Seguin Independent School District

A.J. Briesemeister Middle School

Accountability Rating: C

2025-2026 Campus Improvement Plan

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Mission Statement

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

Vision

To have 100% of our students show growth

Motto: To make AJB the place to be!

Value Statement

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

Needs Assessment Overview

Summary

Revised master schedule, added TORO Pathways period
Vertical teams analyzing data weekly
Parent engagement increasing at events

Demographics

Summary

Subject Area STAAR-all grades	All grades	8th	8th
Reading	Math	Science	Social Studies
2025-73%	2025-57%	2025-61%	2025-49%
2024-69%	2024-53%	2024-51%	2024-44%

Student Demographics	Count	Percent
Gender		
Female	390	48.87%
Male	408	51.13%
Ethnicity		
Hispanic-Latino	574	71.93%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	1	0.13%
Black - African American	36	4.51%
Native Hawaiian - Pacific Islander	0	0.00%
White	169	21.18%
Two-or-More	18	2.26%

Strengths

I

Our school has experienced a significant increase in student enrollment, reaching a total of 830 students. This growth is a testament to the quality of education and the welcoming environment we provide, attracting more families to our community. It reflects the trust and confidence that parents have in our ability to nurture and educate their children effectively.

We are proud to maintain a balanced gender ratio, with the number of female and male students being nearly equal. This balance fosters an inclusive and diverse learning environment where all students have equal opportunities to participate and excel. It also enriches classroom discussions and activities, providing varied perspectives and experiences that enhance the educational experience for everyone.

Additionally, we have seen an increase in the number of students identified as Gifted and Talented (GT). This growth highlights our commitment to recognizing and nurturing exceptional abilities in our students. Our dedicated staff continues to implement specialized programs and resources to support these students, ensuring they are challenged and engaged in their learning journey.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
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.	Barriers arise from significant learning gaps or impairments among learners identified through program qualification guidelines, as well as from limited staffing in these areas.
2 ★	Establishing and maintaining strong, positive relationships for all learners is necessary.	Barriers exist, and relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, and social-emotional wellness.

★ = Priority

Student Learning

Summary

Students showed growth across all tested areas. In **Reading**, scores for Approaches or Above increased by 4 percentage points, with a 2-point gain in Meets or Above. In **Math**, there was also a 4-point increase in Approaches or Above and a 6-point gain in Meets or Above. The most significant growth was in **Science**, with a 10-point increase in Approaches or Above and a 7-point gain in Meets or Above.

These gains demonstrate that students are not only improving overall but are also making progress toward higher levels of mastery.

Strengths

Our students have demonstrated commendable growth across all tested areas, reflecting the effectiveness of our instructional strategies and the dedication of our teaching staff. In Reading, we observed a 4 percentage point increase in students achieving Approaches or Above, alongside a 2-point gain in those reaching Meets or Above. This indicates that our literacy programs are successfully enhancing students' reading comprehension and critical thinking skills, enabling them to engage more deeply with texts.

In Mathematics, the 4-point increase in Approaches or Above, coupled with a 6-point gain in Meets or Above, highlights our students' growing proficiency in mathematical concepts and problem-solving abilities. This progress is a testament to our focus on fostering analytical skills and providing students with the tools they need to excel in quantitative reasoning.

The most remarkable advancement was seen in Science, where we achieved a 10-point increase in Approaches or Above and a 7-point gain in Meets or Above. This significant growth underscores our commitment to hands-on, inquiry-based learning experiences that ignite curiosity and deepen understanding of scientific principles. Our students are not only improving overall but are also making strides toward higher levels of mastery, preparing them for future academic challenges and success.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
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.	Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.
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.	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.
3 ★	An increasing number of English Learners, and not all teachers know and use effective instructional strategies to support them.	Teachers need more training and support for working with Emergent Bilingual students.
4 ★	The rigor and learning outcomes of intervention time in lessons must be continually refined to ensure they meet the needs of all students.	Due to varying abilities and prior knowledge, barriers exist in setting challenging and rigorous learning targets that are meaningful to most learners.
5 ★	Science 8th 61% app, 34% meets, 11% Masters	New curriculum for Science and readiness standards under-taught. STAAR questions are text-heavy and require strong reading comprehension.

