

Seguin Independent School District



Jim Barnes Middle School

Accountability Rating: F

2025-2026 Campus Improvement Plan

Mission Statement

Mission Statement

At Jim Barnes Middle School, we empower students and staff to lead with purpose, think creatively, and act with confidence. Through strong partnerships with families and the community, we foster a culture of belief, willingness, and shared responsibility for success.

Vision

Vision Statement

We inspire a community where students, staff, and families believe in their potential, embrace innovation, and take ownership of their growth to create a future full of possibilities.

Value Statement

Core Commitments

1. Empowerment

We believe in the power of every student and staff member to grow, lead, and make a difference.

2. Innovation

We encourage creativity, curiosity, and new ideas to solve problems and shape the future.

3. Ownership

We take responsibility for our learning, actions, and contributions to our school community.

4. Collaboration

We work together with families, staff, students, and the community to support success for all.

5. Growth Mindset

We approach challenges with resilience, a willingness to learn, and the belief that effort leads to improvement.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Accountability- Math 7th especially, RLA scores, Eco dis and SPED pops need work the most

Students behavioral Trends- improve students behavior, fix ISS-make it a punishment and more consistent, more consistent consequences across admin,

Fix tardies develop systems to hold students accountable for being late

Parental engagement/involvement

Student motivation and working building up their accountability in themselves

Issues that we have already resolved:

Toreador time- removed this intervention and changed to 8 period day

ISS- changed teacher and developig more strict guidelines

Demographics

Summary

CNA Part 3

Demographics Committee

Who are we? With whom are we engaged? With what level of success? How do we know?

Answer the questions the best you can

- **How do we describe our school?**

Large, Dynamic, and at times a bit chaotic (esp in the hallways).

Large, diverse, and wild. Students are often out of control, specially in hallways, but

Our school is under construction—AHHH!! Despite the noise, constant flow of workers, and even a few rainy day setbacks, our staff and students have done an amazing job navigating the chaos. Our admin team has been incredibly supportive, and I know I can always count on them when I need help. What really stands out at JBMS is the strong sense of community among the staff. We genuinely support one another, and I know I can rely on my colleagues without hesitation. Our English team, across all grade levels, works especially well together. We regularly share ideas, discuss student progress, and collaborate to ensure each student is set up for success in the next grade. Everyone is invested in helping our kids grow, and that shared commitment makes a huge difference.

Our school is trying to educate students to the best of our ability. We are inclusive and diverse and try to meet the needs of varying kinds of students.

Supportive community (of educators) lifting each other up.

I would describe our school as like chaotic good. I think that we love our kids and love each other! I think that we just got a lot going on!! But overall good!

A place that fosters learning to the best of our ability.

I think our school is described as an inviting, safe learning environment.

Jim Barnes is a middle school that supports and serves the Seguin Community in areas with a large Hispanic and lower-income population. We are a tier 1 school.

From student input, they described school as ghetto.

Based on student input, they described the school as “ghetto.”

Barnes Middle School is a 6th - 8th grade campus in Seguin, TX that has staff that is dedicated to teaching and caring for each student that walks through its doors.

I would describe our school as a place where dedicated teachers and staff work to educate the students of our community.

I would describe the school as a community of committed teachers working together to help students be successful.

Our school has a good structure in administration and staff engagement. A majority of the staff at Barnes aims to support each other. Although the school is going through renovation the staff still attempts to make the most out of it for students' success. As small portions of the school are being completed the energy of the students has increased since the beginning of the school year.

A small town school in a small town with some big town problems: literacy, vaping, bullying, and teacher turnover.

Our school is a place to grow and build memories.

I think we might describe our school as being a semi-rural, middle school in South-Central Texas where the majority (75%) of our students are minorities (75%) and come from lower income working class families. There's probably a good population of our students who come from broken families, trauma, and other circumstances that might get in the way of success in learning.

Our school offers a variety of academic programs like the GT fine arts program with extra curricular options in Art Band, Choir, Mariachi and Theatre and can participate in UIL. We have a diverse community. A significant amount of students come from low income housing. However, we do face some challenges. Most of all we have a very dedicated staff.

One word that comes to mind is Chaotic- behaviors all over the place and some structures falling through the cracks every now and then.

Rural

Respectful, we show effort and are prepared. REP. Our school reflects the diversity and values of the Seguin community

High expectations (Respectful, Effort, Preparedness)
Most staff is close-knit

I would describe our school as teachers willing to help other teachers

Safe, respectful, and prepared

- **What is our story? ex., size, grade span, age, location, magnet, open enrollment, neighborhood school**

Larger middle school with grades 6-8, about 20 years old, located on the southeast part of town, fed by neighborhood elementary schools.

Large middle school serving a diverse population of 6th-8th graders in a small town. Fed by multiple neighborhood schools, especially the elementary school next door.

JBMS was built in 2002 (I think) and is named after a former Superintendent named James L. Barnes. Honestly I have no idea how many students we have in total on campus. The neighborhood school is Koennecke Elementary

I don't know most of these things.

I don't know

I feel like we are working with a lot of kiddos who are getting needs met at school that are not always academic needs. We truly love our kids and want what is best for them.

We are a grades 6-8 campus, conveniently located near major shopping centers, and an elementary school. We could be considered a neighborhood school since we do cover about half of Seguin, however we are not as neighborhood oriented as the elementary schools are.

Our student population is 797, and the school serves grades 6 through 8. Twenty-three percent of our students scored at or above the proficient level in math, and 39% scored at or above that level in reading. Our minority student enrollment is 76%. The student-teacher ratio is 14:1, which is better than the district's ratio. The student population is made up of 50% female students and 50% male students. The school enrolls 75% of students from economically disadvantaged backgrounds.

Campus with 800+ students and open enrollment

Jim Barnes Middle School is in Seguin ISD and has been open since 2004 on the south east side of town. There are many dedicated staff and teachers, some that have been here for 20+ years. Barnes strives to build a family culture with its staff and students and not only strives to help our students succeed academically; but also to help our staff grow and move up within the school/district. We have roughly about 800 students enrolled from 6th to 8th grade.

neighborhood school

We educate the students of Seguin and prepare them for their future in high school and beyond

We are a school of 6th, 7th, and 8th grade located in Seguin, Texas. Supporting students of all demographics.

We are 2C middle school that is steadily growing. This school has been open for a little over 20 years and due to the increase of size in the area it is now expanding in population.

Jim Barnes Middle School in Seguin, TX, serves around 790 students in grades 6–8 as part of Seguin ISD. With a diverse student body—nearly 70% Hispanic and 75% economically disadvantaged—it fosters community through strong arts programs including band, choir, mariachi, and theatre. Our academic scores show growth opportunities (23% math, 39% reading proficiency).

Neighborhood middle school for 6th, 7th, and 8th grade located in Seguin

...we are about 800 students, 6-8th grade (11-13 yr olds). We are a public school located northeast of San Antonio along I-10. We are a Title 1 school... We score at 23% at or above proficient in math & 39% in reading (<https://www.usnews.com/education/k12/texas/jim-barnes-middle-264445>)

Jim Barnes has a student body of appx. 780 students. Jim Barnes was officially named after a superintendent from 1965 to 1977. On Mathe peaceful integration of schools and the introduction of the middle school concept to Seguin ISD.

Gets bigger every year, the majority are Hispanic and low-income. TOO many high behavior/plus students that disrupt those that have the potential to go far.

Located in a neighborhood

We are a neighborhood school. Our campus has grown to meet the changing needs of our students. With a focus on student achievement, equity, and engagement, we've expanded support services and enrichment opportunities while maintaining a safe and inclusive environment.

Around 800 students

6-8 grade

11-14 years old

Title 1, Open enrollment, neighborhood school in Seguin

There are about 800 kids, it is open enrollment and is a title 1 school

I don't know a whole lot about the school except that its in seguin, a part of seguin lsd and is in a 5A district.

- **Do our special programs align with the needs and desires of our students, parents and community?**

Somewhat. I think we offer very generic elective courses. I think more tech and agricultural courses at this level would be well received.

I think a lot of our students enjoy the fine arts, and are very involved in programs like Theater, Mariachi, and Band. I know that the students that were in the Ballet Folklorico class liked it a lot, and some would probably appreciate it if it came back. We do have a large population of students that would enjoy hands on electives such as ag science, robotics, and others.

Special programs in the classroom can be challenging. Sometimes, students involved in special programs are placed in classes that aren't the best fit for their specific needs. For example, in some advanced classes, our gifted students have their needs met to a certain extent, but not to their full potential due to the range of other student needs and behaviors in the room. Our EB (Emergent Bilingual) students are typically grouped together, which seems to help. Being in the same classes allows them to support one another and makes it easier for teachers to provide targeted assistance. When students talk about their extracurricular activities, I notice a trend—there's often a negative tone when they talk about athletics. I'm not sure why this is, but it stands out. In contrast, students tend to speak very positively about their fine arts experiences. They're proud to share their creations and often talk about the awards and recognition they receive. As for parent involvement, I'm not entirely sure how special programs affect them directly, but I do notice a strong turnout at events, which suggests they are engaged and invested.

From what I have seen the special programs mostly align with the needs. The only thing that is a struggle is when there is a lack of (support) staff.

For the most part I think

I think so

Yes

I feel like what we offer aligns appropriately.

I'm not sure, as we don't have access to survey feedback to determine what our students, parents, and community want in our programs. We do offer band, theater arts, choir, robotics, mariachi, and art classes for students. I do not know if the community would be interested in other programs or not.

Not sure

Yes

Aside from our athletics and fine arts programs there aren't many courses or organizations that focus on special interests within our community or school. AVID is a good program for those who plan on attending college but there aren't any others that our campus offers.

Our special programs align well because they allow all students to be a part of our campus activities in various ways that meet their interests.

I believe that they do, the reasoning for that is because our programs push our students towards the next level and teaches them skills that are needed for in and out of school situations.

Yes- our Fine Arts and CTE programs are strong with more and more options available each year to better serve our students.

yes

I'm not sure what we consider "special programs"... ACE & CIS definitely align with the needs of our students, parents, & community by providing a place to go after school while parents are finishing their working days... & a safe place at school for at-risk students.

Do sports count? Students who are involved in sports & other extracurricular activities tend to stay out of trouble than those who are not involved. This also helps our students (& parents) by giving them something fun to do that also teaches them values like work ethic, teamwork, resilience, mindfulness & mental toughness...

Other special programs like Fine Arts & GT also provide creative ways to get involved. I especially love that we have Mariachi... I think that really reflects our school's culture & heritage & brings a sense of pride to who we are.

No they do not

There are programs in place to help many students, but I don't believe they are being monitored with how they follow through as closely as the typical classroom teacher.

There are about 12% of students in a bilingual program. I think that perhaps the needs and desires of our students in the special education department are being met, as there are a large number in the 504, have IEP, and are in ELL. These students perhaps have higher needs than the other student who are not in

special populations, but the needs of our students extend beyond special populations. The desires of our students do not align with the needs and therefore the effort is not given.

Mostly

I believe our special programs attempt to reach our students and the ones it reaches, it benefits. I think certain programs such as ACE and the behavior unit help with our parents needs as well.

Yes

No, Also im not really aware of the programs that we have other than the plus program

Programs seem to be aligning with student needs, however i haven't been here long enough to really tell.

- **Do they align with the philosophy and beliefs of our teachers and administrators? ex. Gifted/Talented, CTE, Fine Arts**

I think we have great teachers in these positions, but I would like to see the middle school be more aligned with the HS and let students explore a little before choosing their pathways.

I would like to see more opportunities for gifted and talented students, who are largely not served on our middle school campus. I would also like to see more CTE opportunities for students at the middle school level.

I believe they align when we receive support in our classes.

I would say yes.

Yes, but our GT kids probably aren't being served as they should, as with our IEP/504 kids. GT doesn't mean more work, it means different work/higher thinking. (I accidentally got the 30hr fundamentals training when I was hired; I misunderstood and thought I had to get 30hrs of training BEFORE I started working... Facepalm)

Yes

GT activities need to be offered more.... In 6th grade, there needs to be a specific GT class that is PBL based or more engaging...

Fine Arts is doing amazing.

I'm not aware of a GT program, only that GT students take some advanced classes (I'm not sure if there is a specific requirement for them to take a certain number of advanced classes). I believe we offer a good variety of fine arts but can't speak to the CTE part specifically.

We do offer a small selection of fine arts; however, we can improve how we serve the gifted and talented community, as well as provide more CTE classes. We are adding one new CTE class next year, but I would like to see the class selection expand.

Not sure

Yes

Gifted/Talented, CTE, Fine Arts

Athletics, fine arts, and AVID are all aligned with goals that our campus staff believe in. There are many strong qualities and characteristics that can be learned while participating in these programs.

They do meet because we offer various programs and opportunities for students to shine in their own way.

Gifted/Talented, CTE, Fine Arts

Yes they do. Our goal is to provide an environment where students explore, reflect, and grow.

They align with my philosophy and beliefs. Staff rarely attends specialty events so I cannot speak for their philosophy and beliefs.

yes

As a GT kid myself, I know that GT challenged me in what I believed about myself & what I could accomplish... It taught me creative problem-solving skills beyond the regular curriculum.

CTE & Fine Arts teaches these things too... There are many different ways to communicate & show intelligence. Many of my best students are considered "special ed" in other classes, but in mine, their giftedness shines! I also tell my students that it's just another way to tell their stories... to share their ideas, thoughts, feelings, & experiences... and we do this through experimentation, taking risks, revisions, and then evaluating where we did great & what we could improve on next time. (much like science experiments)

This also teaches them creative problem-solving skills & resilience in accepting "constructive criticism" in order to help them be better, not to tear them down.

I believe that's what school's all about... trying new things, taking risks, learning from our failures, using our resources to find answers so that in the end, they can take ownership of their own education in order to become productive citizens of society & help others.

