

**Seguin Independent School District**  
**A.J. Briesemeister Middle School**  
**2024-2025 Campus Improvement Plan**



**Board Approval Date:** October 29, 2024  
**Public Presentation Date:** October 29, 2024

# 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 .....	6
School Processes & Programs .....	7
Perceptions .....	8
Priority Problem Statements .....	12
Goals .....	14

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 44% to 53% by August 2025 to reach our points. ....	14
Goal 2: The campus will Increase the percentage of 6-8 grade students who score meet grade level or above on STAAR Mathematics from 23% to 33% by August 2025 to reach the points needed. ....	17
Goal 3: Seguin ISD will improve student, parent, community and staff satisfaction as determined by the Gallup Poll. ....	20
Goal 4: AJB will engage in activities that prepare students to meet College, Career, and Military Readiness (CCMR) requirements in high school. ....	22
Goal 5: AJB will be a Tier 1 or Tier 2 campus by 2027. ....	26
Title I Personnel .....	30
Site Based Decision Making Committee .....	31

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

## 2023-24

	23-24	
African American	32	4.35%
Hispanic	543	73.88%
White	147	20%
Economically Disadvantaged	567	77.14%
504	80	10.88%
EB students	128	17.41%
Bilingual /ESL	123	16.73%
GT	74	10.7%
SpEd	121	16.46%
Total Mobile students	176	21.49%

## 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%

<b>Ethnic Distribution:</b>	<b>2022-2023</b>	
EB students	106	14.62%
Bilingual /ESL	98	13.52%
GT	69	9.52%
SpEd	124	17.10%
Total Mobile students	120	14.70%

### Demographics Strengths

Increased in GT students

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Strategies must be continually reviewed to support ESL/EB, SpEd, and 504-identified learners within an accelerated, alternative academic environment while meeting high expectations and standards. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualifications guidelines.

**Problem Statement 2 (Prioritized):** Establishing and maintaining strong, positive relationships for all learners is necessary. **Root Cause:** Barriers exist, and 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

Students at AJB have stayed consistent in Reading and Language Arts while increasing our focus on writing across contents. Students achieved 69% approaches, 44% meets, and 16% masters. Students in Math scored 55% approaches, 23% meets, and 6% masters. In Social Studies, students scored 44% approaches, 18% meets, and 6% meets. Science scores totaled 51% approaches, 27% meets, and 6% masters. Students representing the Special Education population in Math have steadily increased from the 21-22 SY at 17.5% to the 23-24 SY at 36%. In Reading, students coded as Special Education have improved from 21-22 SY at 26.2% to 36.8% in 23-24 SY. Students serviced as emergent bilinguals went from 25.6% to 50% in two years for math. In reading, EB students went from 38.4% to 53.7%. Students with dyslexia went from 28.6% in 21-22 SY to 38.9% in 23-24 SY.

## Student Learning Strengths

Students are showing steady growth in Reading, especially with the meets score. 6th grade, 51% Meets, 19% Master; 7th 40% meets, 13% Master, 8th grade 39% Meets, 14% Masters.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Strategies to support ESL/ELL, SpEd, and 504-identified learners in an accelerated, alternative academic environment while meeting high expectations and standards must be continually reviewed. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

**Problem Statement 2 (Prioritized):** There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas. **Root Cause:** Our teachers need additional time to work through the HQIMas teams collaboratively and additional training in the areas connecting HQIM to our TEKS, Instructional Coaching, and pedagogical strategies.

**Problem Statement 3 (Prioritized):** An increasing number of English Learners, and not all teachers know and use effective instructional strategies to support them. **Root Cause:** Teachers need more training and support for working with Emergent Bilingual students.

**Problem Statement 4 (Prioritized):** The rigor and learning outcomes of intervention time in lessons must be continually refined to ensure they meet the needs of all students. **Root Cause:** Due to varying abilities and prior knowledge, barriers exist in setting challenging and rigorous learning targets that are meaningful to most learners.

**Problem Statement 5 (Prioritized):** Science 8th 51% app, 27% meets, 6% 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 6 (Prioritized):** Social Studies 44% app, 18% 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 7 (Prioritized):** RLA 69% app, 44% meets and 16% Masters **Root Cause:** Students struggled in writing and inferencing.