6 ★	Social Studies 47% app, 18% Meets, 9% Masters.	This may be a lack of understanding of how to compact curriculum, provide individual learning, challenge their thinking, and tackle the short-constructed responses.
7 ★	RLA 73% app, 46% meets and 19% Masters	Students struggled in writing and inferencing.
8 ★	Math 55% app, 27% meets, and 10% Masters	We are working through the HQIM and connecting it to TEKS. Students would benefit from additional time to practice the math problems.

★ = Priority

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 the Movers and Shakers of AJB and Shout Out Boards.

Student recognition Programs: Toro Trail Blazers, Matador of the Month, Superintendent award, PBIS reward Store every Tuesday & Thursday

Programs provide intervention:

Academics: TORO Pathways, ACE after-school tutoring, Dyslexia Intervention.

Behavior: Character Strong, and Restorative Circles.

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

Strengths

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

CIS and ACE support services have increased attendance.

PBIS- very successful

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	100% of our students are not showing growth.	Habits of success: AJB students will embrace a growth mindset.
2 ★	Balance in blended learning is needed to provide more individualized learning.	Teachers lack knowledge of Blended learning and strategies.
3 ★	We are working through the HQIM and filling in the gaps of students who are not being successful.	Aligning the HQIM and TEKS to help students be successful.

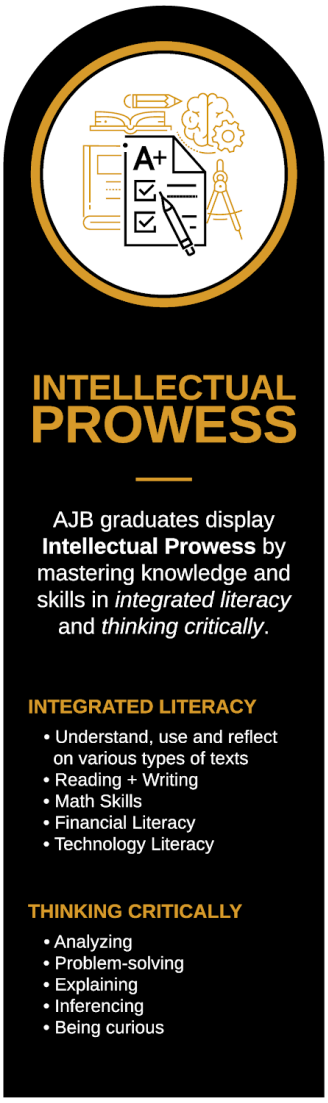
★ = Priority

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.



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

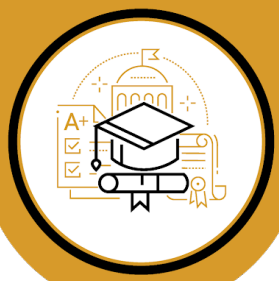
AJB graduates display **Pathfinding** by engaging in *professionalism* and *responsible decision making*.

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	Root Cause
1	Parents indicated that staff and school websites were not providing adequate information about learning opportunities and activities.	There is a lack of consistent communication systems and training to ensure staff and school websites provide timely, clear, and accessible information about learning opportunities and activities.
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	staff turnover due to many leaving the profession

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
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.	Barriers arise from significant learning gaps or impairments among learners identified through program qualification guidelines, as well as from limited staffing in these areas.
2 ★	Establishing and maintaining strong, positive relationships for all learners is necessary.	Barriers exist, and relationships need to be established and sustained with all learners due to continual new enrollments, learner needs, and social-emotional wellness.
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.	Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.
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.	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.
5 ★	An increasing number of English Learners, and not all teachers know and use effective instructional strategies to support them.	Teachers need more training and support for working with Emergent Bilingual students.
6 ★	The rigor and learning outcomes of intervention time in lessons must be continually refined to ensure they meet the needs of all students.	Due to varying abilities and prior knowledge, barriers exist in setting challenging and rigorous learning targets that are meaningful to most learners.