So yes, I think they align well.

I think so but not sure

High-potential students aren't being pushed enough because we are having to sacrifice their learning to deal with other issues that arise.

Yes

Yes

I believe we try our best to develop these programs and teach at a level beneficial for our GT students. Our fine arts programs are top notch and encourage student engagement. Our CTE program helps our students going into high school and hopefully gives them a direction they would like to go in.

Yes

No

I'm not too sure, it looks as those everyone and all groups align with with each other.

- **What are student behavior trends, discipline referrals, suspensions, and expulsions? Does it vary between student groups? How is this impacting students and learning?**

Student behavior seems off the chart. Students are very disruptive in class and this impacts teaching and learning. ISS is not effective. Students consistently ask to be sent to ISS. They are allowed to sleep in there or play games and are not made to do any work.

Student behavior starts out fine at the beginning of the year and gradually increases throughout the school year. Students who are frequently in ISS admit that it is not a punishment for them, and many have even asked to go there to get out of class. They say that they just play games in there or sleep. I strongly recommend that all electronics be taken up when a student enters ISS, and that parents be notified whenever a student is sent to ISS.

Student behavior can be challenging at times. Many of the issues stem from a lack of interest in education and a limited understanding of its long-term importance. A small group of students show very little motivation to complete assignments and are often the ones who display disruptive behavior in class. I'm not entirely sure what the referral or suspension process looks like from start to finish, which makes it hard to understand the full impact of those consequences or how they're applied. That said, most of my students are willing to try, especially when they don't fully understand the material. However, the few who are disengaged or resistant to learning often disrupt the classroom environment. Their behavior leads to frequent redirections, which takes time and attention away from other students and affects overall learning.

The trends I see are: lots of cursing and putting hands on other students, as well as constant tardiness and absenteeism. I don't know if it varies between student groups. This things are detracting from students learning.

Does it vary between student groups? How is this impacting students and learning?

I don't know. I do know that we don't have the staffing necessary or the family support to deal with the behaviors we're experiencing.

Does it vary between student groups? How is this impacting students and learning?
Students do not really care much about academics especially if there is no relationship

There is a variety of discipline issues regarding how discipline is given. Somehow tardies aren't really taken care of and it shows— the students do not give any effort into hurrying into classes— we REALLY need to bring tardy sweeps into play. Suspensions occur, but I don't know the criteria to be met.

A-school... when we get filled, what happens then? Students that still need to give time are forced to come back. It's ridiculous.

The biggest trend I see is the students with the least involved parents and those whose parents don't discipline them (whether it be in school or out of school) are the ones who get the most referrals because there are no consequences outside of school for disruptive behavior. It doesn't matter what the students are doing as long as they aren't home creating trouble there.

I have not noticed a pattern in any particular group of students.

The disruptive behavior is not only preventing the disrupter from learning it is also preventing others in the room from learning as well. It is a problem.

In the first half of the year, we saw a downward trend in discipline referrals, suspensions, and expulsions. However, in the spring semester, this trend has reversed and is now heading back up. Part of the reason for this trend is that students like the consequences of going to ISS. They get a free day to play games and not work. We have students who request to go just to get out of class. Students miss class for behavioral reasons and are not required to complete the classroom work while they are out. Instead, they get free time, which encourages them to continue and improve their behavior to avoid work.

Negative behaviors are rampant. The kids have nothing to work up to or look forward to. It is a trickle down effect. If the top is not pouring into staff how do you expect the staff to pour into the kids? And when I mean from the top, I mean central office. School is shifting from a place of learning to a place of glorified babysitters managing teenagers

Unknown (disruptive students do take away and impact students' learning environment).

Does it vary between student groups? How is this impacting students and learning?

I would assume that a majority of students receiving referrals and suspensions are already labeled as "at

risk” and according to our latest TAPR report is 63% of our students. I feel that students who are already dealing with unfavorable living/family situations have so much going against them that it’s easy for some of them to not follow through with school expectations. Missing class due to suspensions and DAEP placement negatively affects their content knowledge and sense of belonging in the classroom

believe it is lower than the previous year as reported in PLC and/or faculty meetings. Does it vary between student groups? From my knowledge 8th grade is usually higher at the beginning of the year and then sixth grade after Spring Break. How is this impacting students and learning? Students are losing precious STAAR prep time after the Spring Break time period. Overall students are losing crucial class time and material when they are suspended or in ISS.

There has been a majority of students receiving referrals through out the weeks. The age group that has received the most referrals our the 6th grade class. These students that do receive referrals due cause more of a distraction in class causing the class to fall behind or act out.

Behavior trends are rough. Student behavior negatively affects student learni

Students follow the behavior trends of social media. Example: Destroying the bathrooms
Fighting and Vaping are an issue
Behavior disrupts student learning

This year I’ve seen a rhythm to student behavior... “Shock-tober” knocked me over!!! Omg!! ...As well as Spring when “the natives became restless” again. I’ve seen that every spring teaching high school as well... more fights occur; I don’t know why. Former principals have told our faculty to stay in the halls more & to be vigilant because of this. It’s crazy!

As for varying between student groups, I don’t know. I probably see less of it with the quieter, more studious students, but it’s probably because it’s not part of their personalities to be that assertive. Otherwise, I think it’s just teenage hormones & the lack of a developed “prefrontal cortex” that keeps them from thinking logically yet, so they do dumb things. Lol!

How does it impact students & learning... if students are “all riled up” because of social issues going on, they won’t be able to focus in class; they’re preoccupied. Then, if they choose to get into a scuffle and get in trouble, of course they’re going to miss class & that puts them behind with their instruction which affects their learning.

And then, if they’re preoccupied with the “social drama,” this could also be a distraction in class which will then affect other students indirectly because the preoccupied students are usually agitated & typically

cause disruptions, thus taking learning away from the rest of the students in the class too. It's a vicious cycle, really.

Some student trends are tardiness, frequent classroom disruptions (in some classes), recurring issues like bullying or phone misuse. The tardiness is not addressed firmly enough, discipline referrals are not addressed, or not taken seriously. No follow up on referrals are ever done where the teacher can pull up the referral and see how it was handled, if at all. Does it vary between student groups? I think it does vary more towards the more poverty low income homes. How is this impacting students and learning?

Tardiness disrupts the class, hence the learning environment. It's not easy getting the kids back on task. If a student gets sent out of a class for classroom disruption, they should be left in ISS for the remainder of the entire day, not just that class. That does absolutely nothing, in fact it lets the student know that they can misbehave and not have to stay in that one class.

Does it vary between student groups? How is this impacting students and learning?

Always the same kids repeating bad behaviors- they are obviously not learning to correct them with whatever we are doing to counteract that behavior.

I think that the discipline is an issue. The office has its favorites and they want to go hang out in the office during lunch, during classes, and at the beginning of the day. These students are then often tardy. There are no consequences for being tardy. The discipline referrals seem to also not really have an effect on the repeated behaviors that continue to happen after the parental contact has been made. I think the students are better behaved (most of them) when they return from DAEP, but only for a short time. I think that the behaviors are getting worse as the students go from grade to grade. I don't think the students are disciplined as strongly as they could for their consequences.

I know that some school districts have a policy for fights but here it seems as though students are just back at school the following week. This has happened multiple times this school year. Students get up out of their seat and do what they want and scream like animals. Students do not listen, parents that have been made aware do not have any oversight to change the behavior, and the students continuously fail due to behaviors but they still participate in and do all the activities. Former districts would ensure that failing students go to tutoring, or do work during practices, or stay after school because they should be passing prior to participating in the pep rally, or the concerts or the games. Here it is not that way. I had one failing the entire year last year, and still was on the front of the newspaper at a concert for Mariachi at the end of the school year. No consequences means that students do not need to change.

Mostly with the same group of students. It somewhat varies between student groups. It is disruptive for other students.

It's been mentioned that behavior issues have decreased, as well as suspensions in and out of school, and out of school placement days. I think this helps with the moral for our students, however, when students

return there is very minimal change. Students enjoy going to ISS because they consider it a free space because its not managed how it should be.

Our Behavior

Students need to be held accountable for their actions

It varies between groups i think, i feel like theres students who behave really well and typically do better but students whose behavior is more of an issue tend to do not as well in class.

- **What is the average class size, student-to-teacher ratio and student-to-support staff ratio?**

I would say the average class size is between 25-28 kids. We are low on support staff, although we have hired at least 2 extra aides that I know of.

I think the average size is 25-28 students.

The average class size is 26-28 students per teacher.

There are up to 28 students per 1 teacher per class period.

28/1, and I'm not sure.

28 students to 1 teacher, 1 para to 6 students

28

My average class is 25 students to 1 teacher. When the support staff is in here it is usually for an average of 5 students so the ratio of student to support staff is 5 to 1.

Most classes have 28 students to one teacher. I don't have any support staff who come into my

classroom, so I don't know their ratio. We are very low on support staff and have many students who need more support, without us being able to give it to them.

22-28 kids with no sped educator pushing into the sped/504 heavy classes is difficult to wrap my mind around.

My max class has been 28 students to 1 teacher

Most classes were capped at 28 this year so class size wasn't unreasonable, although having certain students in the room together can make it feel like MUCH more students. Social Studies rarely gets support for SPED/504 students so there isn't much I can say about that.

Most classes average to 20-28 students per class.

Most classes are a 1 to 20 ratio.

My average class size is 26 to 28 students with no support staff.

Fine arts typically have bigger class sizes. I've taught class sizes as big as 35

My classes range from 22-28, for 1 teacher; sometimes our aide can help, but most of the time, he's being pulled in several directions at once leaving just me. (nevermind getting to go to the bathroom during or even between classes)

In the small room I have this year that isn't conducive to art lessons, and all the behavior problems that I have, it has been a daunting task to try to teach these kids and get them to pay attention & learn anything at all. I feel like all I've been doing this year is babysitting. I really feel sorry for the students who want to learn, & I feel their education is being taken away from them because of behavior.

My smallest class at 22 still has 3-5 students in it who are disruptive. However, it's much more manageable and those kids are doing okay because I can deal with 3-5 students who are causing issues. It's my larger classes where I'm "fighting" give or take 10 students to sit down, listen, stop talking, pay attention, quit playing games, stay off your phones, etc... I feel like I'm playing "Whack-A-Mole" all day long... I get one to cooperate, then 3 more pop up.

It's just too many behavior problems at once for just one teacher... plus trying to teach too. Even just 2-3 students less in a class could change the group dynamics enough to make a huge difference.

15-1

Classes are capped at 28- a reasonable number depending on the mix of kids. Some of my classes are too small (12-13), which causes many issues because they don't take it as seriously.

Class periods vary. Average of 18/20 : 1

Average class size for me is about 20. My largest student to teacher ratio is 27 to 1. Student to support staff ratio is a little smaller due to support staff typically having a set number of students they are servicing.

25-28 average class size

1 teacher to 25-28 students

I have a Sped Para in all 5 classes at least 2 to 3 times a week and an EB para in 2 classes at least 2 times a week.

25 to 1

20:1

- **What are attendance/tardy, truancy, drop-out/retention rates? Are there trends? What procedures/practices are in place to address these?**

There are a lot of tardies on campus, typically from the same group of students. There are also students that roam the halls during class. In the past, we have required students to get tardy passes before returning to class, and have implemented "tardy sweeps". We have stopped doing that this year, and I'd really like to see them come back. The tardy slip machines kept automatic track of tardies, which is a more reliable measurement than teachers remembering to put them into teams or filling out a spreadsheet. It also automatically assigns them ISS or lunch detention after a certain number of tardies, which deters kids from being late.

SOOOO many tardies. We need to do tardy sweeps every period.

Tardiness continues to be a challenge, especially during first period. I have several students who are absent almost every day, but are consistently present during Treador Time. This issue may stem from home or lack of urgency at the start of the school day. Many students who are on campus arrive late to class because they're lingering in the hallways or walking their friends, boyfriends, or girlfriends to class. We were asked to complete a Google Form for each tardy student, in addition to recording it in TEAMS. However, I'm unclear on the purpose of the form or what consequences are in place for excessive tardiness. Without knowing how this data is being used or what steps follow, it's difficult to see the impact of reporting.

I don't know the actual rates, I just know that it's really bad. Students are constantly absent. The procedures in place are taking attendance and I believe Ms. Dotterman contacts the parents of the students who are absent for a long amount of time.

I don't know

n/a

I have no idea what the rates are, if there are trends, and how we address them.

While we don't have specific data to show class rates, we are seeing a trend where tardiness is becoming an issue for some students. You can watch the students roaming around in the halls between classes and going to parts of campus where they don't even have class, only to end up tardy for their next class. During the year, teachers were asked to complete a Google form for students who were tardy, and these students would receive lunch detention. However, there was a lack of follow-through, and again, students found ISS as a reward and wanted to go, so they tried to be tardy.

Chronic absenteeism is an issue for a small subset of students. We have noticed patterns where truancy affects academic performance and behavior.

Tardies have always been an issue but the kids don't care. They love ISS.

Unknown

In the past we've had attendance incentives per grade level which slightly helped to encourage students to come to school. In class, the 6th grade Social Studies teachers I'm not aware of any other incentives/

initiatives to improve attendance.

Attendance varies throughout the year. Incentivising attendance with raffles/drawings.

Most students do arrive on time. However, a small percentage of the same students tend to arrive late. These students are noted and reminded to arrive on time the next day. If student arrive late they lose bathroom privileges for that day.

I don't have access to specific data but I can say that I rarely have a day with 100% attendance.

Typically in the past they have been in the low 90s

I have some students who only show up for a couple of days and then have big stretches of absences

Not sure about the rates... I know I have probably 3-4 students who are regularly late to 1st period, about 4 who are late from lunch daily, about 6 who come in late to 4th from Treador Time, 5 who are late to 5th, and 4 who are late to 7th... that would put it at about 15-20% tardy on any given day.

