

Seguin Independent School District
A.J. Briesemeister Middle School
2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated



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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Increase the percentage of students who score meets grade level or above on STAAR Reading from 32% to 50% by August 2025.	14
Goal 2: Increase the percentage of students who score meet grade level or above on STAAR Mathematics from 15% to 50% by August 2025.	15
Goal 3: Increase student awareness of CCMR requirements and components to 100% of students in grades 6-8.	17
Goal 4: AJB MS will build a thriving learning community as indicated by a numerical score of 80 or higher on the balanced scorecard.	18
Goal 5: AJB MS will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).	23
Goal 6: AJB MS will improve student, staff, parent, and community perception as determined by the Net Promoter score.	24
Goal 7: AJB MS will increase the overall accountability score from 59 to 70.	26
RDA Strategies	27
Targeted Support Strategies	28
Additional Targeted Support Strategies	29
State Compensatory	30
Budget for A.J. Briesemeister Middle School	31
Personnel for A.J. Briesemeister Middle School	31
2022-2023 CPOC	31
Campus Funding Summary	32

Comprehensive Needs Assessment

Revised/Approved: September 30, 2022

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%
Special Education	6.7	13.5%	8.5%	9.4%
Other	0.0	0.0%	2.4%	3.6%

Demographics Strengths

Improvement in 6th-grade RLA

Improvement in 8th grade Math

Increase in Algebra I-

Our campus reaches out to our community to provide for their needs when we can. Our ACE and CIS programs help provide food and clothing when possible for families in need.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Retaining teachers with experience **Root Cause:** Turnover due to movement in grade levels and new curriculum

Problem Statement 2 (Prioritized): 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 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

Test Results			
Reading: 6th	Approaches	Meets	Masters
	48%	23	11
Math 6th	51	13	2
Reading 7th	66%	35	20
Math	27%	7	2
Reading 8th	67%	33	17
Math	51%	13	1
Science	46%	19	8
Social Studies	37%	11	4
6th	Reading	Math	
Eco	47	45	
Sped	17	20	
ELL	26		
7th	Reading	Math	
Eco	60	25	
Sped	22	5	
ELL	41	13	
8th	Reading	Math	
Eco	65	50	
Sped	32	16	
ELL	50	34	

Student Learning Strengths

RLA scores have increased

Algebra I has increased - 94%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): AJB Special Education 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 student needs. Interventions are not timely and specific.

Problem Statement 2 (Prioritized): 6th-grade reading scored 48% approaches **Root Cause:** Students struggled with vocabulary and inferencing skills across genres.

Problem Statement 3: Math in grade levels declined in 7th grade and 8th grade. **Root Cause:** Students lacked foundational skills that are essential in Math

Problem Statement 4 (Prioritized): 8th Grade Science scored 46% approaches. **Root Cause:** Students have gaps related to COVID. A lack of understanding of how to compact curriculum, provide individual learning, and challenge their thinking.

Problem Statement 5 (Prioritized): 8th Grade Social Studies scored 37%. **Root Cause:** **This may be a lack of understanding of how to compact curriculum, provide individual learning, and challenge their thinking.**

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 look at analyzing 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
- RTI

School Processes & Programs Strengths

Leadership teams are in place.

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:** AJB students deserve an environment that supports the WHOLE child through personalized learning experiences

Problem Statement 2: Staff is early in the development and implementation of powerful and intentional PLCs **Root Cause:** Changing dynamics in the PLC process.

Problem Statement 3: Having new HQIM initiatives in 6-8 Reading, 6-8 Math, and 8th Grade Science. **Root Cause:** Learning the new curriculum and not having enough instructional days.

Perceptions

Perceptions Summary

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 Toro day 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

PBL and character grow Friday schedule.

Strong Fine Arts department.

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 (Prioritized): 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

Problem Statement 1: 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 standards

Root Cause 1: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Problem Statement 1 Areas: Demographics

Problem Statement 2: AJB Special Education and Emergent Bilinguals students continue to struggle to meet state academic expectations on STAAR.

Root Cause 2: Progress monitoring and RTI have not been specific to student needs. Interventions are not timely and specific.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 6th-grade reading scored 48% approaches

Root Cause 3: Students struggled with vocabulary and inferencing skills across genres.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 8th Grade Science scored 46% approaches.