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9 ★	RLA 73% app, 46% meets and 19% Masters	Students struggled in writing and inferencing.
10 ★	Math 55% app, 27% meets, and 10% Masters	We are working through the HQIM and connecting it to TEKS. Students would benefit from additional time to practice the math problems.
11 ★	Balance in blended learning is needed to provide more individualized learning.	Teachers lack knowledge of Blended learning and strategies.
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	staff turnover due to many leaving the profession

13 ★	We are working through the HQIM and filling in the gaps of students who are not being successful.	Aligning the HQIM and TEKS to help students be successful.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **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**
- ☑ **Accountability Distinction Designations**
- ☑ **Local Accountability Systems (LAS) data**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **STAAR released test questions**
- ☑ **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- ☑ **Student failure and/or retention rates**

- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**

- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**

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 46% to 53% by August 2026 to reach our points.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Intellectual Prowess: Increase the number of Meets in Reading by 425 students.

Evaluation Data Source: CFA, Interim, STAAR tests

Strategy 1

Educators target instruction for students based on data in planning for Tier 1 instruction using HQIM.

Strategy's Expected Result/Impact: CFA's, exit tickets, STAAR test

Staff Responsible for Monitoring: Instructional coach, academic dean, and lead principals over content

TEA Priorities: Build a foundation of reading and math, 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

Formative Reviews

October	January	March	May

Strategy 2

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.

Strategy's Expected Result/Impact: formative assessments, exit tickets, benchmark data (interim tests)

Staff Responsible for Monitoring: all leadership

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

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.

Strategy's Expected Result/Impact: formative assessments, exit tickets, benchmark data (interim tests)

Staff Responsible for Monitoring: administration, Instructional coaches,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

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.

Strategy's Expected Result/Impact: CFA, interim, exit tickets: student individual trackers

Staff Responsible for Monitoring: Administration, teacher leads, IC

Formative Reviews

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Goal 2

The campus will Increase the percentage of 6-8 grade students who score meet grade level or above on STAAR Mathematics from 27% 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 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Educators target instruction for students based on data in planning for Tier 1 instruction using HQIM.

Strategy's Expected Result/Impact: CFA's, exit tickets, STAAR test

Staff Responsible for Monitoring: Instructional coach, academic dean, and lead principals over content

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

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.

Strategy's Expected Result/Impact: formative assessments, exit tickets, benchmark data (interim tests)

Staff Responsible for Monitoring: admin, instructional coach

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

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.

Strategy's Expected Result/Impact: formative assessments, exit tickets, benchmark data (interim tests)

Staff Responsible for Monitoring: admin, instructional coach

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

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.

Strategy's Expected Result/Impact: formative assessments, exit tickets, benchmark data (interim tests), walkthrough data

Staff Responsible for Monitoring: admin, instructional coach

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 5 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

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.

Strategy's Expected Result/Impact: formative assessments, exit tickets, benchmark data (interim tests), data trackers

Staff Responsible for Monitoring: admin, instructional coaches

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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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 ☑ Targeted Support Strategy

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.

Strategy's Expected Result/Impact: surveys, participation

Staff Responsible for Monitoring: all administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

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.

Strategy's Expected Result/Impact: team leads

Staff Responsible for Monitoring: all administration, PBIS committee

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 3 ☑ Targeted Support Strategy

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.

Strategy's Expected Result/Impact: surveys, participation

Staff Responsible for Monitoring: administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 4

We are offering loaner computers to families interested in learning how to use a device to check grades, monitor student progress, navigate Google Classroom, and help Spanish-speaking families learn English. (8) computers

Strategy's Expected Result/Impact: More families will be aware of how to check students' grades, learn to help students in Google classrooms

Staff Responsible for Monitoring: Guzman, Young (librarian)

TEA Priorities: Improve low-performing schools

Formative Reviews

October	January	March	May

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

☑ **High Priority**

By the end of the year, at least 80% of students will demonstrate growth on beginning of the year assessments /MOY/EOY aligned with STAAR/EOC readiness standards.