I would guess truancy & drop-out rates might be similar, especially once they get to high school.

Unofficially, the patterns I see are students who aren't involved in extracurriculars have a greater chance of skipping class, & school altogether... they probably have a higher risk of joining a gang or trying drugs which would also add to these rates.

We've been filling out a google form to keep up with the tardies... I'm not sure what happens after that though.

At my other school, students who missed too many days (seat time) had to go to "truancy court" and then I had to fill out a paper for them & sign it daily for the next 6 weeks or so marking tardy, are they doing classwork, turning in homework, their behavior... and then they'd go back to truancy court to see if they're "released" or not.

They also had to make up seat time for too many absences... it had to be on their own time in class, either before or after school, or during their lunch... These things seemed to help them make the effort to stay in class.

School reports on students who are an X amount of days absent.

Many repeat kids not showing up/skipping/roaming hallways.

I know that in the past there was a student that I saw literally three days during the last 6 weeks of school. Students are often late to first, arrive after first, or are never hardly there. Perhaps making first period the Toreador time or a study hall, later start time.....The trends are that the same families have the same problems arriving to campus on time. Perhaps a later start time? Larger districts have staggered times to ensure that students are arriving on time. Elementary is the earliest, then middle then high school. The school PEIMS attendance clerk notifies after some many consecutive absences. The district has a policy and the state has requirements about attendance as well.

Students are constantly tardy with little to no consequences. Not sure about drop-out rates.

I have many students tardy to second period and 6th period, but most periods do not have tardies. Only a few students are absent often. I have no one that has dropped out or been held back. The trends are basically with attendance and tardies.

Too many tardies, they receive lunch detention or ISS. Student services and attendance clerk communicate with parents about truancy.

Kids need to be held accountable

I personally have multiple students tardy or absent every day.

Campus Thought Questions

- **How do we interact with the major employers and the universities/community colleges in our community?**

I don't know of any interactions.

At the end of last year, we had a career fair in which we invited local businesses and industry representatives to show kids some possible careers they may be interested in. I don't think we have anything like that set up this year. I would love to see businesses come in to talk to our kids more often.

We have had some interaction with Talent Search Seguin. They provide one-on-one advising and academic support for our students, and they are available on campus to offer assistance. However, we didn't hear much about their presence or services until the last month of school. I'm unsure if they were available earlier in the year or if this support was newly introduced. Clearer communication about their role and availability throughout the year would help us connect more students with the resources they offer.

I don't know the answer to this.

Minimally, though Texas State now has a major program in the district.

I like the new talent search thing

Our newsletters and FB page.

I haven't seen it personally so I cannot say for sure how we interact with them.

I am unsure of any interactions. We would benefit from more TLU science and math programs on our campus to expose the students to options outside of school

We engage with local colleges through AVID and early college prep programs. Employers are occasionally brought in during career day events (or we go to the coliseum). There is opportunity for deeper partnerships, especially in STEM and career-readiness programs.

Not sure

We interact and have programs in place with outside organizations.

There an abundance of opportunities to engage with employers and universities in our area. The only time I have seen this happen is during our career fair last year. Other than that I think the engagement is limited to donations.

I think we did a good job at this when we had PBL due to the different classes taught. I think we could do better.

We invite these programs to come to our campuses to do different activities with our students.

We have student teachers from TLU, we have Talent Search from Texas State, we have counselor interns from Texas State that work with CIS,

Student teachers from TLU
Talent Search from Texas State
Career day for 8th grade

I'm not sure. We seem to have a good relationship with TLU and maybe Texas State. With us being at a middle school, they may not have much presence on our campus yet.

Having been a College Advisor (College Achievement Program), I believe it's never too early to encourage kids to start thinking about what they want to do after high school... start exploring that now. It'd be a great thing to have TLU & Texas State come visit to inspire our kids to go beyond the "status quo" and dream big! And maybe employers could come too... to show the kids what's out there. Maybe a career day??? ...maybe that might help them want to do better in class... because they see a pay-off, makes it real for them.

We participate in initiatives like the Seguin Area Youth Career Expo, where 8th grade students interact with professionals from various industries. Also students interested in law enforcement could engage with representatives from the Guadalupe County Jail, and those interested in construction could connect with local businesses.

I do not have an answer for this one. I wish there was a career day, as most elementary schools have this where community members and high educational communities do come for a presentation type day.

We don't really. Sometimes we will send out information for neighboring employers or universities but we rarely see them on campus.

Talent Search with Texas State University

The job fairs

I think interactions with universities nearby is great. Texas state and TLU involvement is nice.

- **What do you like most about our campus?**

The people that I work with. They keep me going.

The camaraderie between teachers is invaluable. The team I work with works hard and wants to do well by these kids. Our leadership team values my input and makes me feel like an important part of our Jim Barnes Team. I am given leadership opportunities whenever possible, and pushed professionally.

What I appreciate most about our campus is our incredible RLA Team. All grade levels collaborate effectively during our PLC meetings, consistently supporting one another and sharing valuable ideas. I also really enjoy our monthly luncheons, they provide a wonderful opportunity to connect with colleagues we don't get to see regularly.

I like that the staff are generally respectful and helpful to one another. There seems to be a professional and kind culture that is present among the workers.

My RLA department. We're a pretty tight-knit community and so supportive of each other. If I ever left JBMS, this is likely what I'd miss most.

My coworkers and my kiddos

staff

The supportive community. I feel like our adults on campus are generally a very supportive community. I like that Mr. Law makes his rounds in the mornings checking in with all of us. I like that when I invited Ms. Thomas to my class for a particular activity, she actually took time out of her busy day to stop by for a few minutes.

I like the coworkers that I currently work with and the energy that our department brings to the campus. They make the hard days more bearable, encouraging, laughing, and crying together when needed. We are each there to help each other when we need it, and are always there to give an encouraging word.

Our team culture is strong. Staff genuinely care about student well-being and support one another. There is a balance of structure and freedom to innovate in classrooms.

Admin team and mahan

What I like most about our campus is that we have support systems for our students and desire for a collaborative environment.

This campus is a part of the community that I was born and raised in, these are my people and my calling is to make an impact on the families of Seguin.

What I like most about our campus are my co-workers. I like that we are able to collaborate with each other

The variation of activities that are presented to our students. The presence that the community has at school events.

My coworkers and my advanced students

I love my students and co-workers
I love coming to school and teaching art everyday

I LOVE, LOVE, LOVE my friends! ...My teacher friends here are an absolute gift! I'm not sure I've worked anywhere where I've loved the people I work with more. ...same for the admin! For the most part, I feel supported and valued, and I have fun working with our staff, too!

Students and Staff

Improvements we have made within the span of a year, communication, branching out past our comfort colleagues, etc.

Can't wait to see the renovations after it is all completed. The library is much more open.

I like how well my 6th grade team works together with each other, we are very communicative and respectful of each other.

My favorite is the teachers and staff I work with, as well as, the high expectations held for the students.

How the teachers support each other

The environment and culture that the teachers bring to the classroom or work space.

- **What would you change if you could?**

The behavior of the students. Our teachers work so hard to plan and teach.

Response to student behavior. ISS and tardy procedures. Teachers at duty stations and in the hall.

I would like to improve communication with parents to ensure they are more informed and involved. While I'm not entirely sure what the current discipline process looks like, I believe it's important for students to be held accountable for their actions. For instance, going to the office or being placed in ISS shouldn't be seen as a break or something enjoyable, there should be clear consequences that reinforce appropriate behavior. I would like to bring back a Social and Emotional Learning (SEL) lead role on campus. In the past, I served as a lead alongside a colleague, and we facilitated restorative circles involving students with peers and with teachers. These circles played a meaningful role in resolving conflicts and strengthening relationships across campus. I truly believe reinstating this practice could make a significant positive impact on our school community once again.

Student behavior and effort. Consistent consequences for poor behavior.

Student behavior, but that issue starts at home.

More time to build relationships and teach SEL

Student behavior

Toreador time...I feel like students do not use it as it should be used. I find it difficult to work with students I only know by paperwork and not how they actually work because I don't have them in my regular class. I feel like the "low kids" should be distributed to the electives or non-core classes and the bubble and/or higher kids to the teachers that need them so we can make the extra time useful.

Extra reading or math class...for students who don't pass the STAAR and/or their core classes. Remove an elective and give them a class that will help them close the gaps (this class would be aimed at below

level work while their regular class would be aimed at grade level work). I feel like the “lazy students” would work harder and it would truly help the ones that need it.

The main things I would change if I could would be student discipline. When one student disrupts the learning environment for 27 other students, it is hard for the 27 that want to learn. A more rigid stance should be taken against students who disrespect teachers and disrupt their classes by interrupting.

More resources for intervention and enrichment would allow us to better meet the wide range of student needs. Upgrading technology and improving consistency in behavioral systems would also have a positive impact.

1-2 periods designated as sped/504 classes for every core teacher or at least STAAR tested subjects with sped educators pushing into those classes. Ensure core specific sped educators push into specific core classes. Extra events or celebrations for students to look forward to.

I have answered this in previous questionnaires. (IE- tardy sweeps, dress code sweeps, lunch detention, extra events for students with no referrals or missing grades, etc.)

Having a system in place to send students to ISS (Red card / blue card) that teachers can write up and send with a student for infractions and the student going to ISS room. Red card is for severe infractions and blue cards are for minor infractions (disruptive behavior). Red card would be for students to be there for the remainder of the day and a blue card is just for that class period.

I would love to initiate a program or different activities that would increase the motivation and intrinsic desire to achieve better within our students and families

A change I would like to see would be stronger and consistent discipline consequences for repeat offenders.

More community activities to build a better relationship with parents.

How we address behavior, how we use PD time, teacher planning time, how we schedule students.

Toreador Time- It is an ungraded class students don't care about
Professional Development and PLCs pertaining to ALL content areas
Time in our classrooms to organize, take inventory, plan

The students' behavior and lack of respect appalls me. I'm not sure in all my years teaching that I've ever been treated with such disrespect & disdain. Some of the students are even quite hurtful in how they treat me. It really wears on me when I feel unvalued & unheard most days. I would change this... I would hope they could learn compassion, empathy, kindness, respect... maybe even just not yelling (& yelling out, interrupting) in class all the time would be super-helpful too.

They should remain in ISS for the remainder of the day. Parents should be called every time that kid is not prepared for class ie; computer not charged, out of dress code, etc.

Unity in the language we use with students. When I visited Goodnight Middle School, I was blown away at the common language and strategies used within all classes (core and elective) and grade levels. They took AVID completely school-wide, training all of their teachers on the core WICOR strategies.

I had never been to AJB campus until this past January. The hallways are much wider enabling it easier to navigate between classes. I think I would change the bathrooms to be open during passing period so students do not arrive to all class periods with requests while being greeted at the door to use the restroom at the first earliest possibility. This takes out of class time.

In a perfect world i would change student behavior. But i think i would want to change the consistency of discipline.

More teacher for grade level content to bring class sizes down to 1-15 or 1-20

I wish that our discipline was more strict and that we had clear consequences for various behaviors. Zero-tolerance policy for fighting.

The accountability of students and allowing more coaching/mentoring opportunities for teachers

Maybe some of the disciplinary measures.

- **Do you have ideas to increase parental involvement?**

Positive phone calls to the parents. Butter them up, they will be more willing to help if they don't feel like they will be bombarded with bad news. Call and talk to parents and ask what interest they have and what they are willing to help with. I think we can say that we don't get a high return rate of surveys with parents.

Parent Cafes- allow parents to interact on a monthly/ bi-monthly basis with teachers and administrators. Allow more opportunities for Spanish-speaking parents to participate in school activities.

I would like to start a program specifically designed for parents to help them better support their student's education. This program would guide parents in navigating their student's grades, behavior, and communication with teachers. It would also aim to provide valuable resources to assist them with any needs they may have. My goal is to empower parents, lift them up, and encourage ongoing involvement in their child's academic journey.

All I can do is to continue contacting parents to the best of my ability with updates on their student/s. You could provide opportunities for parents to help out at school (volunteer - be hall monitors, help out in classrooms, etc.)

Not anything new that we haven't tried before.

Maybe like a fair that is not educationally related so that parents can get to know their kids' teachers. Like around octoberish we could charge 3 for students and 5 for parents and have games and stuff.

More open house nights, open field days, Watch Dog programs? Invite parents in to see what the school life looks like

I think we should do more family nights like we did at Halloween. Maybe we could do something that showcases the students' work in all classes, not just fine arts. Possibly something like a math/science night, RLA/social students night, or a scavenger hunt that involves questions for all subjects. A food drive dodge ball game would be fun too. This is where people bring two cans of food to participate or one can to watch. It can be a combination of staff and students from all three grade levels. Invite parents/family to watch (they too must donate one can of food to watch). Ask staff or students to bring extra cans to help out those who cannot afford (or parents refuse) to bring cans.

More family nights. We should do a 6th-grade night each semester, as well as more for subject area nights.

Offering more flexible event times and creating student-led conferences could help boost engagement.

Maybe send out a weekly link to a padlet along with the newsletter where parents can voice their appreciation or concerns. Have events like core specific nights focused on fun activities or a veteran's day

ceremony. Invite parents to pep rallies

Conduct monthly meetings after school regarding certain topics that may interest them or their child. However, I would try to provide food, snacks and possibly “no homework” passes or extra pbis/raffle points in order to help encourage attendance. Perhaps you can have a “field day” for the students whose parents attend the meetings.

Movie night, breakfast with your child, lunch with your child, open house for special events throughout the school year.

Our community engagement events was a great start. I would love to see more parents at lunches or during special events. I believe that there are some parents who would love to participate more, we just need to tap into that and see what we can do.

An idea would be just to keep pushing ideas for school events that involve parents coming to the school. At my last school parents that attended events would be entered into a drawing for attending the events; it could be a giftcard or any sort.

