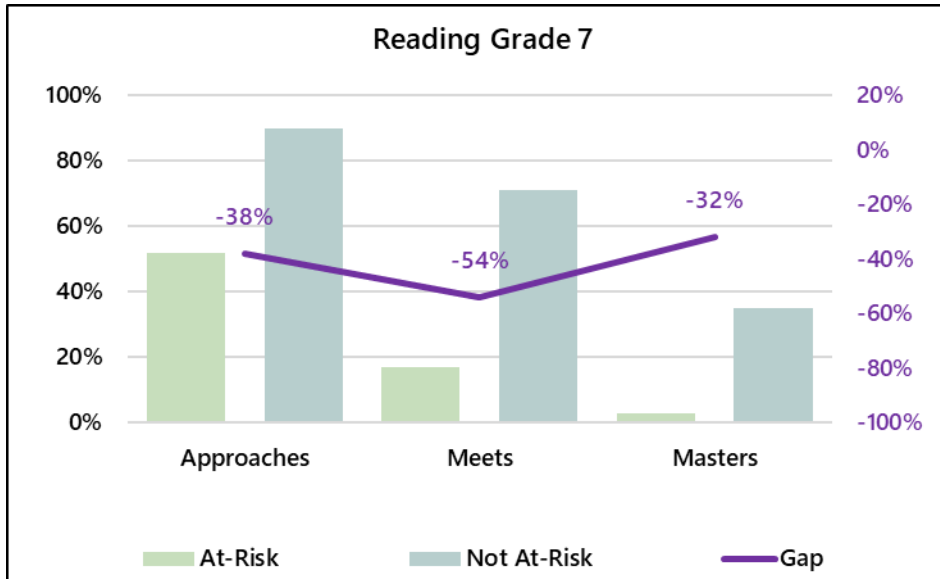
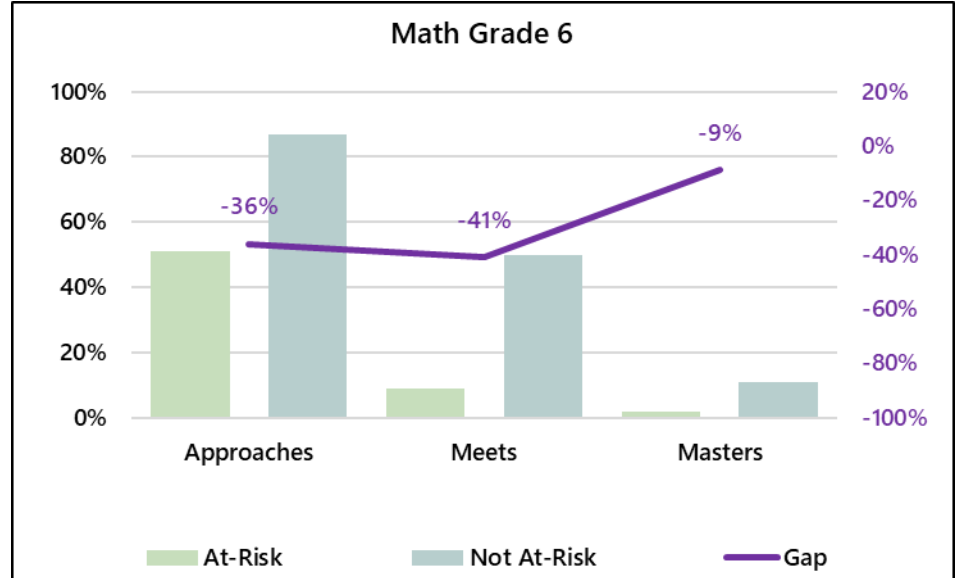
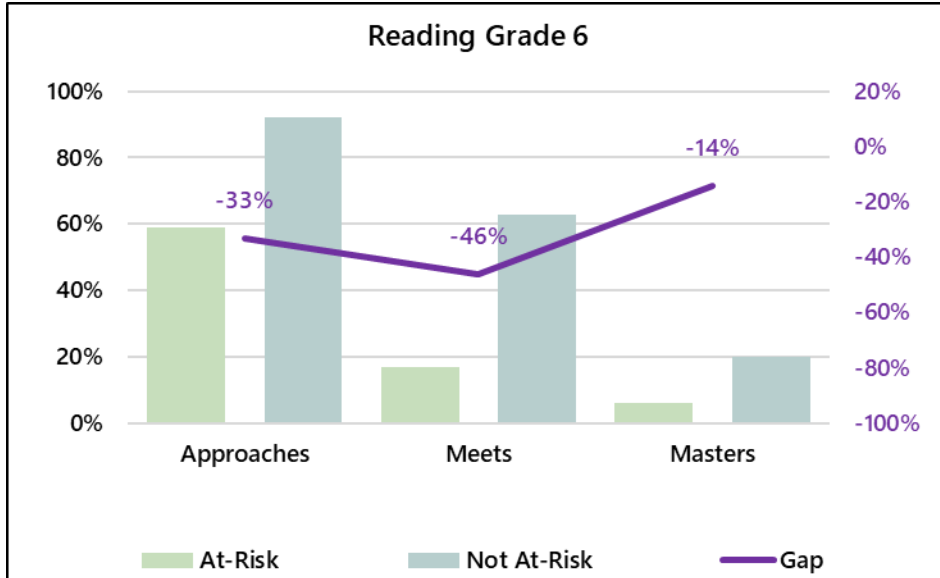
Economically disadvantaged compared to not economically disadvantaged