**Problem Statement 8 (Prioritized):** Math 55% app, 23% meets, and 6% Masters **Root Cause:** We are working through the HQIM and connecting it to TEKS. Students would benefit from additional time to practice the math problems.

# School Processes & Programs

## School Processes & Programs Summary

Teachers new to AJB are provided with a mentor for two years and for the 2023-24

Our staff also continues to work towards intentional PLC work. PLCs 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 an MTSS.

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 tutoringDyslexia Intervention Character StrongRestorative circles.

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

## School Processes & Programs Strengths

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

CIS and ACE support services have increased attendance.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** 100% of our students are not showing growth. **Root Cause:** Habits of success: AJB students will embrace a growth mindset.

**Problem Statement 2 (Prioritized):** Balance in blended learning is needed to provide more individualized learning. **Root Cause:** Teachers lack knowledge of Blended learning and strategies.

**Problem Statement 3 (Prioritized):** We are working through the HQIM and filling in the gaps of students who are not being successful. **Root Cause:** Aligning the HQIM and TEKS to help students be successful.

# Perceptions

## Perceptions Summary

A culture of high achievement and performance is being learned. There is a need to bring students' interest and develop the whole child (social, emotional, and academic) by having an intervention/enrichment time. Students continue to have help and support for subjects they are struggling in, and others will continue to grow with enrichment activities. On Friday, character-strong lessons will continue to help students.

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





## 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

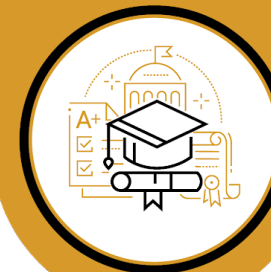
AJB graduates display **Pathfinding** by engaging in *professionalism* and *responsible decision making*.

### PROFESSIONALISM

- Organization
- Accountability
- Punctuality
- Flexibility

### RESPONSIBLE DECISION MAKING

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



## Perceptions Strengths

Continue with the 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



## 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

# Priority Problem Statements

**Problem Statement 1:** Strategies must be continually reviewed to support ESL/EB, SpEd, and 504-identified learners within an accelerated, alternative academic environment while meeting high expectations and standards.

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

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Establishing and maintaining strong, positive relationships for all learners is necessary.

**Root Cause 2:** Barriers exist, and relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, and social-emotional wellness.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Strategies to support ESL/ELL, SpEd, and 504-identified learners in an accelerated, alternative academic environment while meeting high expectations and standards must be continually reviewed.

**Root Cause 3:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas.

**Root Cause 4:** Our teachers need additional time to work through the HQIMas teams collaboratively and additional training in the areas connecting HQIM to our TEKS, Instructional Coaching, and pedagogical strategies.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** An increasing number of English Learners, and not all teachers know and use effective instructional strategies to support them.

**Root Cause 5:** Teachers need more training and support for working with Emergent Bilingual students.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** The rigor and learning outcomes of intervention time in lessons must be continually refined to ensure they meet the needs of all students.

**Root Cause 6:** Due to varying abilities and prior knowledge, barriers exist in setting challenging and rigorous learning targets that are meaningful to most learners.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Science 8th 51% app, 27% meets, 6% Masters

**Root Cause 7:** Short-constructed responses and A lack of understanding of how to compact curriculum, provide individual learning, and challenge their thinking.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Social Studies 44% app, 18% Meets, 6% Masters.

**Root Cause 8:** 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 8 Areas:** Student Learning

**Problem Statement 9:** RLA 69% app, 44% meets and 16% Masters

**Root Cause 9:** Students struggled in writing and inferencing.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** Math 55% app, 23% meets, and 6% Masters

**Root Cause 10:** We are working through the HQIM and connecting it to TEKS. Students would benefit from additional time to practice the math problems.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** Balance in blended learning is needed to provide more individualized learning.

**Root Cause 11:** Teachers lack knowledge of Blended learning and strategies.

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 12:** 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 12:** staff turnover due to many leaving the profession

**Problem Statement 12 Areas:** Perceptions

**Problem Statement 13:** We are working through the HQIM and filling in the gaps of students who are not being successful.