Hosting more events like the halloween trick or treat booths

Building our relationship with our feeder schools.

Mandatory parent night to go over our rules, expectations, information and activity dates for all grades

Oh, I don't know... Parents are busy & tired... I'm not sure they want to come to yet another thing in the evenings when they just want to go home and rest (like we do)... I'm going to try to send an email out to all parents at the beginning of the year next year & try to be more proactive about staying in contact with them earlier so that maybe I can curtail some of the disrespect & misbehavior a little earlier. We'll see...

Family centered events, educational workshops for parents, volunteer and leadership opportunities, parent surveys, communities and environmental initiatives like school beautification projects, or local partnerships with local businesses.

I want to organize a TSI Workshop for 8th graders to prepare for their TSI test at the end of the year. I also want to have a community engagement night for CCMR campus wide.

I think that parental involvement is difficult for the working parents and the parents that do want to participate. The ones that are stay at home parents and do not work, or are difficult to get contact and assist with the negative behaviors or failing grades will not likely care to be involved. But, the ones that do want to be involved are perhaps unable since they may work out of town and cannot make things that happen at 4, or 430, or even 5. I think that some things may need to be considered to be held at locations and school events that are not on campus and new ideas as the past ones seem to not be attracting that involvement. If they want to be involved, they will find a way.

Community engagement nights. We always talk about them but rarely do them.

Be able to send teacher newsletters through TEAMS

Not at this time

I'm not sure of ideas at the moment but i do think it needs to be involved.

- **What are things you would do to increase staff morale?**

Find things to take off their plates. Take the occasional class period for them, jump in and help in a classroom, co- teach, take those problem students away and let them teach.

Support with student behavior.

I would offer additional incentives for teachers who visit and observe other classrooms. This initiative would promote greater collaboration among staff, allowing us to share strategies for classroom management, instructional techniques, and overall best practices. It also provides teachers with a broader understanding of student behavior across different settings. Additionally, students would benefit from seeing their teachers in various classroom environments, which could positively influence their behavior and reinforce a culture of accountability.

Providing consistent and effect expectations and consequences for student behavior.

I know this isn't a campus decision, but relax the dress code. Being comfortable goes a long way in elevating mood. Also, the amount of monitoring and paperwork we're expected to do, on top of our daily teaching duties. It's a LOT.

I like the drawings and games we do

More food and gifts opportunities, more on-campus activities that doesn't revolve around the same few individuals, more dress up days

We should have more play time like after the PBIS celebration where we got to play on the inflatables. Allow teachers to wear jeans whenever they want without making it part of a dress up week. Reinstate Super Sonic days.

More staff games and team building. Ex: flower game, bouncy houses, after-school choir practice, etc

The Sonic days, tacos, and jeans are also helpful.

Celebrating small wins and giving staff more voice in decision-making could go a long way.

Possibly getting a sponsor from the community who is willing to donate snacks, foods, drinks, etc. as a thank you or motivator for teachers every other week or so. In turn giving them a shoutout or some sort of advertisement on school social media. Have "choir practice" a little more frequently at different spots like the seguin school yard or somewhere that has nice beverages and good food.

Honestly, that is slightly difficult to answer. I know that thoughtful gestures such as providing snacks/food or acknowledging a "Teacher of the Week" might help. However, I have personally witnessed a lack of common courtesy with things as simple as the copy machines, and it is truly disheartening.

Loved going to the Outdoor Learning Center.

Build camaraderie so that it always feels like we have someone to talk to, or designating certain staff or leadership team members who are available and willing to listen and help navigate the complicated parts of teaching.

I liked when we did a teacher of the week or month...anything to make teachers feel appreciated.

Having more outings as a team such as the outdoor center

Create a shared goal and vision with shared steps for student behavior. Something that is generated with teacher insight.

Communication ahead of time

Positive feedback

Appreciation and recognition

I'm looking forward to not being at the end of the 8th grade hall with 6th graders (we all feel jostled about & it's soooo loud! ...& so far away from everyone else, except my fabulous teammate), to have an actual art room with stools, art tables, sinks & paper towels so we can make messes & explore with different art media.

I also need smaller class sizes with fewer problem-children who don't want to take art in each class. Most years I've taught, I might've had 1 or 2 difficult classes that I could push through. This year, every single one of my classes has been difficult. I haven't had a "down" class all day, all year. I'm exhausted!

And what I hear most is "I didn't want to take Art anyway. I don't want to be here. It's boring." I struggle with that because then why are they in my class except what else were they going to take? If students who don't want to take my class have to take it anyway, is there any way they could all be in the same class & I could do something different with them? Because all I've gotten out of them is attitude & misbehavior that I have to deal with rather than actually getting to teach art to the kids who really wanted to take it, & that's not fair to them. They're getting an opportunity to really enjoy & learn something they want to learn stolen from them, & that's not fair to them.

That's probably the thing that would encourage me more than anything... because I feel like all I do is babysit and that's not what I signed up for. It makes me sad & wears me out and really discourages me.

Also, I really liked getting to hang out with my friends at the outdoor learning center. I feel like we've sat through meetings on all our staff development days rather than getting to enjoy each other... or even get to work in our rooms, & I've needed time to sort through supplies, hang student art on my walls (& brag about & inspire them), plan, grade, etc.. I can't do any of that during class because I'm too busy "babysitting." I feel like I've been "behind" all year.

Also, I need time with my fine arts team too, not just sitting in PLC's with Social Studies when most of their conversations don't even pertain to me. I want to be supportive of my STAAR teachers, but it's made me feel like we don't matter because I still have to do my work too in addition to that... and I quit teaching English so I wouldn't have to do all that anymore...

Maybe it boils down to I'm exhausted. I feel like there's more that's expected of us than we even have time for... we work so hard & want our students to do well... but we need a balance too... and acknowledgement that we are doing our best, even if the kids still don't try.

Shout-outs, food, potlucks, dress up days are great. Mental health days should be encouraged and taken without guilt!!

Have more PD like what we did at ODLC.

Same expectations for all faculty. I think that some faculty get praised for doing their minimal required job where others are going above and beyond and in the past would be scored and viewed as mediocre when their work was handed over to others and received higher praise. The faculty from the seguin area seem to think or act that they are better than others because they are from the town, or went to school here.

Staff member of the month. Jeans weeks.

More bonding activities such as in school games.

I am not sure at this time

More staff activities and bonding time.

- **How do you think we can increase students participating and positive attitudes about school work and testing?**

Oddly enough, accountability. All of the students know that they don't have to do ANYTHING and they will still pass.

What Pond said. Also, recognizing students who are following the rules (no tardies/ referrals/ passing all their classes/ etc-

Building relationships with students will most likely get them to engage when they feel their teachers care about them. Making learning relevant by connecting schoolwork to students' interests. Incorporate student

choice to allow students to make choices in assignments, projects, or topics. Provide regular feedback and recognition to offer constructive, encouraging feedback and celebrate improvements and effort, not just high achievement. Integrate technology thoughtfully. Foster a growth mindset. Involve families and keep families informed and involved.

I think there need to be consistent consequences (good and bad) for behavior. If students know and can count on there being a negative consequence for lack of trying or poor behavior and there being a positive consequence for the opposite, maybe that could help with things

That, again, starts at home. Parents need to impress upon their children the importance of an education and doing well.

Maybe less testing I think kids are burnt out

More fun dress up days, more field / CHAMP days, start rewarding the ones doing what they're supposed to be doing

Extra reading or math class...for students who don't pass the STAAR and/or their core classes. Remove an elective and give them a class that will help them close the gaps (this class would be aimed at below level work while their regular class would be aimed at grade level work). I feel like the "lazy students" would work harder and it would truly help the ones that need it.

Continue aiming celebration days to those who get their work done and are passing.

Teacher buy-in will help students buy in. Having a more structured or more meaningful intervention time for students with real-world conversations about grades and their futures, as well as goal setting, might help a bit.

Consistent consequences are also helpful.

Continue using hands-on learning, student choice, and real-world connections. Incorporating collaborative projects and competitive review games like Blooket or Kahoot can also keep students invested.

This starts at home. If the parents are not "parenting" then we are already at a disadvantage.

I have answered this in previous questionnaires as well. Students must be held accountable for their learning. Lets celebrate those students that genuinely care or apply effort at school. Provide opportunities for a school dance, pep-rally, teacher vs students event or field day that encourages students to pass all their classes, not arrive tardy or get office referrals. The school can very easily charge \$1-\$2 for each event and that money would help provide funds for the school. For those students who truly do not care about their education, there must be an alternative option for them. What can we do to help them "R.E.P." JBMS?

This is an ongoing community and culture effort. Highlighting academics and spreading around positivity like confetti. As well as allowing for breaks for students to have downtime and fun. Comedy hour and SEL time. Growth Mindset activities will also help with improvement.

I know it will be hard, but if school was treated like a professional building where it is respected with how one acts and talks, like a courtroom or church, that would be helpful. The students trying to out cuss one another or out disrespect one another can be problemsome at times.\

Building a sense of accomplishment and pride. Students who feel defeated will struggle to put in effort since their efforts rarely yield success. Finding something that students can work on and feel proud of will help them buy-in in other areas.

Continue the PBIS points system on popular items, the whataburger certificates for attendance or the fun day activities incentives for grades.

Giving rewards towards students who are finishing strong on all assignments.

We need to change the entire culture around it. Start hard with sixth sixth and seventh, then all three grades- with acknowledgments and success meetings and parent involvement.

Project Based Learning-students enjoy hands on activities Days where we take a break from work- Fun activities, Relaxation Day

Maybe it goes back to that they need a reason, like I said earlier. What I'm seeing is a lackadaisical attitude that they're content with the status quo... working at factories or whatever and staying in Seguin for the rest of their lives. Do they even know that they can dream big? Do they know they have options? Do they know how to get there? Do they believe that they can achieve those dreams?

...and then what are the incentives for trying now when college is so far away & they can't think past tomorrow? They have to see a reason to invest in delayed satisfaction & rewards... make it worth the effort & the wait.

I don't know the answers yet. Let me think about it.

Create a positive culture around learning, encourage students that intelligence grows with effort. Posters, daily announcements. Students should set personal goals so that they can track their own progress. Celebrate effort, not just achievement. Recognize hard work and improvement as much as high scores. Make learning meaningful like using real world situations, understanding the why. Offer options in projects, reading material, or how they can demonstrate understanding using posters, video presentations, etc. Have some students be like ambassadors or role models to influence peers.

Keep OUR positivity up and help RESOLVE student behaviors rather than push them off to deal with another day. After asking a few students that do have negative attitudes towards school work, they said "do less paper and Google Classroom assignments, they are repetitive and boring. Make them more engaging, like games, hands-on projects, and new ideas

I think that there could be a social or more school spirit/school wide collaboration as a fun day prior to kick off. Or prior to each testing day. Attendance seems to be high for this school year of testing day, and students seem to be taking longer this year than in the past. I think that the morning of the 8th grade social studies that students in the hallways on the way to testing rooms were in a positive mood for testing. On the day of the first STAAR for ELA, the students in my testing room were positive upon entering the room and prior to starting.

I think most students get it. The problem is the ones who don't, create distractions that drag other students into their world.

Make the curriculum more enjoyable and where the students actually want to be engaged in school.

Hold kids back from advancing to the next grade level if they don't pass. Or mandatory Summer School

More disciplinary actions so that they want to stay in class.

Allowing teachers to have more say on what activities are allowed in the classroom (hands-on learning)

Doing activities that they like

More consequences for behavioral issues. More hands-on learning.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The student attendance rate at JBMS remains below 93%.	Engaging lesson, Student and parent engagement must become a priority at Jim Barnes Middle School
2 ★	Lack of parent participation in school activities, events, and academic discussions.	JBMS needs to increase parental contact, incese the number of activities, increase communication and create a sense of belongng with parents and students at school.

★ = Priority

Student Learning

Summary

CNA Part 1

Academic Achievement and Student Learning

How well are our students doing?

Please answer these question to the best of your knowledge

Please place your initials and just add your answers below.

1. How are individual student needs identified? How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated? What structures, including Rtl, are in place to support each student?

Usually determined by STAAR scores

Currently not monitored, adjusted or evaluated other than in the classroom.

Ideally, TT would be a support, but it lacks consistency and tracking.

Student data is used to identify individual student needs. Academic laps and eduphoria data are the primary means of student data collection. Examples of eduphoria data include weekly exit tickets, CFAs, and Interim. Weekly data PLC meetings are held to analyze data, come up with areas of need, and implement a plan for spiraling in TEKs. Current structures in place for addressing needs include blended learning, which has been successful, after school tutoring, which has been successful but should be expanded to reach more students, and Toreador Time, which from what I have heard, has not been successful due to a high volume of disruptive behaviors.

Individual student needs are identified when monitoring and evaluating student data. The data that is used from previous STAAR test, CFA tests, Interim test, and lexile levels. We also use IEP and 504 accommodations to adjust individual needs. We adjust lessons and give support based on each student's needs.

Individual student needs are identified through formative and summative assessments. You also have to openly communicate with students, families, and any support staff. You also have to build relationships and create a safe space where students feel comfortable expressing their needs. You have to collaborate with other teaches, counselors, etc. Use data from performance assessments and behavior tracking. Use small group instruction, one on one sessions.

IEPs, 504s, and BIPs are done after documentation and evaluation and adjusted yearly or more often when requested.

Data from testing.

Take data from Exit Tickets, CFAs/Interims, and primarily in-class work. One thing that is an issue are opt-out students because typically these are identified as at-risk and high intervention time— but realistically, these students are wasting not only my time but theirs and their classmates' time.

I believe the teacher's help identify student needs. We have MTSS that is supposed to help, however, I feel like we didn't start that early enough for better tracking.

We use data from CFAs, unit tests, and daily checks for understanding to identify student needs. We also use Toredor Time and tutorials to provide support.