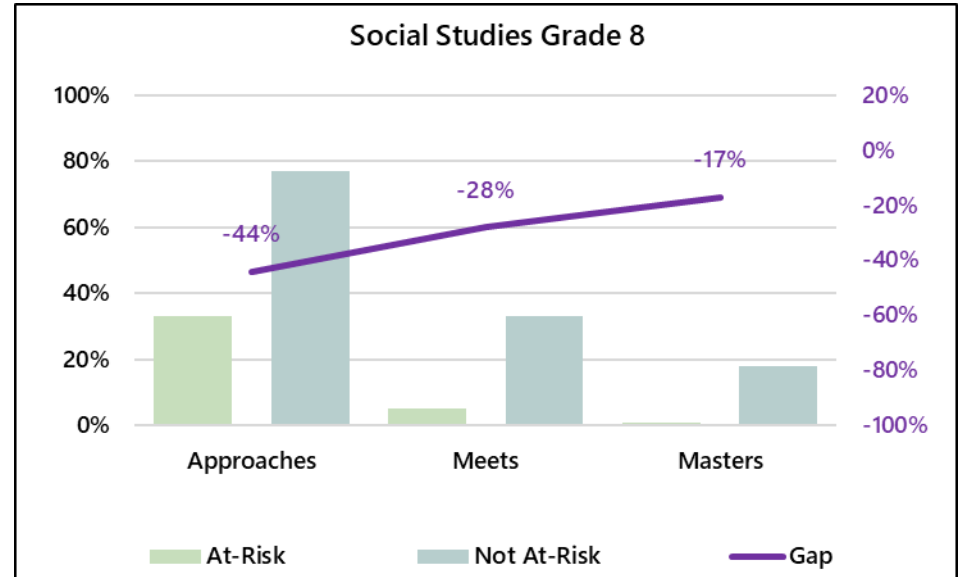
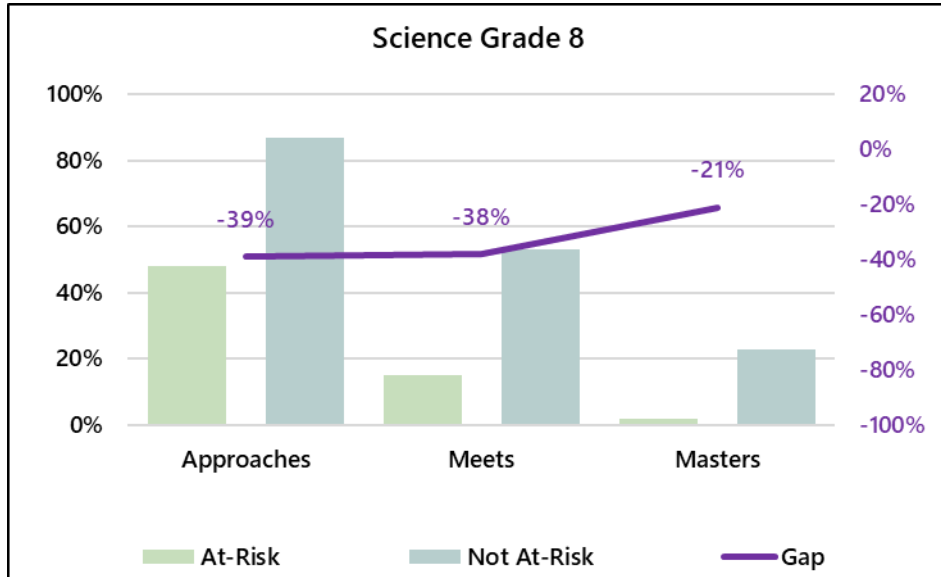
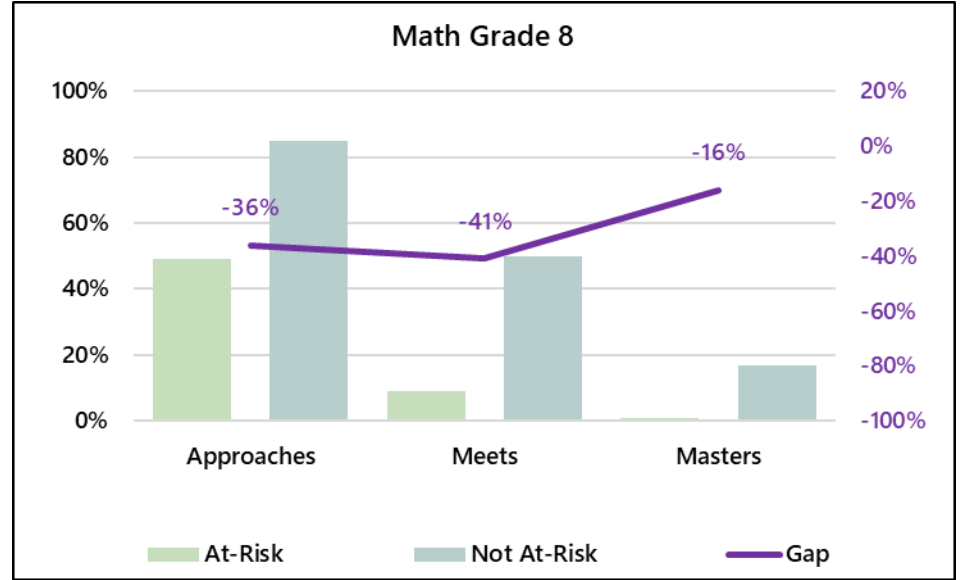
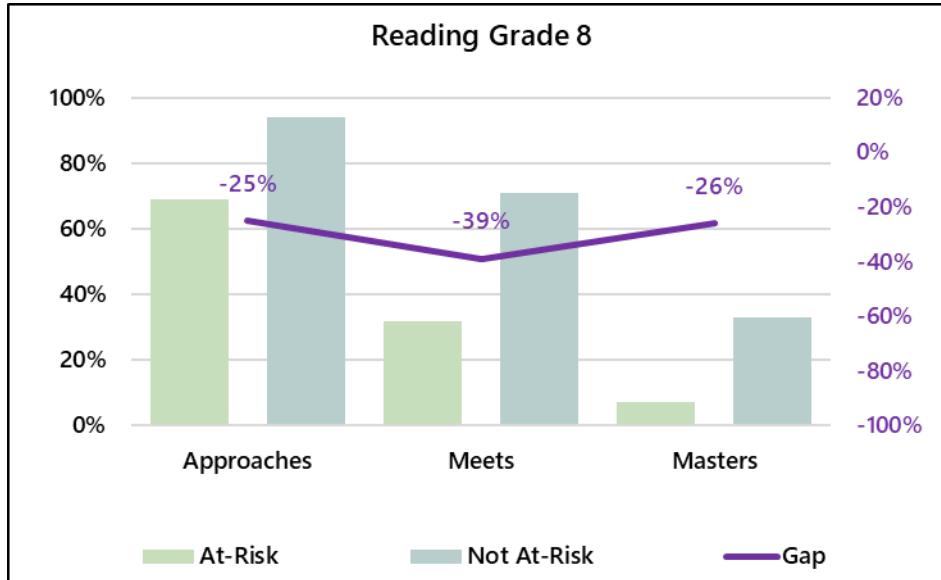
Economically disadvantaged compared to not economically disadvantaged (continued)



