

Seguin Independent School District
A.J. Briesemeister Middle School
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

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

Vision

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

- Priority Problem Statements 4
- Comprehensive Needs Assessment Data Documentation 4
- Goals 5
 - Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1). 6
 - Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2). 19
 - Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3). 22
- State Compensatory 23
 - Budget for A.J. Briesemeister Middle School 24
 - Personnel for A.J. Briesemeister Middle School 24

Priority Problem Statements

Problem Statement 6: There is a large percentage of students who missed significant school days in the previous two years due to COVID related issues.

Root Cause 6: COVID/Remote learning inconsistencies

Problem Statement 6 Areas: Demographics

Problem Statement 1: There is a large percentage of students who have never passed the 6-8 Math/6-8 Reading/8th grade Science/8th grade Social Studies STAAR test.

Root Cause 1: Lack of consistently targeted tiered instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: The Professional Learning Communities (PLCs) cycle did not regularly occur, nor was facilitated by teachers.

Root Cause 3: Due to inconsistencies in staff attendance related to COVID, the PLC cycle and process were centrally facilitated and run by administrators.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: A significant portion of students will have challenges re-socializing to school.

Root Cause 4: There is a large percentage of students who missed significant school days in the previous two years due to COVID related issues and remote learning.

Problem Statement 4 Areas: Perceptions

Problem Statement 2: The campus had a significantly high number of DAEP placements of Special Education students.

Root Cause 2: Lack of restorative disciplinary support structures in place on campus.

Problem Statement 2 Areas: Demographics

Problem Statement 5: A significant reduction in Parent/Guardian/Caregiver engagement opportunities.

Root Cause 5: Due to COVID health protocol measures, community engagement opportunities were significantly reduced.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Student failure and/or retention rates

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

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

Employee Data

- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data






Goals





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



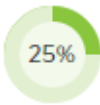
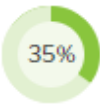
Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, AJB Middle School will become a "B" rated campus in 2021-2022