**Root Cause 13:** Aligning the HQIM and TEKS to help students be successful.

**Problem Statement 13 Areas:** School Processes & Programs

# Goals

**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 44% to 53% by August 2025 to reach our points.

**Performance Objective 1:** Intellectual Prowess: Increase the number of Meets in Reading by 425 students.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CFA, Interim, STAAR tests

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educators target instruction for students based on data in planning for Tier 1 instruction using HQIM. <b>Strategy's Expected Result/Impact:</b> CFA's, exit tickets, STAAR test <b>Staff Responsible for Monitoring:</b> Instructional coach, academic dean, and lead principals over content  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Data-Driven Instructional Planning: We will train teachers to use student performance data, establish data meetings after every CFA, use data to identify trends in student understanding, and adjust instructional methods accordingly. <b>Strategy's Expected Result/Impact:</b> formative assessments, exit tickets, benchmark data (interim tests) <b>Staff Responsible for Monitoring:</b> all leadership  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Regular Classroom Observations and Feedback: Schedule regular classroom observations focused on Tier 1 instruction, which will provide teachers with constructive, actionable feedback on instructional strategies. Implement a system for teachers to receive feedback from peers or instructional coaches, focusing on continuous improvement in engagement and instructional techniques. Utilize observation data to inform future professional development needs and support targeted improvements in instruction. <b>Strategy's Expected Result/Impact:</b> formative assessments, exit tickets, benchmark data (interim tests) <b>Staff Responsible for Monitoring:</b> administration, Instructional coaches,  <b>Title I:</b> 2.5, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Track and evaluate the impact of improved Tier 1 instruction on student performance and engagement using quarterly data reports. Use surveys or focus groups to gather feedback from teachers and students on instructional changes, adjusting the strategy as needed to maximize its impact. Report progress to school leadership and stakeholders to celebrate successes and identify further opportunities for growth. <b>Strategy's Expected Result/Impact:</b> CFA, interim, exit tickets: student individual trackers <b>Staff Responsible for Monitoring:</b> Administration, teacher leads, IC  <b>Problem Statements:</b> Demographics 1 - Student Learning 2, 4	Formative			Summative
	Oct	Jan	Mar	May
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** Strategies must be continually reviewed to support ESL/EB, SpEd, and 504-identified learners within an accelerated, alternative academic environment while meeting high expectations and standards. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualifications guidelines.

**Problem Statement 2:** Establishing and maintaining strong, positive relationships for all learners is necessary. **Root Cause:** Barriers exist, and relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, and social-emotional wellness.

### Student Learning

**Problem Statement 1:** Strategies to support ESL/ELL, SpEd, and 504-identified learners in an accelerated, alternative academic environment while meeting high expectations and standards must be continually reviewed. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

**Problem Statement 2:** There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas. **Root Cause:** Our teachers need additional time to work through the HQIMas teams collaboratively and additional training in the areas connecting HQIM to our TEKS, Instructional Coaching, and pedagogical strategies.

**Problem Statement 3:** An increasing number of English Learners, and not all teachers know and use effective instructional strategies to support them. **Root Cause:** Teachers need more training and support for working with Emergent Bilingual students.

**Problem Statement 4:** The rigor and learning outcomes of intervention time in lessons must be continually refined to ensure they meet the needs of all students. **Root Cause:** Due to varying abilities and prior knowledge, barriers exist in setting challenging and rigorous learning targets that are meaningful to most learners.

### School Processes & Programs

**Problem Statement 3:** We are working through the HQIM and filling in the gaps of students who are not being successful. **Root Cause:** Aligning the HQIM and TEKS to help students be successful.







**Goal 2:** The campus will Increase the percentage of 6-8 grade students who score meet grade level or above on STAAR Mathematics from 23% to 33% by August 2025 to reach the points needed.