Root Cause 4: Students have gaps related to COVID. A lack of understanding of how to compact curriculum, provide individual learning, and challenge their thinking.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 8th Grade Social Studies scored 37%.

Root Cause 5: **This may be a lack of understanding of how to compact curriculum, provide individual learning, and challenge their thinking.**

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 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 6: staff turnover due to many leaving the profession

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- 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 and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

Goals

Revised/Approved: October 25, 2022

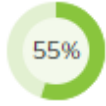

Goal 1: Increase the percentage of students who score meets grade level or above on STAAR Reading from 32% to 50% by August 2025.






Performance Objective 1: TEACHING AND LEARNING: By the end of the 2022-23 school year, the percentage of students achieving Meets Grade Level or above on the Reading STAAR will improve from 32% to 40%

High Priority

HB3 Goal

Evaluation Data Sources: STAAR assessments

Strategy 1 Details	Reviews			
Strategy 1: AJB MS will implement blended learning strategies in prioritized classes. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: AJB MS will adopt and utilize high-quality instructional materials in all ELAR and Math classes. Strategy's Expected Result/Impact: STAAR, student improvement Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: AJB MS will provide high-dosage tutoring to identified students. Strategy's Expected Result/Impact: improvement in STAAR results Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 2, 4, 5 Funding Sources: Extra duty pay - 211 Title I - 211.11.00.042.3.24.000.6118 - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
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 standards Root Cause: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.
Student Learning
Problem Statement 2: 6th-grade reading scored 48% approaches Root Cause: Students struggled with vocabulary and inferencing skills across genres. Problem Statement 4: 8th Grade Science scored 46% approaches. Root Cause: Students have gaps related to COVID. A lack of understanding of how to compact curriculum, provide individual learning, and challenge their thinking. Problem Statement 5: 8th Grade Social Studies scored 37%. Root Cause: This may be a lack of understanding of how to compact curriculum, provide individual learning, and challenge their thinking.

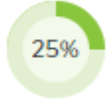

Goal 2: Increase the percentage of students who score meet grade level or above on STAAR Mathematics from 15% to 50% by August 2025.






Performance Objective 1: By the end of the 2022-2023 school year, the percentage of students achieving Meets Grade Level or above on the Math STAAR will improve from 15% to 30%

High Priority

HB3 Goal

Evaluation Data Sources: STAAR assessments; CFA's, Interim tests to help monitor

Strategy 1 Details	Reviews			
Strategy 1: AJB MS will implement blended learning strategies in prioritized classes. Strategy's Expected Result/Impact: Student engagement and STAAR results increased Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: AJB MS will adopt and utilize high-quality instructional materials in all ELAR and Math classes. Strategy's Expected Result/Impact: Student engagement and STAAR results increased. Staff Responsible for Monitoring: Administration. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: AJB MS will provide high-dosage tutoring to identified students. Strategy's Expected Result/Impact: Student engagement and STAAR results increased. Staff Responsible for Monitoring: Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Increase student awareness of CCMR requirements and components to 100% of students in grades 6-8.

Performance Objective 1: By the end of the 2022-2023 school year, the percentage of students who meets TSI criteria in ELAR and Math will improve from 10 % to 25%.

High Priority

HB3 Goal






Evaluation Data Sources: STAAR test

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

Performance Objective 1: By the end of the 2022-2023 school year, 100% of 8th-grade students and families will engage in annual "pathways to an exceptional future" planning.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Friday Toro Day: Toro Reflect and Project-Based Learning. Strategy's Expected Result/Impact: Inform and raise awareness of different pathways and interests from working in the PBL blocks and the reflect goal setting block. Staff Responsible for Monitoring: administration Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







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

Performance Objective 2: By the end of the 2022-2023 school year, the Panorama Student Survey SEL Score will improve to 51% in emotion regulation, 57% in grit, and 58 % in social awareness.

High Priority

HB3 Goal

Evaluation Data Sources: surveys, SBDM

Strategy 1 Details	Reviews			
Strategy 1: AJB MS will implement social-emotional learning strategies for all students. Strategy's Expected Result/Impact: The ability to overcome challenges Willingness to attempt challenging tasks Reflecting on and growing from failure Displaying healthy nutrition habits at school (breakfast, lunch, snacks) Participating in physical activity Coming to school on time and well-rested Staff Responsible for Monitoring: whole child coach, administration, restorative team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: AJB MS will implement an innovative school model to increase relevance through project-based learning opportunities for students. Strategy's Expected Result/Impact: Relevance supports learning and development by increasing student motivation; learners see more value in learning about topics connected to their interests and goals. Staff Responsible for Monitoring: Admin and PBL leads	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







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

Performance Objective 3: By the end of the 2022-2023 school year, AJB MS will increase attendance from 88 % to 95 %.