Targeted or ESF High Priority







Evaluation Data Sources: STAAR Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement new lesson plan template and develop plan for weekly checks by TTESS administrator.</p> <p>Strategy's Expected Result/Impact: Lesson plans and activities that are aligned to the TEKS and support all learners.</p> <p>Create a rotation of lesson plan feedback by administrators</p> <p>Department leads will participate in Weekly TLT Lesson Plan Feedback</p> <p>Ensure alignment of lesson plans and classroom practices.</p> <p>Staff Responsible for Monitoring: TTESS Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a flexible intervention time for students, Toros Achieving Growth (TAG), that will occur five times a week to address the needs of struggling students through prescribed interventions.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who achieve Approaches and Meets on STAAR.</p> <p>Review student data through MTSS PLCs that occur every three weeks.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide ongoing instructional support to at-risk students through interventions</p> <p>Math Instructional Coach ELAR Instructional Coach</p> <p>Strategy's Expected Result/Impact: Reduced gap between at risk and non-at risk students as measured by STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to implement the AJB Key Teacher Moves to provide a clear, consistent, and aligned set of effective instructional practices that will ensure student learning is at the Developed Level in the ICLE Rigor, Relevance, and Learner Engagement rubrics. use of the strategies will be monitored through weekly informal and formal walkthroughs.</p> <p>Strategy's Expected Result/Impact: Ensure student learning is at the Developed Level in the ICLE Rigor, Relevance, and Learner engagement rubrics.</p> <p>Administrators and Department leads revisited the Key Teacher Moves.</p> <p>Develop a weekly informal walkthrough schedule to observe at least three teachers classrooms to observe the Key Teacher Moves</p> <p>Provide feedback to teachers using Whetstone</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Identify course essential standards, when they are taught, and how they will be assessed as part of the PLC stages. Student mastery of essential standards will be tracked regularly by both teachers and students.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who show progress in Reading and Math on STAAR.</p> <p>Student Learning Reports</p> <p>By September, identify all course essential standards. Teachers will develop Google Sheets by class period to keep track of student mastery of essential standards. Math and Reading will develop systems for students to track mastery of essential standards. Begin using data analysis protocol for unit assessments.</p> <p>By October, teachers and students will track mastery of essential standards by class period and subject to track growth and areas of opportunity. Continue using data analysis protocol for unit assessments.</p> <p>By May, students will review their academic progress based on their benchmarks and connect to goals set in the fall.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Review levels of support model for Special Programs (English Learners and Special Education) and provide a full continuum of supports to ensure all student accommodations are met.</p> <p>Strategy's Expected Result/Impact: Develop full continuum of supports for Special Program students.</p> <p>November: Conduct needs assessment of current support models and make recommendations for staffing to provide more support coverage to ensure all student accommodation are met. Implement new support model using additional staff.</p> <p>January: Continue to monitor levels of support that provide a full continuum of supports to ensure all student accommodations are met.</p> <p>March: Continue to monitor levels of support that provide a full continuum of supports to ensure all student accommodations are met.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Utilize Title 1 Funds to purchase additional educational resources to help students in assessment data and progress measures.</p> <p>Math Math Manipulatives 4 Function calculators Countdown to STAAR</p> <p>Reading Reading & Writing Strategies Book Scholastic Scope Magazine IXL Program for 7th Hybrid Class</p> <p>Science</p> <p>Social Studies Kappa Maps United States / World Desk Map,</p> <p>LEP</p> <p>Special Education</p> <p>Strategy's Expected Result/Impact: Increase in academic growth assessment data, grades 6-8 (CFAs & STAAR)</p> <p>Staff Responsible for Monitoring: Math teachers, Mather intervention team, Academic Dean</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Materials - 211 Title I - 211.11.00.042.2.24.000.6399 - \$7,300, Instructional Materials (Paper)- Title 1 Countdown to STAAR - 211 Title I - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Title 1- Provide teachers with professional development to improve Tier 1 instruction in Math, Reading, Science, Social Studies and special programs LEP/ SPED.</p> <p>Strategy's Expected Result/Impact: Improvement of Tier 1 and rigorous instruction.</p> <p>Staff Responsible for Monitoring: Administrators Teacher</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Lead4Ward Conference January 24, 2021 - 211 Title I - 211.13.00.042.2.24.000.6299 - \$1,300</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: AJB Blended Learning will implement blended learning strategies in prioritized classes.</p> <p>Strategy's Expected Result/Impact: To improve Tier 1 and rigorous instruction.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Consulting Services - TCLAS (expires 2024)</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: HQIM:</p> <p>AJB will adopt and utilize high-quality instructional materials in all ELAR and Math classes.</p> <p>Strategy's Expected Result/Impact: To improve academic achievement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - TCLAS (expires 2024)</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 11 Details	Reviews			
Strategy 11: High-Dosage Tutoring: AJB will provide high-dosage tutoring to identified students. Strategy's Expected Result/Impact: To help close the achievement gap by providing tutoring to students Staff Responsible for Monitoring: Administrators ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: - TCLAS (expires 2024)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Extended Day/Year: AJB will provide extended day and/or year opportunities to identified students. Strategy's Expected Result/Impact: Provide additional instruction outside of school time to help close the achievement gap Staff Responsible for Monitoring: Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Utilize Title 1 Funds to hire Title 1 tutors to pull out targeted groups of students in Math and ELAR. Strategy's Expected Result/Impact: The Title 1 tutor will provide additional interventions in Math & ELAR and improving academic performance Staff Responsible for Monitoring: Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Title I Tutor - 211 Title I - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a large percentage of students who missed significant school days in the previous two years due to COVID related issues. Root Cause: COVID/Remote learning inconsistencies



Student Learning





Problem Statement 1: There is a large percentage of students who have never passed the 6-8 Math/6-8 Reading/8th grade Science/8th grade Social Studies STAAR test. **Root Cause:** Lack of consistently targeted tiered instruction.









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

Performance Objective 2: POST-SECONDARY READINESS: AJB Middle School will increase the targets met from 0% to 11% in the Academic Achievement component of the Closing the Gap domain.