At risk compared to not at risk



At risk compared to not at risk (continued)



Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

The [2023 Academic Accountability system](#) utilizes three domains: Student Achievement, School Progress, and Closing the Gaps. Whereas the Closing the Gaps domain compares all students and disaggregated student groups (the metric used to develop this report) the Briesemeister Middle School SCE Addendum, can be used to evaluate gaps between at-risk and not at-risk students, as well as economically-disadvantaged students and not economically-disadvantaged. The following disparities were identified while reviewing academic achievement on state standardized assessments:

Student Achievement Gaps Summary "Meets Expectation" (Grades 6-8) Economically Disadvantaged Compared to Not Economically Disadvantaged				
Grade Level	Reading	Math	Science	Social Studies
Grade 6	-1%	-12%		
Grade 7	-9%	-2%		
Grade 8	-5%	-27%	-15%	-7%

Student Achievement Gaps Summary "Meets Expectation" (Grades 6-8) At-Risk Compared to Not At-Risk				
Grade Level	Reading	Math	Science	Social Studies
Grade 6	-46%	-41%		
Grade 7	-54%	-31%		
Grade 8	-39%	-41%	-38%	-28%

SCE Programs and Services of BRIESEMEISTER MIDDLE SCHOOL

Briesemeister Middle School provides fiscal and academic supports to ensure the successful implementation of the SCE program and to assist the campus in achieving the goals and performance objectives. Briesemeister Middle School conducts their own SCE-funded instructional activities and these may be viewed in the campus improvement plan. The state assessments (STAAR and STAAR EOC) are used as summative evaluation criteria.

State Compensatory Education Program Evaluation, 2022-2023

As required by TEC, Sec. 29.081(b)(1), Briesemeister Middle School evaluates the effectiveness of its state compensatory education program, the results of which are included in this addendum. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school. In accordance with TEC, §29.081(b-3), the district holds an annual public hearing to discuss the results of the SCE program evaluation. State Compensatory Education resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The Texas Education Code does not specify the minimum standard or design for an evaluative process; however, Briesemeister Middle School chooses to use a combination of two types of evaluation metric: continuous improvement and performance data. Continuous improvement is evaluated through the formative processes described in the “Programs and Services” section of the addendum. Performance data is evaluated through data analysis of state assessments as part of the summative evaluation process. By taking a student-needs approach to evaluation, the primary purpose of continuous improvement becomes the method to support learning that leads to effective student-centered decision-making and efficient campus-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency’s ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to each student’s needs. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the campus staff to seek patterns and to provide opportunities for student and school growth, as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs, that target strategies for assisting students identified as being at risk of failing or dropping out of school.

Campus SCE Budget

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides approved allocations to the campuses. Briesemeister Middle School is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements as outlined in the [Financial Accountability System Resource Guide \(FASRG\)](#). The accounting practices of the district that are implemented by the campuses are consistent with cost principles and provide for adequate documentation to support costs charged to the SCE budget.