IDENTIFIED BY BEHAVIOR, EMOTIONAL, AND LEARNING PACING THOSE THAT NEED HELP HAVE HAD SOMEONE ENTER IN THE ROOM AND HELP WITH THEIR MINUTES

Traditionally student needs are identified through formal and informal assessments. Eduphoria is the primary go to for student specific services.

Individual student needs are identified through data results from CFAs, Exit Tickets, Interim Assessments and if applicable, through SPED & 504 forms provided through Eduphoria. Daily communication about assignments and deadlines help students maintain accountability for their grades and reminders about after school tutorials are in place to support each student.

How are individual student needs identified? Through monitoring using both formative and informative assessments and observations. How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated? Student-specific services and interventions are determined by teacher and team with evaluations and data collection to see if 504 or Sped services are needed to be implemented, monitored, adjusted and evaluated. First line of defense is the guardian and teacher (if student is not already identified). Once student is identified, then there are practices to evaluate in place for teacher to monitor and we have a daily form to fill out for our higher risk students (for behavior). Academically, we check grades and data to see areas for growth and work with the students to make sure growth is happening. If not, we evaluate to see what is going on and work together to see what we can do to help them be successful. What structures, including RtI, are in place to support each student? 504 plans and IEP are structures in place to support students.

Eduphoria, pre-tests, and evaluation chart.

How are individual student needs identified? I meet students' needs by reviewing CFA data and daily work. How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated? I review students' IEPs for daily monitoring, CFA data for grouping, and I review exit ticket question information to reinforce understanding. What structures, including RtI, are in place to support each student? Students are supported by the help of teacher, partner/group work, or any support staff that comes to class.

Students' needs are identified by classroom teachers or pre-existing IEPs. This school year the only specific interventions that were implemented were communicated by the SPED department for students who they serve. Behavioral interventions were communicated by PLUS and Reset teachers. Monitoring and adjusting interventions seemed to be the responsibility of specific teachers (SPED, PLUS, Reset). RTI committees would have been helpful to accurately assess if students were receiving the support they needed.

Students' needs are identified by their performance level in band. If students are struggling they are placed at the front of the class for additional support.

Students with IEPs are reviewed annually so that progress can be documented and needed changes made. Teams, such as RTI, use success meetings and student data talks to support student growth.

Eduphoria has student information, however it is typically structured for CORE specific classes.

With Art, everything is so differentiated anyway. I can't grade based on a standard as much as I have to grade based on individual abilities & effort. Where were the students when we started... how much do they put into it & grow based on their potential. A lot of what I grade is based on "did they do the assigned task, put in effort, is it "neat" & complete?

As for interventions and my 504 & SpEd kids... I keep a reference chart of all their accommodations/modifications (from RTI & ARD meetings) just to make sure I'm meeting all of them. As I go through the year, I know my students better & really know what scaffolding they need in order to be successful. And Art is a funny "animal" in that a lot of my kids who struggle in the core classes actually really excel and/or are gifted in the visual arts. I have several kids who have language difficulties who are crazy-talented in my class and are my top students, so really, their modifications/accommodations don't apply so much in my room. However, for the students who aren't as gifted in the visual arts, I set their personal goals at a different level for them. I know what they can/can't accomplish, how much extra time they need, and I adjust my expectations of what they can accomplish accordingly. Example: I have a couple of SpEd kids who I know work terribly slowly. So, I don't expect them to do 5 drawings/week for their sketchbook bellringer. If they can get 1 drawing done and they put effort into it, I'll give them a 100. So, it's kind of on a sliding scale based on their capabilities. As long as they're growing & improving in relation to where they began, I count that as a "win."

Also, at the end of the year, we will all do a "portfolio review" where they will evaluate their body of work from the beginning of the year to the end. My hope is that they will be able to see where they have grown and how far they have come... and perhaps that will encourage & inspire them to keep giving their all to whatever they try.

Individual student needs are identified by formal assessments, informal observations and collaboration between teachers, parents and specialists

Teachers daily track student performance, behavior, and engagement

RtI teams of teachers, administrators, specialists, counselors, meet regularly to review data, discuss student concerns to be better able to provide the appropriate interventions for that student

Students' individual needs are identified first by a luthier to identify what size instrument is proportionate to the student for optimal instruction. Students specific services are determined based on which method the student excels in, kinesthetic, visual or auditory learning styles.

In band, students are constantly heard individually and given differentiated instruction depending on the individual. We scaffold each concept in order to teach each student at the level that is most appropriate.

Testing, assessments, Data and observations

How are individual student needs identified? Look into aware and look at individual student profiles. How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated? Through the Ard program. Ongoing assessment. What structures, including RtI, are in place to support each student? Ongoing Assessment:

Monitor their progress through various methods like formative and summative assessments, observing student performance, their attitudes and reaction to activities in the classroom, gathering student feedback.

Academic active monitoring and data evaluations are used to make adaptations in the classroom when

combined with previous accommodations and paperwork.

All students are screened to identify those who may need additional support. All students receive effective, evidence-based instruction in the general education classroom. Toredor time is helpful for the remediation for students who need extra support. Observations throughout the class help determine which students are struggling, and teacher can make adjustments throughout the class period to determine how needs are addressed by the special programs. The aides and special education facilitators are pertinent in the monitoring and evaluation of the students in their special populations. All students receive effective, evidence-based instruction in the general education classroom. Student progress is regularly monitored to track their response to interventions within the classroom.

Needs are identified as they arise and are put in place as needed for each study.

Students' needs are identified by their given IEPs and 504s, All other students' needs are identified by CFA scores, and exit tickets. After using the data, I use it to determine small groups to address specific needs. Monitoring happens as I observe, exit tickets, or new test data. This puts students in the tiered system to adjust what they need.

Individual student needs are identified through IEP/504 plans and special education services. Needs are monitored and implemented through special education minutes and teacher observations. They are determined, adjusted and evaluated through ARD meetings.

Individual students' needs are identified through classroom observations performed by teachers, academic laps during direct instruction, data collected from assignments, exit tickets, and assessments. Student-specific services and interventions are handled by the special education department, the 504 committee, LPAC (EB program). Teachers are involved in ensuring correct implementation of required accommodations and monitoring in order to provide feedback. The structures include pulling small groups, support from paraprofessionals during classes, and accommodations such as the use of a calculator, reminders to stay on task, and oral administration.

Students' individual needs are attempted to be met by the implementation of Toredor time ,MTSS, IEPs, and Tutorials.

Student needs are identified through assessment, observation, and monitoring. Student services are determined and implemented based on struggles assessed or noticed.

2. How do achievement rates of special education/504/ELL students compare with non-specials students? What plans are in place to support special education students? Their teachers?

Rates are typically far lower when compared to other students.-AP

Student forms (IEP, 504, etc.), ideally support staff (but understanding we are short staffed in these areas) - AP

Students with a Special Education indication score an average of 10-15% lower on interims and CFAs. Teachers are following IEPs and 504s, but in all honesty, the lack of personnel has been a big hindrance to student success. Students that need one on one help, or need aid in a small group, are not being given what they need. Our wonderful special education department has gone above and beyond to help fill in gaps, but the reality is that we need more personnel if students are going to be successful. SB

Our special students perform below grade level. Their achievement rates vary; it all depends on each student's needs and performance level. I also think the achievement of our special students depends on the teachers ability to support their students. Teachers typically follow IEPs, 504s, and EB accommodations, and I believe if they are familiar with their students' background and ability, students who need extra support can be successful. We have teacher aides who assist and are only effective if the teacher and aide have open communication. Some plans in place are goal setting, specific accommodations, modeling, inclusion support, and technology to help with language barriers.

From what I have seen, these students typically are behind in terms of achievement in comparison to their peers. We support special education students by implementing inclusion, support from accommodations, and support staff for those students. For ELL students we make sure to put an emphasis on vocabulary building, visual supports, and sentence stem scaffolding. Teachers are able to receive help and guidance from case managers and instructional coaches.

They perform at a SIGNIFICANTLY lower rate than their on-level peers. The supports are not enough for them or their teachers. This is not the fault of the department, as they havent been fully staffed for who knows how long, but it is significantly affecting outcomes for students and teachers.

There is about a ten percent difference.

The achievement rates are significantly lower than on-level students. There is not enough SPed support, let alone SpEd tracking on students who are actually utilizing and benefiting from services.

Mine are generally lower for those populations. They give us Toreador Time but I don't feel like that is very useful or enough time.

SPED/504/ELL students usually score lower than their peers, but we see growth with targeted support. Teachers provide accommodations and use strategies like visuals, sentence stems, and small group reteach.

THEY ARE A LITTLE LOWER PLANS ARE ATTEMPTING TO RE EXPLAIN HOWEVER MOST STUDENTS WITH SPECIAL EDUCATION WERE PLACED IN ADVANCED SCIENCE COURSES IF FUTURE PLANS AND LOOKING AT THE STUDENT CAN BE MORE CAREFULLY CONSIDERED IN CLASS SCHEDULES IT COULD HELP MORE

Achievements rates in my opinion are below grade level. Whatever the 504/IEP states is what I try to stick to as best as possible. As for teachers, well for one I think it is slightly confusing how there is not a designated SPED teachers for each subject. My old district we had a social studies SPED teacher who would push into 8th grade history and 6th grade history classes that were designated as SPED classes. I cannot fully support every student in a SPED heavy class when it is just me.

Achievement rates for the majority of SPED/504/ELL students are below grade level. Classroom accommodations are the plans in place to support the special population students. As for teachers, I feel like there could be more in place to support them, however, this could be a result of staff shortages in that dept.

How do achievement rates of special education/504/ELL students compare with non-specials students? What plans are in place to support special education students? IEP plans are in place to support special education students. Their teachers? SPED Team makes sure that the teacher is aware of students' accommodations and gathers our inputs to make sure that the student can be successful with what goals are set into place. Working together as a team is key.

Depending on the student, they usually are lower. Accommodations are set to support students.

How do achievement rates of special education/504/ELL students compare with non-specials students? Students score lower compared to on level students by 10%-15% on the CFA's. What plans are in place to support special education students? After looking at student data on the mastery groups I will group them accordingly and/or create a seating chart that allows for peer support. Their teachers? I don't understand this question.

SPED/504/ELL students receive little to no support in Social Studies so their grades have fallen a great deal despite ongoing efforts to use all strategies of teaching and learning. Teachers follow students' IEP and BIP to help support students in the classroom and most of the time implement accommodations for all students to make sure that anyone struggling has an opportunity to learn. Teachers were not given specific support to help learning in their classrooms which may have been helpful for those who were struggling, but most teachers seemed to be doing alright.

Students with 504/ELL have the same achievement rates as non-special students. Students are encouraged on a second attempt if they were unable to perform. Students with 504/ELL are rarely cold called as well.

Special pops underperform compared to their counterparts. Additional resources, such as translation apps, IEPs, and resource are provided to students. Core teachers discuss students and their needs in PLCs.

In my classes everyone goes at their own pace and I'm able to differentiate instruction. I feel like everyone is able to have different successes throughout the year.

Each student in special education had an IEP and teachers are expected to follow them.

Teachers need more support

At the 1st set of progress reports for the 4th 9-weeks, I only have 4 students out of ALL of my students who are not passing. This is due to playing around, being generally disruptive, disrespectful, & defiant, and not putting in any effort at all. Out of those 4, one has a BIP, and one I believe has a 504. All of my other SpEd, 504, and ELL students are doing great. And, as I stated with the above question, many of my "special population" students are some of my highest achievers; art is their gift. So, I'm not sure art can be approached in the same way as the core and other academic classes.

As for plans for support... I'm not sure there are any. I would love to have some extra hands in my room, especially with my bigger classes and the ones where I have more students who need one-on-one attention. I use peer tutors a lot (collaborative learning) and pair students with a friend who tends to grasp the art processes a little easier so their friend can help them when I can't get to each student as quickly as I'd like.

Also, I think moving back to the new art labs will help tremendously too. Right now, our rooms are too small, there's too much noise bouncing around, the desks don't work for what we need, the cabinets are exposed so kids get into the supplies & take or destroy them, and I have no sinks so we can't do more fun projects like painting or paper mache because we can't make a "pilgrimage" to the bathroom with each class, so the kids and complain and get insolent with me because they are disappointed & a bit bored too,

Special education students tend to score lower on standardized tests perhaps due to the nature of their disabilities and the systems that can struggle to meet their needs

504 students also have disabilities but they don't necessarily require specialized instruction and their achievement can vary depending on the accommodations and support

ELL students can also score lower due to language barriers, but with strong support, they may be able to improve scores on assessments

Plans in place to support special education students include IEPs; 504 Plans; Special Education teachers can pull students out for more focused instruction; Assistive Technology and tools such as speech-to-text can also help

Plans for teachers include PDs, as well as collaboration with special education teachers to plan and share strategies; meet with behavioral specialists as well

I write out music to cater to those students that meet their needs and allow them to have a presence in the full ensemble

Students are given more one on one time when it is available. I have very few students that need the support and are able to achieve at the same level as non-specials students.

How do achievement rates of special education/504/ELL students compare with non-specials students? As a Spanish teacher, can monitor strengths through STRIVE data, benchmark tests etc What plans are in place to support special education students? IEP's, 504's, accommodations and modifications, progress reporting, involvement, focusing on individual student needs, and collaboration between parents, educators, and professionals.

Their teachers? Small group tutorials.

What tools are available to ensure that strategies are designed to improve student performance? interactive techniques, technology integration, personalized feedback, and a growth mindset. Furthermore, focusing on critical thinking, problem-solving, and soft skills, along with incorporating real-world situations, growing life learners, and project-based learning, can lead to improved academic outcomes, showing presentations, video's or slides.