Evaluation Data Sources: STAAR Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Texas Success Initiative (TSI) assessment opportunities to grade 8 students in the spring semester to increase the number of students who are college ready, which will also increase the enrollment of dual credit classes at the high-school.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who are college ready.</p> <p>November: Look at data from the 20-21 school year from the high school to get a baseline % of students that enrolled in dual classes.</p> <p>January: Look at data from the October TSIA administration to get a baseline % of students identified as college ready in Reading and Math.</p> <p>March: TSI testing will occur the last week of March and this data will then be compared to October data.</p> <p>Staff Responsible for Monitoring: Counselors CCR Teachers Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize the ICLE collaborative instructional review (CIR) process with grade level content teams to ensure instructional planning that yields rigor, relevance, and engagement for all students.</p> <p>Strategy's Expected Result/Impact: Increase rigor, relevance, and engagement in every classroom to improve the number of students who achieve Meets or Masters on STAAR.</p> <p>November: Begin weekly CIR observations with grade level teams, completing one or two each week.</p> <p>January: Continue weekly CIR observations with grade level teams, completing one or two each week.</p> <p>March: Conduct CIR observation with electives teachers.</p> <p>Staff Responsible for Monitoring: Administrators Academic Dean Lead Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide TELPAS Interventions to AJB's LEP students to increase the number of students showing growth in their linguistic English composite score.</p> <p>During specific TAG Time days, LEP students will participate in utilizing SummitK12.</p> <p>LEP student will participate in TELPAS goal setting</p> <p>Staff Responsible for Monitoring: Associate Principal ELS Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Project RISE, with UT-Austin, implements research-based reading intervention for 6th-8th students, who did not pass Reading STAAR in the previous year, by providing accelerated instruction. Students were selected from a random selection within a targeted group of students.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate growth in reading ability.</p> <p>Staff Responsible for Monitoring: Principal, Academic Dean and the UT Research Team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Title I Tutors for English and Math to close achievement gap in Math and Reading in 6th Reading and Math, as well as 8th grade Reading and Math.</p> <p>Strategy's Expected Result/Impact: Increase the number of students Approaching/ Meeting/ and Mastering the STAAR Test.</p> <p>Staff Responsible for Monitoring: Administration ACE Site Coordinator</p> <p>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Title I Tutors in Math and English - 211 Title I - 211.11.00.042.2.24.000.6118 - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 1: There is a large percentage of students who have never passed the 6-8 Math/6-8 Reading/8th grade Science/8th grade Social Studies STAAR test. Root Cause: Lack of consistently targeted tiered instruction.</p>







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







Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin ISD will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. AJB Middle School will increase attendance from 91.10% to 94.5.%,

Evaluation Data Sources: Student attendance, discipline referrals, climate surveys, employee attendance, drop-out data, homeless, migrant, participation in extra-curricular activities

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop TAG enrichment opportunities for students to attend weekly. During this time, students will provide input into campus collective commitments, track attendance/behavior/course success data using TEAMS student portal.</p> <p>Strategy's Expected Result/Impact: Increase opportunities to reinforce the well-being of our students both socially and emotionally.</p> <p>Staff Responsible for Monitoring: Counselors Administration Teachers Instructional Coaches</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement research based social and emotional support organization, Communities in Schools (CIS), in order help students build self awareness, self management, social awareness, relationship skills, and responsible decision making to students in need.</p> <p>Strategy's Expected Result/Impact: Support students in need and provide them with one on one counseling, resources, group counseling, attendance support for targeted caseload, and other supports needed in order to be successful.</p> <p>November: Train staff on the roles and responsibilities of the CIS staff member. Have staff complete student recommendation packets. Identify targeted caseload of students in need of attendance improvement, and draft service plan.</p> <p>January: Continue on-going staff training and support to build students numbers for the CIS program. Identify targeted caseload of students in need of attendance improvement, and review service plan with supports for effectiveness. Revise attendance support plan(s) as needed.</p> <p>March: Continue to grow the CIS program in order to support more students. Identify targeted caseload of students in need of attendance improvement, and review service plan with supports for effectiveness. Revise attendance support plan(s) as needed.</p> <p>June: Report on attendance CIS attendance goal(s), caseload targets and social-emotional interventions.</p> <p>Staff Responsible for Monitoring: CIS staff member Counselors Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will provide all employees safety training on the A.L.I.C.E. Active Shooter training. Training will then be provided to students.</p> <p>Strategy's Expected Result/Impact: Staff and students will understand procedures and protocol for an Active Shooter.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to implement No Place For Hate character education campus wide.</p> <p>Strategy's Expected Result/Impact: The campus will have all stakeholders help in improving and maintaining school climate so all students can thrive.</p> <p>November: Select students for the campus committee. Select meeting dates for the year.</p> <p>January: Have meetings for No Place for Hate.</p> <p>March: Share No Place for Hate information at the Parent Night.</p> <p>June: Staff Responsible for Monitoring: Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide counseling and guidance services to at risk students. Specific programming will include CAST small group counseling and TAG SEL weekly lesson through Panarama.</p> <p>Strategy's Expected Result/Impact: Reduced dropout rate.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement the ACE After School Program, participating students receive academic enrichment and other activities designed to reinforce and complement the regular academic program to help them meet state academic standards.</p> <p>Strategy's Expected Result/Impact: Increase the number of students Approaching/ Meeting/ and Mastering the STAAR Test.</p> <p>Staff Responsible for Monitoring: Administration ACE Site Coordinator</p> <p>Funding Sources: ACE Supplies - 211 Title I - 211.11.00.042.2.24.000.6399 - \$2,200</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Social Emotional Wellbeing: AJB will implement social-emotional learning strategies for all students. Strategy's Expected Result/Impact: Through providing social-emotional learning strategies students will be lower their behavior, improve the wellbeing of the student, and promote a positive climate. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: SEL Curriculum - TCLAS (expires 2024)	Formative			Summative
	Nov	Jan	Mar	June
	 0%	 0%		
 No Progress  Accomplished  Continue/Modify  Discontinue				









Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: A significant portion of students will have challenges re-socializing to school. Root Cause: There is a large percentage of students who missed significant school days in the previous two years due to COVID related issues and remote learning.

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).







Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Year-long parent engagement opportunities to engage in meaningful dialogue with parents and families by 15%.

Evaluation Data Sources: Parent Sign In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan year-long AJB Community Development Series to increase community engagement.</p> <p>Strategy's Expected Result/Impact: We will increase the number of events for community members to engage with each other as AJB stakeholders.</p> <p>AJB Toro Talk weekly Newsletter with important and critical campus information.</p> <p>August: Create teacher introduction videos for Meet the Teacher Night, and post for public consumption on AJB Social Media sites.</p> <p>Host Title 1 informational meeting virtually and post a video to social medial sites.</p> <p>Grow the Parent Teacher Community (PTC) Organization.</p> <p>Hold two events as part of the community development series: Math and Reading Nights, End of Year Parent Event.</p> <p>Staff Responsible for Monitoring: Principal Community Outreach Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide parent liaison to provide support to parents and families of at risk students.</p> <p>Strategy's Expected Result/Impact: Reduced dropout rate, reduced gap between at risk and non-at risk students as measured by STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: AJB Middle School will increase the number of Facebook followers from 800 to 900 and the number of Twitter followers from 400 to 500.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to utilize an AJB Middle School official Facebook and Twitter accounts to promote positive events and image.</p> <p>Strategy's Expected Result/Impact: Promote positive events and image of the campus.</p> <p>November: Post at least twice a week in order to share things that are happening at AJB.</p> <p>January: Post at least twice a week in order to share things that are happening at AJB.</p> <p>March: Post at least twice a week in order to share things that are happening at AJB.</p> <p>Staff Responsible for Monitoring: Principal Social Media Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 3: PARTNERSHIPS: AJB Middle School will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Strategy 1 Details	Reviews			
Strategy 1: AJB will send encourage community partnerships through events that are part of the AJB Parent Engagement Night. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
	 45%	 60%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: AJB Middle School will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10%

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish AJB collective commitments with input from all AJB stakeholders. Staff members will nominate peers who are upholding the collective commitments.</p> <p>Staff Responsible for Monitoring: All AJB Stakeholders</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Lead teachers will provide leadership and professional development for teams.</p> <p>Strategy's Expected Result/Impact: Reduced instructional gap between at risk and non-at risk students as measured by STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Lead teachers and content coordinators will be included on hiring committees for their respective subject areas.</p> <p>Strategy's Expected Result/Impact: Identifying potential candidates that align with campus culture and goals. Hiring prospects were screened for years of experience in order to build strong content knowledge/departments.</p> <p>Staff Responsible for Monitoring: Principal, Lead Assistant Principal, Academic Dean</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

State Compensatory

Budget for A.J. Briesemeister Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 6.286

Brief Description of SCE Services and/or Programs

--

Personnel for A.J. Briesemeister Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Feuge, Sharon	Dean	1
Friesenhahn, Deborah	Teacher	0.2857
Guadarrama, Angel	Teacher	1
Martinez, Angelina	Teacher	1
Nurse, Winter	Teacher	0.625
Rangel, Brandy	Teacher	0.875
Ricks, Brittany	Teacher	0.5
Wiley, Lyndsey	Teacher	1