Briesemeister Middle School does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. All SCE expenditures are (1) reasonable and necessary, (2) aligned to the intent of SCE, (3) supplemental to the campus's regular education programs with compensatory, intensive, and/or accelerated instruction, (4) supplemental to other federal and state programs and the regular education program offered to all students, (5) disclosed in the CIP before SCE funds were expended, (6) will enhance the academic performance of at-risk students, (7) and their usage of funds evaluated. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The campus sufficiently budgets specific funds for accelerated instruction. Direct program expenditures of state compensatory education funds at Briesemeister Middle School: 1) support the intent and purpose of the program, 2) are allowable under statute and guidance, and 3) are related to specific interventions identified in the campus improvement plan. Additionally, the SCE allotment at Briesemeister Middle School is used to support a program eligible under Title I of the MIDDLE and Secondary Education Act of 1965 and its subsequent amendments.

Coordination of Funding

Federal and state government agencies provide an abundance of program funding, and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at risk situations.

Supplemental Federal Funds

Title I, Part A (Fund 211)—Funding provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards.

Title I, Part D, Subpart 2 (Fund 211) – Funding supports programs to improve the educational services to children residing in facilities for delinquent children to acquire the knowledge and skills in the state content standards and state student performance standards.

Title II, Part A (Fund 255)— This program increases student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools.

Title III, Part A ELA (Fund 263)— These funds are used to develop programs for limited English proficient students to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

Title III, Part A Immigrant (Fund 263) - These funds are used to develop programs for immigrant children to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

Title IV, Part A (Student Support and Academic Enrichment (Fund 289) – SSAEP is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology.

ESSER III (Fund 282)— The intent and purpose of these funds is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

Supplemental State Funds

Gifted & Talented (G/T) (PIC 21) —A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual (PIC 25) —Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs using these supplemental state funds that help defray the extra costs of the programs.

Special Education (PIC 23) —This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.

2023-2024 Campus Improvement Plan (CIP) Framework

Campus Name: A.J. Briesemeister MS

Directions and Resources

Campus teams will use this workbook to draft 2023-2024 Campus Focus Areas and Campus Improvement Plans. This resource is intended to be a working document. All final information for CIPs must be copied and pasted into Plan4Learning.

Reminder: All federal funding sources MUST have a strategy included in the CIP, tied to an identified need, per Department of Education guidelines.

Strategic Planning Glossary

Strategic Priorities	Objectives the district wants to achieve
Strategic Goals	Long-range measures to achieve priorities
Performance Objectives	Short-term measures (1 school year) to achieve the goals (<i>"You will know when you get there"</i>)
Balanced Scorecard	Community resource using multiple measures for a thriving learning community, part of Goal 4
Strategies	Campus initiatives, or steps, to achieve performance objectives

Supporting Resources + Links to Platforms

<ul style="list-style-type: none"> • Strategic Plan 2025 (2.0) (Supports all) • ESF Essential Actions Success Criteria (Supports strategies) • TEA ESF Website (Supports strategies) • 2023-2024 Campus Leadership Folder - holds all the things! 	<ul style="list-style-type: none"> • Campus Data Hubs <p><i>Other Potential Data Sources</i></p> <ul style="list-style-type: none"> • Panorama <ul style="list-style-type: none"> ○ Student Survey Results ○ Parent Survey Results ○ Staff Survey Results • LLI EOY Survey 	<ul style="list-style-type: none"> • Campus Needs Assessment • Title I Campus Evaluation • Title I Parent Survey Results • Student achievement data • Plan4Learning
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CIP Important Dates

- Performance Objectives due by September 29, 2023; Board Approves October 24, 2023

2023-2024 Campus Improvement Plan (CIP) Framework

Campus Name: A.J. Briesemeister MS

Focus Areas (3-5 total) - [see slide](#)

AJB Campus Focus 2023-2024

Theme: Building Excellence!



Vision:
All students engaged in learning and are confident in meeting challenges; while developing self-help skills.

Mission:
To cultivate, inspire and empower the AJB community to grow and learn.

Motto: AJB is the place to Be

Intellectual Prowess

Increase the number of Meets in Math by XX points
Reading by XX points

- Educators target instruction for students based on data
- Lessons and small groups are adjusted to increase impact of learning for students



Relationship Skills

Increase communication & empathy

AJB will increase XXX% on the promotor Score & Panorama Survey

- Parent Engagement
- Social Awareness through Social Media
- Students seek the advice of trusted adults



Habits of Success

Students will increase XX points in the Student Panorama Grit Score

- Students persevere through challenges
- Embrace growth mindsets and maintain a healthy quality of life.

Student Goal Setting



Pathfinding (Toro Day)

AJB will average 93% student attendance on Toro Day Fridays

- Relevance - Project Based Learning
- Toros Reflect- Character Strong
- Toros Grow- Targeted Interventions



2023-2024 Campus Improvement Plan (CIP) Framework

Campus Name: A.J. Briesemeister MS

Goal #1

Seguin ISD Goal #1 (HB3): Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 40% to 54% by August 2025.

Campus Goal #1: Increase the percentage of 6-8 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 32% to 45% by August 2025.

Performance Objective #1: **Intellectual Prowess**

Increase the number of Meets in Reading by 128 students

Increase the Intellectual Prowess on campus: Students will increase the number of reading by XX points.