Student supports:

- 1. Individualized Education Programs (IEPs): Tailored learning goals and supports for each student based on their specific needs.*
- 2. Inclusion Models: Many schools adopt co-teaching or push-in models so special education students can access grade-level curriculum in general education classrooms.*
- 3. Assistive Technology: Tools like speech-to-text software, audiobooks, and adaptive devices help students access instruction.*
- 4. Progress Monitoring: Regular assessment of growth to adjust instruction and supports accordingly.*
- 5. Behavioral and Social Supports: Programs like PBIS (Positive Behavioral Interventions and Supports) and access to counselors or social workers.*

Support for Teachers:

- *Professional Development: Ongoing training on inclusive practices, differentiation, behavior management, and co-teaching strategies.*
- *Collaboration Time: Scheduled time for general and special education teachers to plan and problem-solve together.*
- *Instructional Coaches or Specialists: Many schools employ special education coordinators or instructional coaches to assist with lesson planning and interventions.*
- *Paraprofessionals: Additional classroom support to help with individual or small-group instruction.*

Students are given extra time to complete assignments and more assistance if requested, along with their other accommodations. However, the scores are lower than that of their peers. Students are sometimes not attempting the work, as they are what appears to be only working when the teacher is directly next to them and working with them one on one. Students' IEP and 504 plans are followed and implemented into the classroom. The special education department conducts annual ARD meetings and yearly evaluations to ensure that students are receiving the needed accommodations and also have resource classes for students. Aides are also present to assist with the modifications from the Essential Academics classes, but they should not be doing the work for them, and I have seen that most of these students wait for the special education facilitator. Instruction is adjusted to meet the individual needs of learners. The achievement rates are lower even though they have accommodations in place. Teachers implement these plans in the classroom environment.

Not sure overall. Some support tools work but others seem to just seem to become just another meaningless chore.

Non-specials students typically score higher on CFAs and assignments, but it varies by student. As an 8th grade advanced math teacher, I don't see those differences. Non-Specials students sometimes struggle, and special education students do just fine.

Achievement rates are slightly lower, as they tend to struggle more with the comprehension and implementation of the material learned.

For my personal classes, the achievement rates are similar. I have been working hard with all students to increase their level of achievement. Even though many did not pass the last interim, most students (80/120) improved tremendously from their 6th grade STAAR scores. Paraprofessionals come in to support special education students who have minutes. This supports me as well because it provides an extra person that can help support my students with their work.

Achievement rates for special education, 504, and ELL students often are behind their non-special education peers, prompting us to implement targeted instructional strategies (Toreador time), and offer individualized support (IEPs) to close the achievement/ behavioral gap.

I collaborate regularly with sped staff and our MTSS and support teams help us adjust strategies when needed. It's all about helping each student make meaningful progress.

3. What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working?

Student success meetings with teachers and parents are beneficial.

Currently no follow up.KA

Ideally, we would have periodic checks throughout the year to collect data. Currently, TT is our only intervention, but there is no accountability or data collection other than STAAR, which can we really turn that back to TT? -AP

Interventions include blended learning days built into weekly lessons, daily Toreador time, and spiraled TEKS throughout lessons. Data has improved overall in RLA, although there is no way to tell which interventions are the most effective. For the most part, I have heard that Toreador time, the way it is scheduled now, has not been an effective intervention according to feedback I have received from teachers. SB

Teachers scaffold for all students and adjust the level of learning daily for struggling students. The only intervention on campus in place is Toreador Time. I don't believe the data confirms intervention is working because data is not being recorded except for a small selection of students. It is hard to keep track of data when many of the students in Toreador time are at different levels academically and behaviorally.

We use the RTI system during Toreador Time. In classroom to classroom you might use small group instruction, targeted skill building. I would say Toreador Time has not been super successful based on what I have seen.

We need more staff to help support students.

Interventions during Toreador Time are not working— it might sound like a great idea to put all intervention students in a room but typically these are all behavior students and no actual intervention is being done due to behavior. Too many are opt-out students.

Toreador Time is supposed to be for that, however, I don't feel like it is working.

We use small groups during class, reteach during Toreador Time, and after-school tutorials. Interventions are based on specific TEKS students struggle with. CFA data shows that most students improve after targeted support.

TUTORIALS AND PULLING AT TABLES. DATA INCONCLUSIVE AS THERE IS A LACK OF CARE ON PARENT/STUDENT SIDE

After school tutorials, one to one assistance, group assignments. The data doesn't show much impact. The effort from the students is not consistent.

Interventions in place to support students who are not successful are after school tutorials, one-to-one assistance with directions or difficulty and group assignments. Group assignments allow students to complete 25% independently and rely on group members to fulfill the remaining 75%. This provides a stress-free assignment and the opportunity to socialize/engage with peers. Despite effort to assist all students through various academic opportunities, data shows minimal positive impact.

Tutorials, PLUS room, teacher/aide one-to-one with the student to help them get things completed and/or make-up work. Does the data confirm that the interventions are working? Unknown

Reflect, reteach, and parent support. Data shows interventions are working in some situations.

What interventions are in place to support students who are not successful? I have tutoring after school and/or during lunch. I create activities or reviews for students to get mastery. Does the data confirm that the interventions are working? Some of it is working and allowing students to see where they were unsuccessful .

The only form of interventions that we have implemented this year were those accommodations and modifications for students as they were identified in their IEPs/BIP. Interventions

Students are given additional one to one time in order to support them in their performance. If the music is difficult they are given an easier variation.

There are resource classes in place and all teachers provide tutoring. However, struggling students still struggle.

We have meetings where we all locate our lowest performing and behavior students.

Student success meetings

Tutoring

Toreador time

PLC

Resource classes

I do lots of little things to help my students be successful:

- I let students redo assignments to get a better grade if they choose.*
- I give them a week to turn in late assignments & only take off 10 points if I get it by the end of the next week.*
- I let them turn in late test grades by the end of the 9-weeks and give them a 70 for it so they can at least pass.*
- I try to email home when each progress report goes out so parents have plenty of time to intervene and help struggling students.*
- I try to grade everyone based on their individual abilities rather than an arbitrary standard, so they have self-efficacy which creates more success.*

As for the data... My 1st semester was a struggle with 6th graders learning how to take ownership of their own learning. They really struggled with being responsible & turning in assignments on time. I sent LOTS of emails home about failing grades! This semester, I see much improvement. My students are getting into a groove & know what's expected of them. The majority of my students now have A's & B's, and I'm not having to fight them so badly on turning in missing assignments. Therefore, I do believe that my interventions are working.

Differentiated instruction; targeted support and small group interventions; one-on-one or very small group instruction

Additional interventions include mentoring or tutoring, counseling, summer school

Whether interventions are working, depends on consistent and regular progress monitoring

At the sixth grade level i offer after school sectionals to work one on one with the student. At the 7th and 8th grade it is not in the students best interest to be in the ensemble if they do not have the prerequisite (beginner violin, guitar, trumpet) they are encouraged to be in another ensemble. The performing groups are intended for those who have a strong foundation in music fundamentals .

In the band class we have students helping other students and using scaffolding techniques to help students that are behind and it is working for us. As far as core class I am not sure of the interventions taking place besides Toreador Time but I feel all students should be doing the same concepts. Even in Enrichment TT, some students still struggle with basic concepts and don't take it seriously because it is not for a grade and don't put in the effort.

Student success meetings- outcome depends on each individual. Small group, reteach content, tutorials, retests, etc.

Tutorials are available. Student and teacher conferences at the desk and during small group at teacher desk. Teacher can make reteach experiences for students who need on a small group, or an entire class reteach depending on the topic/issue of non successful topics. Students who did not pass the previous staar assessment are given the minutes throughout the school year to receive the intervention time.

Re-teach and assist them with their assignments. It is successful sometimes.

RTIs is used to intervene for students struggling, Tier 1, receives regular scaffolding to help with work, Tier 2, Will receive a small group for extra support, and Tier 3 needs additional 1 on 1 time. The data confirms that this is NOT working.

Interventions such as targeted tutoring, small group instruction, and academic support programs are in place to support students who are not meeting benchmarks. Regular progress monitoring and assessment data help determine the effectiveness of these interventions. Current data shows improvement in student performance.

I pull small groups and provide notes that break down all concepts. We have Toredor time where we can support students who are not successful. While others work on independent work, I will work with very small groups of no more than two students. Students who did not pass their 6th grade STAAR have shown improvement on CFAs and on their last interim.

Interventions such as targeted tutoring, academic support programs Such as special education, and progress monitoring are in place to support struggling students. Current data indicates mixed results, with some improvements in performance but inconsistent outcomes across all student groups. There also has been an improvement within the behavioral/ Discipline data as well.

I monitor progress using regular assessments, and the data does help me see what's working. If students aren't improving, I try to talk to the team to adjust the intervention. Some students improve, while others may need more individualized support.

4. How is Response to Intervention (Rtl) being implemented? How are students identified and placed in Rtl? Are the Rtl processes and implementation

effective? How is the RtI process affecting referrals to special education?

Do we do RtI? We never meet regarding this process or implementation. -AP

I cannot speak to specific RTI practices, as I do not have an intervention block. SB

I actually don't know how the RTI process works on our campus. I don't know who to refer a student to, to begin the RTI process.

RTI is being implemented during Toreador Time (They use Freckle/Mathia). Students are identified and placed in RTI based on their previous years' STAAR Test scores. The Toreador Time RTI implementation attempt is NOT effective. The biggest issue I have seen is behavior. I don't know how the RTI process is affecting referrals to special education.

During toreador time is mostly when we implement.

Who is in charge of the referral process and what are the criteria for placing students in RtI? The Sped numbers are increasingly growing and it makes me wonder, are they truly needing services or are they playing the system by not actively trying in the classrooms?

RTI is implemented primarily through Toreador Time and small groups in class. I believe the process starts in elementary school and they come to us already in RTI. I think the teachers bring it up during MTSS meetings to add or at least monitor them. I don't know how the process affects the referrals.

I am not sure if this is a system we have in place currently. RtI is usually a campus-wide system where progress is monitored as a team. I am uncertain if there is a team for this at the moment.

N/A

I am not sure how the RTI process is implemented at Barnes.

I am not sure how RtI is being implemented campus-wide, but parent communication through phone calls, emails and Remind app messages, along with student success meetings, are ways I have tried to assist students. Because I am not 100% aware of the RtI process on campus and because there is a lack of accountability in student learning, I would say the process/implementation is not effective.

Unknown

unknown

How is Response to Intervention (RtI) being implemented? I don't think it is being implemented very well due assignments that are being given. How are students identified and placed in RtI? By the previous years STAAR scores. Are the RtI processes and implementation effective? Not sure. How is the RtI process affecting referrals to special education? No sure.

The music is taught the the entire class when it is introduced. Once learned small groups of students are asked to play. If there is a student who is struggling I move to their side in order to support and make any adjustments.

This is largely done among the ILT team and core PLC discussions. As a fine arts teacher I've never been a part of the RTI process for students.

Test scores and data are where students are identified and placed in RTI

I don't know the answers to some of these questions in this section. They are not specific to my content area.

When I taught English, the Rtl process was super-important to identifying students who were struggling and setting up a scaffolding system for them in order to give them the tools they needed to become successful. In Art, it's not quite as important because my class is based more on effort and less on objective standards. And since many of my students who need those extra supports in more academic classes don't need them in Art, and are often the high achievers in my room, I'm not sure I can answer this question accurately because I don't usually see the same issues that would identify students needing referrals to special education; I often see giftedness instead.

My biggest issue instead is behavior... I have A LOT of students who tell me they didn't want to be in Art in the first place. They create a LOT of behavior problems in my room and end up ruining the experience for the students who love art & want to be in there. The students who are interested in art are being cheated out of a great art education because a lot of my time that could be used for instruction is being taken by behavior interventions instead. These students with behavioral issues end up becoming the ones I would refer for interventions, but it's more about behavior, choices, & respect than it is about actual academic achievement.

Rtl is a multi-tiered system

Students identified based on being at-risk academically or behaviorally

Rtl effectiveness depends on the consistency of monitoring and documentation

In music the process is done by seeing if the student can execute music selections and excerpts. Students are identified by the level of success initial assessment over music selections

I do not know what RTI's are being implemented to help students in the core classes and as far as band every student is starting at square 1 so they are moving at the same pace at the beginning, then put into bands based on their level of understanding.

Tier 1: Core AVID Instruction

All students receive high-quality instruction in AVID strategies like note-taking, organization, time management, and goal-setting.

- *Teachers monitor progress through grades, work habits, and participation.*

Tier 2: Targeted Supports

For students struggling with organization, motivation, or academic performance, the AVID teacher can provide small group support, such as:

- *Extra help with tutorials and writing strategies*
- *Personalized goal tracking and reflection activities*
- *Peer mentoring or accountability partnerships*

Tier 3: Intensive Intervention

If students continue to struggle, the AVID teacher may coordinate with counselors or intervention teams to provide more individualized support, such as:

- *One-on-one coaching or academic mentoring*

- *Referrals to tutoring*

It gets implemented on a whole scale through Toredor Time. They use Interim data to place students in tiers, and it is far from effective.

Rtl is used to support students through three tiers of intervention based on their needs. Students are identified using test scores, teacher input, and class performance. The process helps many students improve without needing special education. We can hope that as a result, there are fewer referrals to special education.

Rti is being implemented through MTSS. Students are identified through testing scores and teacher recommendations. I believe we try our best to implement effectively, however students during Toredor Time do not participate like expected because there is no accountability in it.

Response to Intervention (Rti) is implemented through a multi-tiered support system where students are identified based on academic and behavioral data, placed into appropriate intervention tiers, and monitored for progress, with evidence showing increased early support and a reduction in unnecessary special education referrals, though effectiveness varies by fidelity of implementation

I use regular progress monitoring to track how students respond. If the data shows they aren't improving, I adjust the intervention.