**Performance Objective 1:** Increase the Intellectual Prowess on campus: Students will increase the number of Meets in Math by 265 students.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educators target instruction for students based on data in planning for Tier 1 instruction using HQIM. <b>Strategy's Expected Result/Impact:</b> CFA's, exit tickets, STAAR test <b>Staff Responsible for Monitoring:</b> Instructional coach, academic dean, and lead principals over content  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2, 4, 8	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Data-Driven Instructional Planning: Train teachers to use student performance data, Establish data meetings after every CFA, Use data to identify trends in student understanding and adjust instructional methods accordingly. <b>Strategy's Expected Result/Impact:</b> formative assessments, exit tickets, benchmark data (interim tests) <b>Staff Responsible for Monitoring:</b> admin, instructional coach  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2, 4, 8	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Math Tutoring and Small-Group Instruction: Implement pull-out and push-in programs during the school day and/or after school, focusing on fundamental math concepts and STAAR-specific skills. <b>Strategy's Expected Result/Impact:</b> formative assessments, exit tickets, benchmark data (interim tests) <b>Staff Responsible for Monitoring:</b> admin, instructional coach  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 8	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Professional Development for Teachers: Instructional Strategies for Math Mastery: Train teachers in techniques for teaching complex math concepts, problem-solving strategies, and critical thinking skills. <b>Strategy's Expected Result/Impact:</b> formative assessments, exit tickets, benchmark data (interim tests), walkthrough data <b>Staff Responsible for Monitoring:</b> admin, instructional coach  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 8 - School Processes & Programs 2, 3	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Set Individual Goals with Students: Help students set personal math goals and track their progress with visual charts or milestones. Incentives for Growth and Improvement: Recognize and reward improvements, no matter how small, to motivate continued effort. Math Challenges and Competitions: Create opportunities for students to participate in math challenges, fostering enthusiasm and engagement with the subject. <b>Strategy's Expected Result/Impact:</b> formative assessments, exit tickets, benchmark data (interim tests), data trackers <b>Staff Responsible for Monitoring:</b> admin, instructional coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 8		Formative			Summative
		Oct	Jan	Mar	May
		N/A			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas. <b>Root Cause:</b> Our teachers need additional time to work through the HQIMas teams collaboratively and additional training in the areas connecting HQIM to our TEKS, Instructional Coaching, and pedagogical strategies.
<b>Problem Statement 4:</b> The rigor and learning outcomes of intervention time in lessons must be continually refined to ensure they meet the needs of all students. <b>Root Cause:</b> Due to varying abilities and prior knowledge, barriers exist in setting challenging and rigorous learning targets that are meaningful to most learners.
<b>Problem Statement 8:</b> Math 55% app, 23% meets, and 6% Masters <b>Root Cause:</b> We are working through the HQIM and connecting it to TEKS. Students would benefit from additional time to practice the math problems.
School Processes & Programs
<b>Problem Statement 2:</b> Balance in blended learning is needed to provide more individualized learning. <b>Root Cause:</b> Teachers lack knowledge of Blended learning and strategies.
<b>Problem Statement 3:</b> We are working through the HQIM and filling in the gaps of students who are not being successful. <b>Root Cause:</b> Aligning the HQIM and TEKS to help students be successful.

**Goal 3:** Seguin ISD will improve student, parent, community and staff satisfaction as determined by the Gallup Poll.

**Performance Objective 1:** Increase family participation, a sense of belonging, investment.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Regular Updates and Positive Communications: Send frequent, positive updates about student progress, upcoming events, and opportunities for engagement. Celebrate individual student successes and classroom achievements in newsletters, emails, or text messages. <b>Strategy's Expected Result/Impact:</b> surveys, participation <b>Staff Responsible for Monitoring:</b> all administration  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Personalized Outreach: Assign a staff member or volunteer to contact families who may not have participated in previous events, offering a personal invitation. Show appreciation for their involvement, and offer any support they might need. <b>Strategy's Expected Result/Impact:</b> team leads <b>Staff Responsible for Monitoring:</b> all administration, PBIS committee  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Multilingual Communication: To ensure inclusivity, provide information in the languages most commonly spoken by your families. Use translators when needed, and consider offering language-specific events to engage these communities further. <b>Strategy's Expected Result/Impact:</b> surveys, participation <b>Staff Responsible for Monitoring:</b> administration  <b>Title I:</b> 2.4, 4.1 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1, 2		Formative			Summative
		Oct	Jan	Mar	May
		N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					





#### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Strategies must be continually reviewed to support ESL/EB, SpEd, and 504-identified learners within an accelerated, alternative academic environment while meeting high expectations and standards. <b>Root Cause:</b> Barriers exist due to significant learning gaps or impairments in learners identified by program qualifications guidelines.
<b>Problem Statement 2:</b> Establishing and maintaining strong, positive relationships for all learners is necessary. <b>Root Cause:</b> Barriers exist, and relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, and social-emotional wellness.