Strategy #1: Educators target instruction for students based on data in planning for Tier 1 instruction using HQIM

<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Teachers will show during rehearsals and internalization meetings that they are targeting specific instructional moves for students based on CFAs and weekly exit ticket scores. Utilize HQIM to guide Tier 1	Guzman, Gonzales				PLC agendas will be a living document that takes notes for rehearsals and instructional adjustments. Data from student interims will also offer evidence and guide decision making.	Oct: Dec: March: May:

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instruction. -Internalization -Rehearsals						
Strategy #2: Lessons and small groups are adjusted to increase impact of learning for students						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Through intentional data digs, teachers will create targeted lesson plans and small groups. *Focus on subpops	Gonzales, Shoultz		Half day substitutes		Teachers will have super PLCs that will include half days to dissect data and create action plans for targeted skills.	Oct: Dec: March: May:

Performance Objective #2: Students will grow X% points in reading this year.						
Strategy #1: -AJB will increase ELA and extend this core content time to Fridays and use this time for both Grow and continued instruction in Wit and Wisdom.						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Students will grow by X points between the BOY and EOY interim assessment.	Gonzales, Shoultz				Teachers will use data trackers for MOY interim, CFA's, and Common Formative Assessments.	Oct: Dec: March: May:

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Strategy #2: During our Project Based Learning blocks, teachers will integrate content TEKS standards (reading and social studies TEKS) during the PBL lessons and blocks for students.						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Students will grow by X% points in the school year as a result of the integration of TEKS during PBL.	Robert					Oct: Dec: March: May:

RLA Quarterly Assessment Monitoring

Quarter	Assessment Used	All Students Goal	Student Group #1 Goal	Student Group #2 Goal	Actual Result - All Grades	Actual Result - By Grade Level	Goals Met?
October							
December							
March							
May							

Considerations:

- Include Social Studies strategies, as appropriate
- LLI will hold BOY data meetings with each campus to finalize performance objectives and quarterly assessment monitoring goals

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Goal #2

<p>Seguin ISD Goal #2 (HB3): Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 35% to 49% by August 2025.</p>
<p>Campus Goal #2: Campus will Increase the percentage of 6-8 grade students who score meets grade level or above on STAAR Mathematics from 15% to 32% by August 2025.</p>

<p>Performance Objective #1: <u>Intellectual Prowess</u></p> <p style="text-align: center; color: #0070c0;">Increase the number of Meets in Math by XX students</p> <p style="color: #0070c0;">Increase the Intellectual Prowess on campus: Students will increase the number of math by XX points.</p>
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Strategy #1: Educators target instruction for students based on data in planning for Tier 1 instruction using HQIM for Math.

<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
<p>Teachers will show during rehearsals and internalization meetings that they are targeting specific instructional moves for students based on CFAs and weekly exit ticket scores. Utilize HQIM to</p>	<p>Guzman, Gonzales</p>				<p>PLC agendas will be a living document that takes notes for rehearsals and instructional adjustments. Data from student interims will also offer evidence and guide decision making.</p>	<p>Oct: Dec: March: May:</p>

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guide Tier 1 instruction.						
-Internalization						
-Rehearsals						

Strategy #2: Lessons and small groups are adjusted to increase impact of learning for students

<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Through intentional data digs, teachers will create targeted lesson plans and small groups. *Focus on subpops	Gonzales, Levine		Half day substitutes		Teachers will have super PLCs that will include half days to dissect data and create action plans for targeted skills.	Oct: Dec: March: May:

Performance Objective #2: Students will grow X% points in math this year.

Strategy #1: AJB will increase math and extend this core content time to Fridays and use this time for both Grow and continued instruction in Carnegie Math

<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Students will grow by X points between the BOY and EOY interim.	Gonzales, Levine					Oct: Dec: March: May:

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Strategy #2: During our Project Based Learning blocks, teachers will integrate content TEKS standards (math and science TEKS) during the PBL lessons and blocks for students.						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Students will grow by X% points in the school year as a result of the integration of TEKS during PBL.	Robert					Oct: Dec: March: May:

Math Quarterly Assessment Monitoring

Quarter	Assessment Used	All Students Goal	Student Group #1 Goal	Student Group #2 Goal	Actual Result - All Grades	Actual Result - By Grade Level	Goals Met?
October							
December							
March							
May							

Considerations:

- Include Science strategies, as appropriate
- LLI will hold BOY data meetings with each campus to finalize performance objectives and quarterly assessment monitoring goals

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Goal #3

Seguin ISD Goal #3 (HB3): Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.
Campus Goal #3: AJB will engage in activities that prepare students to meet College, Career, and Military Readiness (CCMR) requirements in high school.

Performance Objective #1: Pathfinding						
Strategy #1:						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
						Oct: Dec: March: May:
Strategy #2:						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
						Oct: Dec: March: May:

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Performance Objective #2:						
Strategy #1:						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
						Oct: Dec: March: May:
Strategy #2:						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
						Oct: Dec: March: May:

Considerations:

- CTE and ECHS Directors will work with elementary and middle school campus teams to develop goals and performance objectives
- ES: CCMR/CTE Initiatives
- MS: Consider accelerated testers (Algebra 1)

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Goal #4

Seguin ISD Goal #4: Seguin ISD will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard .
Campus Goal #4: Campus will build a thriving learning community as indicated on a numerical score of 80 or higher on the campus balanced scorecard .