5. What tools are available to ensure that strategies are designed to improve student performance?

RLA and Math ICs

Each week on Mondays and Tuesdays, teachers spend their PLC meetings going through the process of internalization. They complete the TEKS unpacking tool, ensuring that the activities for the week closely align with the language and rigor of the TEKS. ICs and administrators also conduct regular walkthroughs to ensure high quality instruction that is tailored to student needs. SB

The tools available to ensure that strategies are designed to improve student performance are inclusion teachers and EB support. Scaffolding assignments and knowing individual needs. One on one conferencing and feedback with each student.

We constantly look at data from Unit/Benchmark/CFA assessments. We collaborate in PLC's every single day and receive input from instructional coaches and curriculum specialists.

Data has been a huge help!!

Apart from data tracking on the teacher's part, what other tools are being used?

I am not sure what you are asking here.

We use Eduphoria to track data and Teks Resource System to break down TEKS. Teachers plan in PLCs and use the Savvas and stemScopes curriculums for aligned lessons. We also use tech tools like PhET simulations and blookit to make learning more interactive.

SCAFFOLDING, small groups, mtss tracking

Gamifying warm-ups/assignments when applicable and appropriate, interactive notebooks, cooperative learning.

A variety of tools and strategies such as interactive notebooks, online review games, class resources and cooperative learning are used to help improve student performance.

unknown

unknown

Available tools to use include eduphoria to check CFA and exit tickets. Looking at the missed TEKS/questions and creating reviews on what specifics to focus on.

Students have access to instruments after school to practice or ask for additional help. There is also resources available on Google Classroom.

Data teams use intervention strategies and assessments to check on the progress of strategies to affect student performance.

Tutoring, Toreador Time, Resource classes

I have Flex Curriculum for Art which has been helpful in finding projects that match my Elements & Principles that I base my art lessons on.

I try to differentiate my lessons based on each student's individual gifts & abilities in art. My goal is for them to grow from where they started because they each have different innate talents and learn at different paces. If I base their growth individually, then each student will have a better chance to demonstrate that growth and be successful.

I have a limited budget for supplies. Even a little bit of money is helpful in purchasing supplies for my students so we can explore, experiment, & revise as we learn the art processes.

I have an AMAZING Fine Arts team, especially my Art teammate, who is a fabulous resource for lesson plan/project ideas as well as classroom management tips for the Art Studio which might run a little differently than the average academic classroom.

I also have an incredibly supportive administrative team that will back me when I need help.

Data and assessment tools help identify student needs

Instructional strategy tools; behavior support to track behavior and reinforce positive behaviors

Scaffolding

PBIS Rewards

SMART Goals Framework

Rtl data meetings to review student progress and plan interventions

Study guides in student binders help facilitate music education as well as visual aids and constant implication of music fundamentals

I have after school tutorials every day for students that need the extra help and time. I also hear each individual student consistently and give immediate feedback. Every day we hit the basic fundamentals which help improve student mastery of their instrument.

AVID Weekly and AVID Strategies

- What it is: Curriculum resources that include structured lessons on WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading).
- How it helps: Gives teachers a consistent framework to design lessons that build essential academic skills.

2. Focused Note-Taking Rubrics

- What it is: Rubrics to assess student progress on note-taking (e.g., Cornell Notes).
- How it helps: Provides measurable checkpoints for academic habits and allows teachers to give specific feedback or differentiate support.

3. AVID Data Collection Tools

- What it is: AVID offers tools to track:
 - GPA trends
 - Attendance
 - Behavior
 - Tutorial requests and success rates
 - How it helps: Enables teachers to identify students who may need interventions and monitor the effectiveness of strategies.

4. Student Binder Checks & Organization Logs

- What it is: Regular checks of students' binders, planners, and organization systems.
- How it helps: Tracks habits of success and allows for timely intervention if students are falling behind.

5. AVID Tutorial Request Forms (TRFs)

- What it is: Students complete TRFs before Socratic-style tutorial groups.
- How it helps: Encourages students to reflect on their academic struggles and empowers them to articulate needs—helpful for Tier 2 Rtl data.

6. Goal Setting & Reflection Forms

- What it is: Self-assessment tools for setting academic or personal goals, tracking progress, and reflecting on outcomes.
- How it helps: Promotes metacognition and accountability—key to AVID's success mindset and personalized intervention.

7. Student Portfolios

- What it is: Collections of student work, reflections, and progress tracking.
- How it helps: Shows growth over time and provides evidence to tailor support or celebrate improvement.

I think they are placed into the Toreador time based off of past assessments from previous years. I believe that the RTI is implemented by several teachers effectively for those that are closely monitoring their students and the data. The students placed in the behavior program are placed due to behavioral issues that placed them into DAEP, ISS, or classroom referrals and/or 504 accommodation plans for RTI behavior.

Not sure.

We use Freckle Screeners, Interim Assessments, CFAs, and MATHia assignments.

There are several tools to help improve student performance, such as student data, progress monitoring tools, assessments, and teacher collaboration.

Observation Records

Data from formative and summative assessments

Quick feedback

Student feedback

Data availability

Department feedback

MTSS is put in place to track the students progress in Toreador time.

6. What interventions are working at JBMS?

Currently, I don't think any intervention is working outside of individual teacher tutorials when students attend.

Small group instruction within the classroom (either with the classroom teacher or with the IC)

One on one support for students who have access to it in their IEP

After school tutoring with homeroom teacher (for students who attend) SB

The intervention working at JBMS is our data action forms. During PLC when we have time to review our data and see what TEKS are the lowest we then are able to focus on that TEK and reteach. I feel like it works because our 8th grade team usually has the same lowest TEKS.

The only thing I can think of is that students seem to like earning PBIS points for good behavior. I haven't really seen anything that seems super effective.

I am having a hard time because I need extra support in my classroom

Small group instruction with students that are actively trying.

I don't see any specific interventions I can say are working as a whole.

Hands-on labs, small group reteach, and student choice projects are helping students stay engaged and improve. Using CFA data to guide instruction has been effective. Toreador Time is used well by some teachers to close gaps.

Toreador time in core classes are trying to help our highest needs students

I personally don't think there is much working. You have students that care and ones that do not.

Personally, more training and consistent interventions may work, but as of right now, school culture is not providing the positive impact required to acquire maximum and efficient success.

unknown

Contacting parents and tutoring students.

At times Toreador Time is allowing for some intervention.

Lunch and small gym seating.

PLUS, CIS, and Reset have done a lot for supporting student behavior.

Honestly I don't know. I am not a CORE class

I'm not really sure I am aware of what interventions are being implemented since I teach an elective rather than a core class... rarely have I had kids come in for tutoring because most of the time we get our work done in class since our supplies stay in the classroom.

I try to help them one-on-one most every day...that personal attention and feedback seems to be the most helpful for me.

And, I email home a lot! Keeping parents informed about grades & behavior has been my "best friend" this year.

Not certain which interventions are working collectively, but perhaps PBIS Rewards.

I believe the use of PBIS points is working to help students curb their behavior issues

As far as core classes, I am not sure what is actually working.

Small groups, parent conferences, success meetings.

Data review, deep diving through the data, looking at the most missed TEKS, etc.

-Being proactive and having a proactive approach will help to ensure that the school can implement strategies prior to the student falling too far behind.

Student successfully completing an exercise and working toward successful completion of independent work.

Paraprofessional support, 1 on 1, small groups

Progress monitoring tools, formative and summative assessments and plc.

Paraprofessionals are one of the most effective forms of intervention.

Teachers who are implementing academic laps and pulling small groups.

The behavioral interventions appear to be relatively effective; however, the structure and implementation of Toreador Time needs major improvement. I am able to make greater academic progress with students during targeted tutoring sessions than during Toreador Time, largely due to a lack of student accountability within that period.

PLC

7. What interventions need to be changed, revamped, or stopped?

Toreador Time (understanding their has to be something for HB, but whatever it is needs to have meaning and accountability) - AP

Toreador time needs to be restructured. I understand that students are required to meet a number of instructional minutes under HB 4545, but having 20 of them in a group together, especially when many of them have a history of violence or disruptive behavior, is not conducive to learning. I also believe the intervention period needs a set curriculum that is specific to a student's level, and that the intervention period must be graded for accountability purposes.

Interventions that need to be revamped are Toreador time. I think the scheduling of students needs to be strategically planned.

It seems like there are not great consequences for students that are part of the PLUS program, not sure how that can be improved or made more effective. It also seems that there needs to be a shift in how we conduct RTI support. Toreador time is not effective.

More staff to help provide interventions!

Toreador Time needs to be changed MAJORLY. Mix them with high achieving students that way we can actually pull small group.

I think Toreador is the primary intervention time and it is not working. I believe Toreador should be done away with and that time redistributed to class time where we can do more in class interventions on the spot and small group interventions with our own students that we know and can better assist.

Some tutorials need to be more targeted. Rtl plans need to be implemented with fidelity with a school-wide system in place. Worksheet interventions don't help much and need to be more engaging. Toreador time is only used well by some teachers, but not implemented well by the majority. Many students believe that if it is not for a grade, it is not worth their time to put effort into.

Toreador time needs to be revamped in order for students across the campus to be getting the most out of it.

It starts at the top and I mean all the way to the superintendent. I haven't seen much investment or any face from many people at central. It seems like the relationship/chemistry between the parents/guardians and our school system is lacking. Which leads to the lack of student accountability. This is the same problem I had at my previous district and here. The students have this sense of entitlement or the expectation that we will just pass them and it's because they aren't being held accountable.

Students must be held accountable for their actions and learning. All responsibility for student grades and recommendation for interventions is falling on the educators. This must fall on the students and parents/guardians.

unknown

We need to get parents more involved in their child's education. Parent/teacher conferences at the beginning of the year.

Revamping Toreador Time with more realistic assignments to assign. Not just a worksheet copied from a book. At the beginning it was more useful.

Seating for Big Gym 7/8th graders.

Toreador Time hasn't achieved its goal of assisting student achievement. Resources classes aren't being taught by content teachers. PBIS hasn't done much to affect negative student behavior.

Toreador time needs to have a grade. Students don't take that class seriously. They refuse to do the work. We need more people who work for the plus and behavior units. Often there are several plus students that need a teacher with them full time during class. Staff cannot shadow every student within the program, we don't have enough staff for it.

I don't know that it counts as an "intervention", but I wish we could meet as a team, Abby & me, to talk more about plans, classroom management, and putting in orders, etc... rather than having to sit in a different subject's meetings each week that don't really pertain to us. We don't even have the same planning or lunch times. We are across the hall from each other and rarely have time to even say hi. Seeing that we have to go to PLCs for other subjects AND plan for our own subjects as well, often after school or on our own time, —and we only have 1 planning period & 1 additional class period with kids than core classes have— it doubles our work & makes it harder for us to be as effective in our own subjects/rooms. (We have desperately needed time to work in our rooms and haven't had much of a workday for that since August...and our competitions and Art Shows are in April; it would have been super-helpful to have had time to work together on those)

Toreador Time might be considered an intervention. For me, it's not really working. The kids don't want to do the work. They fight me on it every day. They don't listen, & they know it's not for a grade. It just becomes 20 minutes of behavior issues.

I have no comment at this point

I think that the PBIS system is too extrinsic and teachers need to be on all the same level when it comes to enforcing discipline in the classroom

I think Toreador Time could be changed. I believe students would understand more basic concepts if students were learning from a teacher that is apart of their normal schedule. I.E. - Students would stay in 2nd Period (doesn't have to be 2nd) working on math or RLA concepts and the material is all the same per grade level. Students could help each other, hearing the concept from another peer helps. Teachers could create small group interventions for those that are struggling. They could also use this time to complete any missing assignments on Fridays and hold themselves accountable for their grades. Students are more inclined to work with a teacher that they see more than just 30 minutes every day.

Toreador time: From what I hear through staff conversations it is not done with fidelity by most teachers.

Toreador time. It is hard to keep students on task and do the assignments that have been put out by their core teacher/teachers, or completing their assignments.

The PLUS/RESET program seems to have flaws. Several faculty members have mentioned how the kids just tell the people who check in that they're doing okay, and then they go back to the classroom. They need to push for more conversations with classroom teachers and problem-solving as a team rather than just sending out a QR code for teachers to fill out about each student.

High achieving as well as students in the academic middle are constantly complaining about how these students get to walk around to do and say whatever to their peers as well as adults and no consequences are

ever given. They get released back to the halls after one class period, they return to school the day after incidents, no changes are seen or made by these kids, and it brings down the morale of the students that we can impact.

The behavior and plus room seem to be beneficial for some students. I think the teachers who are monitoring the progress of the students and looking closely at the data are able to better track the needs of the students. Teachers can see which students are struggling and provide targeted teaching to help ensure those students get those concepts. This can be done on blended learning days, small groups focus, and with one on one tutoring. The Intervention and Toreador time class period is beneficial but only for teachers that are actually using it for the intended purpose.

Not all teachers are doing the Toreador time. The students in my Toreador time have told me that their friends do not do the math, the reading, or the Character strong. The students do not view it as fair, since some groups are doing the work, and the others don't do anything except play games. I think that the plus/behavior setting rooms needs to have a more outlined support so that students do not just use as a reason to leave the room when wanting to get out of the classroom. The teachers need to have more structure during the remediation time, and during the intervention time. The forms that need to be and are required to be filled out by teachers need to have an option for comments. I do not feel that the options and choices for teachers to fill these out are giving accurate data as teachers choose between numbers. I don't think everyone doing the same work in Toreador time is beneficial, as there should maybe be a choice or option between two or perhaps students choose to work on classwork instead of the whole group. Toreador group students are not always on the same level in the subjects. I think that on level and advance students should be grouped together. I think that turning it into a study hall would at least make the students participate and become more engaged in the work they are participating with during this time. The student group I have, tells me all the time, it's not for a grade so they feel they don't need to do it because none of their friends are doing the work given to us by Brohm or Pond.