**Goal 4:** AJB will engage in activities that prepare students to meet College, Career, and Military Readiness (CCMR) requirements in high school.

**Performance Objective 1:** Pathfinding is achieved by engaging in professionalism and making responsible decisions.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PBL- focus on careers and pathways; counselor lessons target new careers. <b>Strategy's Expected Result/Impact:</b> Students can pick classes that fit their career path. <b>Staff Responsible for Monitoring:</b> all teachers and admin  <b>Title I:</b> 4.2 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Early Exposure to College Visits: Organize virtual or in-person college tours to expose students to different types of post-secondary institutions. <b>Strategy's Expected Result/Impact:</b> Increase interest in colleges <b>Staff Responsible for Monitoring:</b> administration  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Dual Credit and Advanced Courses Awareness: Host informational sessions on advanced placement (AP) classes, International Baccalaureate (IB), and dual-credit courses that students can take to earn college credit while in high school. <b>Strategy's Expected Result/Impact:</b> Increase interest in dual credit courses <b>Staff Responsible for Monitoring:</b> Admin and counselors  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Career Exploration Days: Host career fairs where local professionals from various industries (healthcare, tech, engineering, education, etc.) come to discuss their jobs and the pathways to enter these fields. <b>Strategy's Expected Result/Impact:</b> Increase interest in jobs and different pathways <b>Staff Responsible for Monitoring:</b> administration and counselors  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 4:** AJB will engage in activities that prepare students to meet College, Career, and Military Readiness (CCMR) requirements in high school.

**Performance Objective 2:** Career Exploration Days: Host career fairs where local professionals from various industries (healthcare, tech, engineering, education, etc.) come to discuss their jobs and the pathways to enter these fields.

**High Priority**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Goal-Setting Workshops: These workshops teach students how to set long-term academic and career goals, break them into actionable steps, and provide regular check-ins on their progress. AVID strategies  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Career Interest Inventories: Have students complete interest inventories to identify areas of interest and potential career paths, providing a foundation for exploring future options.  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CTE Exploratory Classes: Offer introductory courses or modules in areas like health science, information technology, and engineering, exposing students to career pathways early. <b>Strategy's Expected Result/Impact:</b> surveys <b>Staff Responsible for Monitoring:</b> admin  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	May
	N/A			



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Hands-On Projects and Maker Spaces: Provide project-based learning opportunities, such as a maker space, where students can experiment with tools and technologies, develop hands-on skills, and learn about career fields. Science classes will conduct project-based learning opportunities. <b>Strategy's Expected Result/Impact:</b> interest surveys, increase in CTE programs  <b>Title I:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**Goal 5:** AJB will be a Tier 1 or Tier 2 campus by 2027.

**Performance Objective 1:** Increase the percentage of 8th-grade students who score meets grade level or above on Social Studies STAAR from 18% to 26%.

**High Priority**

**Evaluation Data Sources:** CFA, STAAR, Interim tests

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Focus on Literacy and Critical Reading Skills: Primary Source Analysis:, Close Reading and Note-Taking Techniques, Vocabulary Development <b>Strategy's Expected Result/Impact:</b> CFA, PLC, Interim, STAAR <b>Staff Responsible for Monitoring:</b> ADMIN  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 1, 4, 5 - School Processes & Programs 2		Formative			Summative
		Oct	Jan	Mar	May
		N/A			
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Enhance Content Knowledge Through Technology: Digital Resources and Games: Use platforms like Kahoot, Quizlet, or interactive history websites to review key concepts in a fun, engaging way that reinforces learning through repetition. Educational Videos and Podcasts: Integrate short, engaging history videos (e.g., Crash Course History) or podcasts that can bring historical events and figures to life, providing visual and auditory reinforcement. <b>Strategy's Expected Result/Impact:</b> PLC, CFA, Interim, STAAR <b>Staff Responsible for Monitoring:</b> ADMIN  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 2:** Establishing and maintaining strong, positive relationships for all learners is necessary. **Root Cause:** Barriers exist, and relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, and social-emotional wellness.