Campus Balanced Scorecard Indicators + Monitoring Systems

Indicator (See campus data hub)	High Priority for 23-24?	Campus Main Point Of Contact	Campus System in Place to Monitor (Consider linking in Principal Playbook)
6-12 grade student Participation in extracurricular or co-curricular activities (Perf Objective 4.1)			
Number of community engagement opportunities (Perf Objective 4.5)	No		Building a parent series - Bullying - Technology Use - Substance Abuse - Academic Habits -Resource Fairs
Family/Parent Events	Yes	PBL- Arriola Academic Nights- IC Art	-Report Card Pick Academic Night PBL Showcase Art Showcase Performance Showcase
Annual engagement in “Pathways to an Exceptional Future” planning - 5th and 8th grade transition meetings with counselors and families (Perf Objective 4.3)			

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EOY Attendance rate (<i>Perf Objective 4.8</i>)	Yes	Freeman/ Schaefer	
Out of class placement rates (DAEP/OSS) (<i>Perf Objective 4.9</i>)	Yes	APs/Freeman	
Campus selected indicator			

Performance Objective #1: 4.8: By the end of the 2023-2024 school year, Seguin ISD will increase attendance from 92.65% to 95.0%.

Strategy #1: Celebrating student attendance every 6 weeks on campus.

<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Increase student attendance for the year and create a positive culture around attendance on campus.	Admin	Attendance Clark Truancy Officer Include High School visits for 8th graders earlier in the SY to support higher attendance in the Spring for 8th graders [Friday]	Certificates templates Donations to the school store Toro bucks attendance level chart Special Toro points for December attendance	Title I money	Weekly attendance tracker at the wkly attendance meetings Grade level monthly competitions Daily tracker for chronic students	Oct: By October we will be at 92% (a +1% range from last year) Dec: By Dec we will be at 93% March: By Marc we will be at 94% May: By the end of the 2023-2024 school year, Seguin ISD will increase attendance from 92.65% to 95.0%.

Strategy #2: Increasing Friday attendance by creating engaging experiences on Fridays for students to participate in.

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<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Increase Friday attendance and integrate core content standards into PBL.	Admin & Robert for PBL	Attendance Clark Truancy Officer	Certificates templates Donations to the school store Toro bucks attendance level chart PBL support and resources for lesson plans Walkthrough resources for PBL	SAF grant	Weekly attendance tracker at the wkly attendance meetings Grade level monthly competitions Daily tracker for chronic students	Oct: By October we will be at 92% (a +1% range from last year) Dec: By Dec we will be at 93% March: By Mar we will be at 94% May: By the end of the 2023-2024 school year, Seguin ISD will increase attendance to 95% .

Strategy #3: Conduct weekly attendance meetings to review chronic absentee students and create attendance plans for these students beginning at the start of the year.

<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Increase attendance especially for chronic students and keep an eye and support these students to get them to school.	Admin	Attendance Clark Truancy Officer Find ways to celebrate the families of chronically absent students when attendance is improved.	Certificates templates Donations to the school store Toro bucks attendance level chart Special Toro points for December attendance List of ideas to celebrate families of	Title I money	Weekly attendance tracker at the wkly attendance meetings Grade level monthly competitions Daily tracker for chronic students	Oct: By October we will be at 92% (a +1% range from last year) Dec: By Dec we will be at 93% March: By Mar we will be at 94% May: By the end of the 2023-2024 school year, Seguin ISD will increase attendance to 95%

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			chronically absent students			
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Performance Objective #2: By the end of 2024 AJB will offer 10 non academic parent engagement opportunities and find ways to increase family engagement.

Strategy #1:
Create a Parent Engagement committee (Administrator, teacher, and parent liaison, school parent) (by end of August) and create/calendar the parent engagement series.

<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Increase the number of non academic parent engagement activities.	Dean of Students & Parent Liaison	Ideas: Habits of Success mtg; Resource fair w/report card night; 2 PBL Showcases; Technology habits; Bullying Mtg; Coffee w/the Principal; Fall Course selection and pathway conversation; 6th grade & 7/8th back to school night; How to Communicate with your teenager; Elective showcases; Trunk or Treat; Attendance celebrations for Chronically absent students	Food	Title I money	Calendar and DOS and parent liaison will keep track of the number of engagement opportunities	Oct: By Oct we will have offered 3 parent engagement opportunities in the year Dec: By Dec we will have 5 engagement in the year March:By March we will have 7 engagement opportunities in the year May: By the end of 2024 AJB will offer 10 non academic parent engagement opportunities.

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Strategy #2: Find ways to support families and attend the family engagement series at AJB.						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Increase attendance at family functions by supporting the families that would want to attend but cannot attend due to transportation or time issues.	Dean of Students & Parent Liaison	Is there a way to find transportation for families to attend functions?	Food Transportation A set calendar for functions	Title I money	Dean of students will keep track of attendance. We will report out to the leadership team following each family function.	Oct: We will have a baseline percentage of engagement. Dec: An increase of 5%. March: An increase of 5%. May: By the end of 2024 attendance will increase engagement from BOY.