Evaluation Data Source: unit test, interim tests,

Strategy 1

PBL- focus on careers and pathways; counselor lessons target new careers.

Strategy's Expected Result/Impact: Students can pick classes that fit their career path.

Staff Responsible for Monitoring: all teachers and admin

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Early Exposure to College Visits: Organize virtual or in-person college tours to expose students to different types of post-secondary institutions.

Strategy's Expected Result/Impact: Increase interest in colleges

Staff Responsible for Monitoring: administration

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

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.

Strategy's Expected Result/Impact: Increase interest in dual credit courses

Staff Responsible for Monitoring: Admin and counselors

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 4

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.

Strategy's Expected Result/Impact: Increase interest in jobs and different pathways

Staff Responsible for Monitoring: administration and counselors

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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

Performance Objective 1 ☑ High Priority

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

Evaluation Data Source: CFA, STAAR, Interim tests

Strategy 1

Focus on Literacy and Critical Reading Skills: Primary Source Analysis:, Close Reading and Note-Taking Techniques, Vocabulary Development

Strategy's Expected Result/Impact: CFA, PLC, Interim, STAAR

Staff Responsible for Monitoring: ADMIN

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

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.

Strategy's Expected Result/Impact: PLC, CFA, Interim, STAAR

Staff Responsible for Monitoring: ADMIN

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2 ☑ High Priority

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

Evaluation Data Source: CFA, Interim and STAAR

Strategy 1

Engage Students with Hands-On, Inquiry-Based Learning: Frequent Lab Experiments, STEM Challenges and Projects:, Interactive Science Notebooks:

Strategy's Expected Result/Impact: CFA, Interim, PLC, STAAR, NEW curriculum

Staff Responsible for Monitoring: ADMIN

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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Strategy 2

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

Strategy's Expected Result/Impact: PLC, CFA, Interim

Staff Responsible for Monitoring: Adim

TEA Priorities: Improve low-performing schools

Formative Reviews

October	January	March	May

Strategy 3

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.

Strategy's Expected Result/Impact: PLC, CFA, Interim

Staff Responsible for Monitoring: Admin

Formative Reviews

October	January	March	May

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Chelsea Levine		211 Title I, Part A	1
Diane Schoultz		211 Title I, Part A	1
Janie Chapa	Instructional Aide	263 Title III	1
Nelsy Rosas	Instructional Aide	211 Title I, Part A	1
Paul Ayala	Instructional Aide	211 Title I Part A	1

Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 18, 2026 @ 4:30 PM	Library	--	--
March 23, 2026 @ 4:30 PM	Library	--	--
February 23, 2026 @ 4:30 PM	Library	--	--
January 26, 2026 @ 4:30 PM	Library	--	--
November 17, 2025 @ 4:30 PM	Library	--	--
October 20, 2025 @ 4:30 PM	Library	CIP.Sign In .10.20.pdf	CIP. 25-26.pptx.pdf
September 15, 2025 @ 4:30 PM	Library	--	--
August 18, 2025 @ 4:30 PM	Library	--	--

Members

First Name	Last Name	Position	Committee Role
Sheri	Jenke	parent	parent
Kristian	Moreno	business rep	Business
Chelsey	Williams	parent	Parent/Business
Destri	Shaw	RLA instruction	Classroom teacher
Gabriela	Blancarte	Assistant Principal	Administration
Joseph	Alvarez	Associate Principal	Administration
Linda	Guzman	Principal	Administration
Max	Wimmer	6th grade lead	Classroom Teacher
Stacy	Wiatrek	8th grade level lead	Classroom Teacher
Chelsea	Levine	Math Instructional Coach	Instructional Coach
Dianna	Shoultz	RLA instructional coach	Instructional coach