### Student Learning

**Problem Statement 1:** Strategies to support ESL/ELL, SpEd, and 504-identified learners in an accelerated, alternative academic environment while meeting high expectations and standards must be continually reviewed. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

**Problem Statement 4:** The rigor and learning outcomes of intervention time in lessons must be continually refined to ensure they meet the needs of all students. **Root Cause:** Due to varying abilities and prior knowledge, barriers exist in setting challenging and rigorous learning targets that are meaningful to most learners.

**Problem Statement 5:** Science 8th 51% app, 27% meets, 6% Masters **Root Cause:** Short-constructed responses and A lack of understanding of how to compact curriculum, provide individual learning, and challenge their thinking.

### School Processes & Programs

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





**Goal 5:** AJB will be a Tier 1 or Tier 2 campus by 2027.

**Performance Objective 2:** Increase the percentage of 8th-grade students who score meets grade level or above on the science STAAR from 27% to 35%.

**High Priority**

**Evaluation Data Sources:** CFA, Interim and STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Engage Students with Hands-On, Inquiry-Based Learning: Frequent Lab Experiments, STEM Challenges and Projects:, Interactive Science Notebooks: <b>Strategy's Expected Result/Impact:</b> CFA, Interim, PLC, STAAR, NEW curriculum <b>Staff Responsible for Monitoring:</b> ADMIN  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Demographics 1 - Student Learning 2	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Focus on Vocabulary and Conceptual Understanding: Science Vocabulary Word Walls: Display a word wall with key vocabulary terms that are updated regularly. Practice using these terms in context,. Using shelter instruction strategies to help EB's <b>Strategy's Expected Result/Impact:</b> PLC, CFA, Interim <b>Staff Responsible for Monitoring:</b> Adim  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 4	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Incorporate Data Analysis and Critical Thinking Activities: Science Question-of-the-Day: Start each class with a critical-thinking question or problem that requires analysis and reasoning. This builds the habit of thinking like a scientist and reinforces test-taking skills. <b>Strategy's Expected Result/Impact:</b> PLC, CFA, Interim <b>Staff Responsible for Monitoring:</b> Admin	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Strategies must be continually reviewed to support ESL/EB, SpEd, and 504-identified learners within an accelerated, alternative academic environment while meeting high expectations and standards. <b>Root Cause:</b> Barriers exist due to significant learning gaps or impairments in learners identified by program qualifications guidelines.
Student Learning
<b>Problem Statement 1:</b> Strategies to support ESL/ELL, SpEd, and 504-identified learners in an accelerated, alternative academic environment while meeting high expectations and standards must be continually reviewed. <b>Root Cause:</b> Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. <b>Problem Statement 2:</b> There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas. <b>Root Cause:</b> Our teachers need additional time to work through the HQIMas teams collaboratively and additional training in the areas connecting HQIM to our TEKS, Instructional Coaching, and pedagogical strategies. <b>Problem Statement 4:</b> The rigor and learning outcomes of intervention time in lessons must be continually refined to ensure they meet the needs of all students. <b>Root Cause:</b> Due to varying abilities and prior knowledge, barriers exist in setting challenging and rigorous learning targets that are meaningful to most learners.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chelsea Levine		211 Title I, Part A	1.0
Diane Schoultz		211 Title I, Part A	1.0
Janie Chapa	Instructional Aide	263 Title III	1.0
Nelsy Rosas	Instructional Aide	211 Title I, Part A	1.0
Paul Ayala	Instructional Aide	211 Title I Part A	1.0

# Site Based Decision Making Committee

Committee Role	Name	Position
Parent/Business	Jennifer Bertling	parent
Business Representative	Katherine Tundre	Business
Parent	Jennifer Spencer/ Dibble	parent
Administration	Linda Guzman	Principal
Administration	Tracee Gonzales	Academic Dean
Administration	Robert Arriola	Associate Principal
Classroom Teacher	Max Wimmer	6th grade lead
Classroom Teacher	Stacy Wiatrek	8th grade level lead
Instructional Coach	Chelsea Levine	Math Instructional Coach
Instructional coach	Dianna Shoultz	RLA instructional coach
Classroom Teacher	Cynthia Hale	Lead RLA 7th grade