Performance Objective #3: By the end of 2024 AJB will reduce the number of Out of School Suspension to 0 students suspended.						
Strategy #1: All students are able to identify staff members who have supported them that week in school. This information will be collected weekly at the end of the week.						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
There are no suspensions and students feel supported and cared for.	Admin	Freeman	Continue the survey and add the additional question above	Title 1 & SAF grant	Looking at student surveys and identifying trends with supportive staff.	Oct: We will have 0 students suspended at this point in the year. Dec: We will have 0 students suspended

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					Discipline report	at this point in the year. March: We will have 0 students suspended at this point in the year. May: We will have 0 students suspended at this point in the year.
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Strategy #2: Keep our current behavior systems in place from SY 22-23 to this SY.

<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Our systems worked last year to dramatically reduce suspension, we want to continue this progress.	Admin	Freeman		Title 1 & SAF grant	Discipline report	Oct: We will have 0 students suspended at this point in the year. Dec: We will have 0 students suspended at this point in the year. March: We will have 0 students suspended at this point in the year. May: We will have 0 students suspended at this point in the year.

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Goal #5

Seguin ISD Goal #5: Seguin ISD will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).
Campus Goal #5: Campus will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective #1: By Spring of 2024, teacher turnover will decrease by 10% across the district.

Strategy #1: Increase campus support for 0-3 year and new teachers to AJB to reduce teacher retention.

<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Decrease teacher turn over at AJB and increase retention for 0-3 years.	Guzman	Admin team	Monthly survey created- includes a question- "how satisfied are you with the support you are receiving" with instruction/discipline	None	Review the monthly survey at Leadership team	Oct: We maintain a 70% satisfaction rate Dec: We maintain a 70% satisfaction rate March: We maintain a 70% satisfaction rate May: Teacher turnover will decrease by 10% at AJB

Strategy #2: Teachers will complete monthly pulse checks to help campus administrators identify areas of need

<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>

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Provide teachers a way to voice any issues or concerns they have	Guzman	Admin team	Monthly survey created Monthly survey created- includes a question- "how satisfied are you with the support you are receiving" with instruction/discipline	None	Review the monthly survey at Leadership team	Oct:We maintain a 70% satisfaction rate Dec:We maintain a 70% satisfaction rate March: We maintain a 70% satisfaction rate May:Teacher turnover will decrease by 10% at AJB
Strategy #3: Utilize support staff to communicate with teachers consequences students have received after referrals so that we are more consistent and concise with our communication.						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Provide teachers with information on what has happened after a referral so that they are informed. This has in the past created frustration with teachers.	Registrar	APs and admin	Monthly survey created- includes a question- "how satisfied are you with the support you are receiving" with instruction/discipline Mode of communication between registrar and admin and teachers re: consequences		Review the monthly survey at leadership	Oct:We maintain a 70% satisfaction rate Dec:We maintain a 70% satisfaction rate March: We maintain a 70% satisfaction rate May:Teacher turnover will decrease by 10% at AJB

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Performance Objective #2: By Spring of 2024, the AJB Teacher Affiliation index will increase to at least 490 (average or above) in the standardized scoring key.						
Strategy #1: Recognize and celebrate campus achievements regularly. (Teacher of the year and comments)						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
-Movers & Shakers of the Week -Toros of the Week -6wks academic awards, teacher incentives	Guzman	Academic Dean, Instructional Coach spotlight in a family newsletter what teachers	Weekly survey for students, teacher attendance information		Focus groups, teacher survey	Oct: We maintain a 70% satisfaction rate Dec: We maintain a 70% satisfaction rate March: We maintain a 70% satisfaction rate May: We maintain a 70% satisfaction rate and Spring teacher survey data shows that there is improvement in the support and recognition they receive from admin on campus.
Strategy #2: Teachers will complete monthly pulse checks to help campus administrators identify areas of need						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>

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Provide teachers a way to voice any issues or concerns they have	Guzman		Monthly survey created Monthly survey created- includes a question- <i>"how satisfied are you with the support you are receiving" with instruction/discipline</i>	None	Review the monthly survey at Leadership team	Oct: We maintain a 70% satisfaction rate Dec: We maintain a 70% satisfaction rate March: We maintain a 70% satisfaction rate May: Teacher turnover will decrease by 10% at AJB
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"A healthy school is one in which the institutional, administrative, and teacher levels are in harmony; and the school meets functional needs as it successfully copes with disruptive external forces and directs its energies toward its mission." *Dr. Wayne K. Hoy - OHI Survey Author*

Data Sources:

- OHI Results in [Campus Data Hubs](#)
- [Panorama](#) Survey Results: Staff and Students
- LLI EOY Survey Results
- Exit Interview Data Trends

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Goal #6

Seguin ISD Goal #6: Seguin ISD will improve student, staff, parent, and community perception as determined by the Net Promoter score.
Campus Goal #6: Campus will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective #1: Increase family participation, a sense of belonging, investment, and understanding in Friday experiences, PBL, and other initiatives occurring at AJB.

Strategy #1: Create a Parent Engagement committee (Administrator, teacher, and parent liaison, school parent) (by end of August) and create/calendar the parent engagement series.