High Priority

HB3 Goal

Evaluation Data Sources: TEAMS,

Strategy 1 Details	Reviews			
Strategy 1: AJB will implement rewards monthly for the grade levels that have 95%. Strategy's Expected Result/Impact: Increase attendance and awareness of the importance of all students coming to school. Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Display attendance graphs in prominent locations to show current attendance goals and comparisons between past and present school year attendance.Social Media, Callouts, Flyers to hang in area business. Strategy's Expected Result/Impact: Raise awareness of the effects of chronic absence and truancy on school personnel, parents, guardians, caregivers, community partners, and local businesses. Staff Responsible for Monitoring: Administration, attendance clerk, parent liaison. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







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

Performance Objective 4: By the end of the 2022-2023 school year, AJB MS will decrease out-of-class placements (ISS/Suspension/DAEP) by 10%.

High Priority






HB3 Goal

Evaluation Data Sources: TEAMS, Eduphoria, Panorama

Strategy 1 Details	Reviews			
Strategy 1: Addition to staff- Whole Child Coach to help facilitate restorative circles. Strategy's Expected Result/Impact: Decrease out-of-class ISS/Suspension/DAEP and improve student morale of school. Staff Responsible for Monitoring: Whole child coach and Administration Title I: 2.5, 4.1 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize Character strong on Toro reflect. Strategy's Expected Result/Impact: To help students make better decisions. Staff Responsible for Monitoring: Administration Title I: 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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

Performance Objective 5: By the end of the 2022-2023 school year, 100% of 8th-grade students and families will engage in annual "pathways to an exceptional future" planning.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Character Strong during our Toro Fridays - Reflect block and Project Based learning projects. Strategy's Expected Result/Impact: Learn about goal setting and learn about different pathways through Project Based learning. Staff Responsible for Monitoring: administration Title I: 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: By the end of the 2022-2023 school year, teacher turnover will decrease by 10%.



Strategy 1 Details	Reviews			
Strategy 1: Bi -weekly highlight of teachers- Movers and Shakers Strategy's Expected Result/Impact: Bring attention to good instruction and great attendance Staff Responsible for Monitoring: Administration/team leads Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







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

Performance Objective 1: By Spring 2023, AJB MS will increase the number of parents involved in parent groups on campuses from 10 % to 20%.

High Priority

Evaluation Data Sources: sign-in sheets, and surveys.







Strategy 1 Details	Reviews			
Strategy 1: Weekly newsletters are sent out to parents by email and social media. Strategy's Expected Result/Impact: To keep parents aware of school statutes and upcoming activities. Staff Responsible for Monitoring: Administration Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Meet the Teacher, Open House, and Academic Nights to highlight student work and share upcoming information. Strategy's Expected Result/Impact: To design opportunities where parents can learn about our school and teachers. Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Community and schools partnership to help target improvements in attendance, behavior, and academics Strategy's Expected Result/Impact: improvement in attendance, behavior, and academics Staff Responsible for Monitoring: Guzman and Ms. Valencia Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: AJB MS will increase the overall accountability score from 59 to 70.

Performance Objective 1: Implement the middle school performance pay.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Monitoring CFA's and Interim tests. Strategy's Expected Result/Impact: Improve results on the STAAR test Staff Responsible for Monitoring: Administration Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monthly campus meeting to share all data with staff, school board members, and SBDMC. Strategy's Expected Result/Impact: Increase awareness of our DATA to all stakeholders. Staff Responsible for Monitoring: Academic Dean Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	AJB MS will implement blended learning strategies in prioritized classes.
1	1	2	AJB MS will adopt and utilize high-quality instructional materials in all ELAR and Math classes.
1	1	3	AJB MS will provide high-dosage tutoring to identified students.
2	1	1	AJB MS will implement blended learning strategies in prioritized classes.
2	1	2	AJB MS will adopt and utilize high-quality instructional materials in all ELAR and Math classes.
2	1	3	AJB MS will provide high-dosage tutoring to identified students.
4	5	1	Implementation of Character Strong during our Toro Fridays - Reflect block and Project Based learning projects.
7	1	1	Monitoring CFA's and Interim tests.
7	1	2	Monthly campus meeting to share all data with staff, school board members, and SBDMC.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	AJB MS will implement blended learning strategies in prioritized classes.
1	1	2	AJB MS will adopt and utilize high-quality instructional materials in all ELAR and Math classes.
1	1	3	AJB MS will provide high-dosage tutoring to identified students.
2	1	1	AJB MS will implement blended learning strategies in prioritized classes.
2	1	2	AJB MS will adopt and utilize high-quality instructional materials in all ELAR and Math classes.
2	1	3	AJB MS will provide high-dosage tutoring to identified students.
4	1	1	Friday Toro Day: Toro Reflect and Project-Based Learning.
4	3	1	AJB will implement rewards monthly for the grade levels that have 95%.
4	3	2	Display attendance graphs in prominent locations to show current attendance goals and comparisons between past and present school year attendance.Social Media, Callouts, Flyers to hang in area business.
4	5	1	Implementation of Character Strong during our Toro Fridays - Reflect block and Project Based learning projects.
6	1	1	Weekly newsletters are sent out to parents by email and social media.
6	1	2	Meet the Teacher, Open House, and Academic Nights to highlight student work and share upcoming information.
6	1	3	Community and schools partnership to help target improvements in attendance, behavior, and academics
7	1	1	Monitoring CFA's and Interim tests.
7	1	2	Monthly campus meeting to share all data with staff, school board members, and SBDMC.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	AJB MS will implement blended learning strategies in prioritized classes.
1	1	2	AJB MS will adopt and utilize high-quality instructional materials in all ELAR and Math classes.
1	1	3	AJB MS will provide high-dosage tutoring to identified students.
2	1	1	AJB MS will implement blended learning strategies in prioritized classes.
2	1	2	AJB MS will adopt and utilize high-quality instructional materials in all ELAR and Math classes.
2	1	3	AJB MS will provide high-dosage tutoring to identified students.
4	2	1	AJB MS will implement social-emotional learning strategies for all students.
4	3	1	AJB will implement rewards monthly for the grade levels that have 95%.
4	5	1	Implementation of Character Strong during our Toro Fridays - Reflect block and Project Based learning projects.
6	1	3	Community and schools partnership to help target improvements in attendance, behavior, and academics
7	1	1	Monitoring CFA's and Interim tests.

State Compensatory

Budget for A.J. Briesemeister Middle School

Total SCE Funds: \$239,937.00

Total FTEs Funded by SCE: 3.125

Brief Description of SCE Services and/or Programs

SCE funds are used to provide FTEs who provide supplemental accelerated instruction to students at risk of not performing satisfactorily on a STAAR assessment.

Personnel for A.J. Briesemeister Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bennett, Michael	Family Engagement	0.5
Tidwell, Destri	Teacher	1
Wells, Aubrie	Teacher	0.625
Wetuski, Brooke	Teacher	1

2022-2023 CPOC

Committee Role	Name	Position
Administrator	Linda Guzman	Principal
Administrator	Bianca Duvall	AP- SpEd, Electives, Testing
Administrator	Natalie McFadden	AP- Science and Social Studies
Administrator	Robert Arriola	Associate Principal- Math, Electives
Administrator	Chelsea Levine	Team Lead for Math
Administrator	Tracee Gonzales	Academic Dean
Administrator	Diana Schwanz	Team Lead- RLA
Classroom Teacher	Emily Rollison	Team Lead- Science
Classroom Teacher	Shaylor Tillman	Team Lead- Social Studies
Parent	Katherine Tondre	parent/business
Business Representative	Mallory Dorrough	parent/business
Parent	Cindy Aguirre	parent
Parent	Jill Nash	parent
Parent	Jennifer Spencer/Dibble	parent

Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Extra duty pay	211.11.00.042.3.24.000.6118	\$20,000.00
Sub-Total					\$20,000.00
Budgeted Fund Source Amount					\$29,940.00
+/- Difference					\$9,940.00
211 Title I Parental Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,311.00
+/- Difference					\$3,311.00
Grand Total Budgeted					\$33,251.00
Grand Total Spent					\$20,000.00
+/- Difference					\$13,251.00