Expected Result/Outcome	Main Point Of Contact	Also Include	Resources Needed	Funding Sources	How will we check progress along the way?	Progressive goals by Quarter
Creating the calendar will increase family participation at AJB thus improving family perception.						Oct: We will have a baseline percentage of engagement. Dec: An increase of 5%. March: An increase of 5%. May: By the end of 2024 attendance will increase engagement from BOY.

Strategy #2: Send out a monthly newsletter to families about the events taking place at AJB, content being covered, and updated calendar for the month.

Expected Result/Outcome	Main Point Of Contact	Also Include	Resources Needed	Funding Sources	How will we check progress along the way?	Progressive goals by Quarter

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Increase the metrics on Panorama for- The school provides little information about involvement opportunities? And “sense of belonging”						Oct: We will have a baseline percentage of engagement. Dec: An increase of 5%. March: An increase of 5%. May: The EOY panorama data will show an increase from BOY around sense of belonging and involvement opportunities
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Performance Objective #2: Improve teacher and admin communication and supports, as well as, improve student experiences on campus through Friday experiences.

Strategy #1: Teachers will complete monthly pulse checks to help campus administrators identify areas of need

<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Provide teachers a way to voice any issues or concerns they have to increase the NPS on campus	Guzman	Admin team	Monthly survey created Monthly survey created- includes a question- “how satisfied are you with the support you are receiving” with instruction/discipline	None	Review the monthly survey at Leadership team	Oct: We maintain a 70% satisfaction rate Dec: We maintain a 70% satisfaction rate March: We maintain a 70% satisfaction rate May: Teacher turnover will

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						decrease by 10% at AJB
Strategy #2: Creating engaging experiences on Fridays for students to participate in.						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Attendance and engagement on Fridays will improve which will help improve the NPS score	Admin & Robert for PBL	Attendance Clark Truancy Officer	Certificates templates Donations to the school store Toro bucks attendance level chart PBL support and resources for lesson plans Walkthrough resources for PBL	SAF grant	Weekly attendance tracker at the wkly attendance meetings Grade level monthly competitions Daily tracker for chronic students	Oct: By October we will be at 92% (a +1% range from last year) Dec: By Dec we will be at 93% March: By Mar we will be at 94% May: By the end of the 2023-2024 school year, Seguin ISD will increase attendance to 95% .

Considerations:

- Focus: customer service
- Net Promoter Survey is given annually in September as part of Vision Week
 - [Overview of 2022-2023 NPS Data](#)
- [Panorama](#) Survey Results: Parent
- ES: Parenting Partners

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Goal #7

Sequin ISD Goal #7 (SGS Goal): 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.
Campus Goal #7 (SGS Goal): Campus will be rated A or B by August 2025.

Performance Objective #1: AJB middle school will move from an overall accountability rating of ____ to ____ achieving a minimum of a B rating by August 2025.						
Strategy #1: Weekly instructional leadership teams to monitor the implementation of actions named in the CIP and the instructional framework on campus.						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
<ul style="list-style-type: none"> ● Implement the Campus Improvement Plan as described with fidelity. 	Guzman	Admin team, Mummert, Transcend team	ILT agenda Goal tracker, CIP tracker document	SAF grant, Title I, other funding sources named above.	We will review data weekly from our walkthrough and observation systems, discuss and take notes on our agenda, and use stepbacks to determine areas of need.	Oct: 25% of goals outlined in CIP are being met and 50% of goals are being tracked. Dec: 50% of goals outlined in CIP are being met and 75% of goals are being tracked. March: 75% of goals outlined in CIP are being met and 100% of goals are being tracked. May: 90% of goals outlined in CIP are being met, but 100%

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						of goals are being tracked.
Strategy #2:						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
						Oct: Dec: March: May:

Performance Objective #2: Increase the percentage of 8th grade students who score meets grade level or above on the Science STAAR from ____ to ____.						
Strategy #1: Educators target instruction for students based on data in planning for Tier 1 instruction						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Teachers will show during rehearsals and internalization meetings that they are targeting specific instructional moves for students based on CFAs and weekly exit ticket scores.					PLC agendas will be a living document that takes notes for rehearsals and instructional adjustments. Data from student interims will also offer evidence and guide decision making.	Oct: Dec: March: May:

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Strategy #2: Vertical alignment of interims in 6th and 7th grade to prepare for the rigorous test in 8th grade						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
Students will be more prepared for						Oct: Dec: March: May:

Performance Objective #3 Increase the percentage of 8th grade students who score meets grade level or above on Social Studies STAAR from ____ to ____.

Strategy #1: Utilize the DBQ Data Based Questions to promote students to develop critical thinking princess that will aide in comprehending critical Social Studies TEKS.						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>
						Oct: Dec: March: May:

Strategy #2: Incorporate semester wide projects that will assist students in encompassing the curriculum learned that semester						
<i>Expected Result/Outcome</i>	<i>Main Point Of Contact</i>	<i>Also Include</i>	<i>Resources Needed</i>	<i>Funding Sources</i>	<i>How will we check progress along the way?</i>	<i>Progressive goals by Quarter</i>

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Considerations:

- Campus systems that impact accountability
- Communicate accountability standards to all campus stakeholders
- Ensure all teachers are familiar with student historical STAAR data
- Student goal setting practices
- Campus systems to monitor student growth measures