Not sure overall.

Toreador time - needs to become more of a tutorials time.

I believe Intervention (Toreador) time needs to be restructured in a way that holds students accountable for their learning and goals.

Toreador Time requires restructuring to increase student accountability and engagement. It is important that we find effective ways to keep all students meaningfully involved during this period. I appreciated the club concept that was mentioned, though I did not submit preferences myself, knowing I would be assigned as a core teacher. While I strongly believe that the kids who need additional help and support, I also believe it is essential to offer engaging and purposeful activities for those who do not require the additional support.

Iss/ wherever students go when kicked out. Students want to be kicked out so they can go anyway else but close because "they get to chill and get candy". I feel that students will continue to misbehave unless they learn to not like ISS more than they dont like class.

8. Overall when it comes to achievement what are our school's strengths :

We have many vested experienced teachers on board who care.

We have vested hall monitors who care about students

We have highly trained, highly qualified teachers -

We have seen big gains in our students' reading and writing capabilities this year. We have had the fewest essay opt outs in 3 years. Students are writing more, responding with more depth, and having more classroom conversations. Teachers have done an excellent job of implementing strategies such as blended learning stations and student conferencing in order to aid student success. Our curriculum has also become more directly aligned to the TEKS this year, and it shows in our interim scores.

Our school strengths are our positive relationship building and our PLC planning.

Our school's greatest strength is that the colleagues and staff do a great job of supporting and uplifting one another.

My students have gained so much confidence and are better at writing!

We have great abilities to form relationships with students that transfer into them caring– or at least this has been my opinion this year and have seen great results in their achievement abilities.

A strength is that we really push to have the students ready for the STAAR test.

Teachers work well together in PLCs. We use data to plan instruction. Students are engaged in hands-on learning, and we're seeing growth in key TEKS.

We believe we hold our students to a high standard, and try to push our students to succeed and grow. Most of the teachers are part

Rewarding students for their achievements for sure. Do I feel like there could be a little more done for the students and give them more to look forward to, yes, but it is difficult to do that obviously when there isn't much buy in. The admin team is definitely a big upgrade for myself personally from what I had previously.

Encouraging the importance of learning to those that value education and rewarding them is a campus strength.

Caring staff that cares about the success of our students

Positive support

Teachers and staff that push for tutoring during lunch or after school. Teachers that find ways to create fun and engaging lessons.

Supporting administrators.

Teachers at JBMS are tireless in their commitment to student needs and achievement.

Our teachers are resilient. We face challenges everyday and we power through and overcome them.

Our teachers. Whether you can see it in the kids or not, our teachers are dedicated and try our best to plan good lessons and reach our students.

I think the same can be said of our administrators too.

Teachers do our best to always show up for the kids, regardless; to go above and beyond to ensure student successes

I can't speak for the entire school but i feel like our entire fine arts department have good communication and work well with each other

The teachers' efforts towards the students' success.

In terms of academics, support from all elective teachers to be successful. I do feel that can be more consistent across the board. A regular tutorial schedule has been a huge help this year.

Strong sense of community, supportive relationships, meaningful learning experiences, and a focus on individual student strengths. We can also analyze academic data, student performance, and teacher effectiveness to pinpoint areas where we excel.

Opportunities for student voice and leadership inside and outside the classroom.

College and Career Readiness

- High participation and success in AVID or advanced coursework (Pre-AP, AP, dual credit).
- Students are being taught skills for long-term success, such as organization, inquiry, and goal setting

Student and teacher relationships to ensure that social and emotional learning is also occurring. I do however think that students watching movies and sitting in the room during lunch just to sit on phones and watch movies is something that may need to be looked at. There are some teachers that are maybe trying a little too hard for students to go hang out with, and the students see this as a time that they can just do whatever they want. Teachers are there to listen, but this was happening all the time. Students were not using the lunch as a tutorial, but as a time for social, which is important. I know that some staff have built those relationships with some students, but those students sit and crowd the hallways and crowd the office. The students are on phones and in areas where they perhaps should not be during this time. I think that perhaps once the cafeteria is opened that maybe there can be a table on the stage, or out of the way where the teacher and faculty could still enjoy time with students, but the rules would still apply to everyone, and not just the few.

Teachers support and encourage students to grow in knowledge Many students are receptive to teaching instructions.

Our advanced Classes, Athletic Achievements.

Our school's strengths in achievement include strong teacher support, focused instruction, and consistent use of data to guide learning.

Algebra

RLA achievement

Students are slowly improving academically in mathematics.

I believe one of our school's greatest strengths is the strong support provided by our administrative team. I have consistently observed our administrators working diligently to support teachers to the best of their ability,

which is a key reason I want to return to this campus next year. Additionally, I've noticed a positive culture of collaboration among teachers, with staff members actively supporting one another.

The school does well being flexible and consistent.

9. What are our school's biggest weaknesses:

Understaffed ESL program for 24-25

technology help for one on one device

Understaffed Sped Dept.

Behavior -

teacher retention -

Response to behavior. Many students have stated they want to be sent to ISS, and that it is not a punishment for them. There are no consequences for being late to class. There are no consequences for failing multiple classes. Students know that if they fail a class, or even fail a staar test, that nothing will happen. I believe that ISS needs to be revamped, and that if a student gets repeated ISS, they should be referred to Alternative School. I also believe that a parent should be notified every time a student is sent to ISS, and that ISS should be for a minimum of one full day, and not by class period. I would also like to see student success meetings implemented on a more frequent basis.

Consistency is necessary from all staff on all school rules. We have issues with some teachers allowing headphones, food, and phones, and others not allowing it. Dress code is almost never enforced. Teachers are not in the hallways when they should be, and rarely show up to their morning and afternoon duty stations. This leads to fights in undersupervised areas, and students not following what are supposed to be school wide rules.

Our biggest weakness is student accountability. Students need to be held accountable. Morning duty expectations need to be clear and we as teachers need to be accountable for following through across the board for our students.

Our schools biggest weakness in my opinion is consistent consequences for student behavior and lack of accountability on the student and guardians part.

Answering these questions separately is difficult, as so many are intertwined. We don't have the departmental support we need for our special populations or the staff to provide the support we need. I didn't have

consistent push-in support in my class until March, and even then, she was being pulled out to sub for other classes. I know our SPED team is really doing their best with what they have. And I know Admin is doing their best with what they have. There is only so much one can do when you're overworked, understaffed, overlooked, and underpaid. It's almost the perfect storm of clusters to ensure students can't succeed.

There's a lot of overlap between our IEP/504 students and the students we have the most behavioral issues with (at least in my classes). So many of them refuse to try, and instead spend the class acting as disruptions and distractions for other students. I'm so frustrated with the lack of accountability for their actions. I don't know how to fix it or even make it better. And that is one of the most frustrating pieces: I feel helpless to improve it.

Lack of staff support

Behavior. We are overpowered and the students know it. Unfortunately, they can do whatever they want and there are slim to none consequences simply because there are simply too many of them. We also strangely keep putting these students together in classes and do not utilize teacher input on which student need to be kept apart (we literally filled out a google sheet with this information last year and it was not used this year).

A weakness is that we are so focused on preparing students for the STAAR test we don't take the time to ensure they are prepared for real life and society outside of school. For example, the way we go about writing. The fact that we don't supply specific time during the day for students to just read a book (10-20 minutes) of their choice - not required class reading - I feel discourages reading in general.

SPED/504/EB students are still behind. Device issues and lack of engaging intervention activities are barriers to success.

CARE, EFFORT, PARENT INVOLVEMENT (PARENTING IN GENERAL),

I for one loved having my lunch bunch with all the kiddos who wanted to be in my classroom. I always strive to provide a safe space for students to be themselves. My lunch bunch was just that and I found it unfair that it got taken away especially so late in the year. I understand that there were students walking or roaming the hallways, but it was never my students. The lack of staff or eyes watching the students enter and exit the cafeteria should not be on me. After the changes I still had one or two kiddos who would randomly show up in my classroom for lunch after I picked up the kids. They would tell me they simply just walked over here and I asked them if anybody stopped them and their response was no. Again should not be on me and should not punish my kids for it.

We need to hold students accountable for their learning. The responsibility of academic success should fall on the students and parents/guardians. The educators are requested to go above and beyond with the little they have and are doing a good job, but to see them work more in order to help guarantee academic success for the students, when they don't show any interest, is simply too much of a demand.

behavior issues that prevent learning from happening. Uncharged chromebooks.

Need more unity.

Increasing parent involvement and understanding for us to work together to create higher student success.

Finding different ways to encourage students. However, field day, Whatastudent, etc seem to encourage them again.

Student behavior is out of hand and affects every aspect of life at JBMS: Student success, student

contentment, student behavior, staff success, staff contentment, and staff behavior.

Behavior. If we could get behavior under control our school would succeed.

Student consequences-follow through.

Communication

My biggest issue, really, is having the number of students in my class who are disruptive, disrespectful, and don't want to be in art to begin with. These students keep me from really serving my "special population" kids, and really all of my kids who are passionate about art, in the way that they deserve. My resources, physically, academically, mentally, and emotionally, are spread too thin to be truly effective... and that takes learning away from the kids who need & deserve it. It also takes away my ability to truly teach my TEKS fully & effectively like I want. I would love to be able to spend good time with each student, guiding and helping them develop their talents, without having to spend so much time dealing with discipline instead.

Consequences for students written up for misbehavior is not consistent at the administrative level

Lack of communication between administration and faculty...being told I was going to be teaching classes outside of my area of specialization without regard for opportunity for discussion

Being told by the Principal that resources were going to be provided for the Yearbook / Journalism class, but was never provided with those resources; instead, I had to purchase my own resources through Teachers Pay Teachers and figure it out on my own

There is a gap between teachers and students' discipline. The different core subject teachers aren't too familiar with other subjects and grade level teachers don't know other teachers. We try to get to know our faculty by doing birthday lunches a month but i don't think its enough just to wave at each other at work

Consistency from student to student and from staff to staff of expectations. There are some staff members that will let students do as they please or spend too much time out in the halls because they are conversing but yell at other students whom they do not have a connection with. Every student and teacher/staff should follow the same expectations. This will help with some behavioral issues.

While we are supportive of each other. There is no consistency across the spectrum. Kids who fail classes can still compete in cheer, choir, mariachi, band, etc. My coaches will also be more accountable next year by doing weekly grade checks. Students are missing A LOT of assignments and we want to do our part to help with that.

No support. No parental support (should let parties know that parent has been spoken to. No follow up on referral written

Unity- having the adults on campus keep positivity and accept change when it comes to curriculum/ instruction. Teachers not wanting to practice different methods, strategies, and inclusion of other contents within their classroom. These impact our students achievement and confidence within the curriculum we teach.

Strong Core Instruction

- *Consistent focus on WICOR strategies through AVID or schoolwide literacy strategies.*

The extra curricular programs are involving several students, but I do not believe they are all passing in order to participate in events. I think that as a whole in the past, there are a large number of students that are not performing at grade level. These students often complete CFA's and state assessments either very quickly or sleep for the majority of the assessment and then seem to speed through. I think attendance plays a large part and role in grades. Student accountability. Teachers are told to let

students submit the work, let them do extra credit, etc. If students work hard and do the work when it is assigned then there will not be a need for extra credit. Teachers are told to extend and take the work beyond the SEGUIN ISD five day policy. Students have become accustomed to just turning in and doing all the work for the grading period the week the grades are due. Favoritism is something that students and faculty notice. I think that certain students are rewarded for behaviors and for being out of location, and other students view this as not fair for everyone and not feel the same due to the special treatment of a select few favorites.

Poor student performance and attitude. Lack of parental involvement and concern.

Accountability

Our school's biggest weaknesses include gaps in student performance, especially in certain subgroups, and inconsistent intervention support.

The lack of motivation in students to want to learn.

Attendance of students

Lack of enforcement of expectations on a consistent basis throughout the school. Some teachers do, but so many do not.

Student accountability and academic performance are among our most significant areas of concern. Many of our advanced students are not performing at the level expected, often lacking the motivation and effort required to meet advanced standards, partly due to a perception that they will be promoted regardless of performance. This concern extends to on-level students as well; it is difficult to foster a strong work ethic when students are not held accountable for their academic outcomes and are rewarded despite underperformance. You should have to pass the 8th grade STAAR in order to take Algebra because you have to pass the Algebra EOC in order to graduate. I understand if their parent wants them in advanced then that's their choice, but then make them take both or don't let them take the algebra EOC until they pass the eighth grade one

Sometimes I think kids aren't held accountable or disciplined and I don't know where it necessarily stems from but I think a weakness of the school is getting students to care.

There are too many students sitting in the office. They need to be in class. Students can just ring the bell and be let in and they know it. There are so many violations with allowing this to occur. Students are hearing and seeing confidential information. Sometimes they are even viewing the cameras over staff's shoulders.

Paras are not given info from faculty meetings. For example, do paras need to complete the extra hours sheet in order to not come in on May 29th?

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Student achievement in Math and Reading/ Language Arts (RLA) is low across all grade levels.	Students lack some basic foundational skills, JBMS needs to ensure that we are recoving these skills and appliing the HQIM with fidity
2 ★ Student performance at the Meets and Masters Levels is below the state average.	Differentiated Instruction has not been a campus focal point, as well as increasing student engagement in lessons

★ = Priority

School Processes & Programs

Summary

- What processes are in place to transition from grade 5 to grade 6 and grade 8 to grade 9.
- What procedures are in place to reduce discipline referrals?
- How do we support at-risk students.
- How do we support CTE and CCMR?
- Are all students provided equal services?
- What school safety measures are in place?
- Do we have systems on campus to support new and struggling students?
- What is the bullying process/data?
- Are at-risk students given opportunities to meet standards?

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Student behavior, especially disruptive behavior is consistently high across all grade levels	Inconsisent consequences, ISS not being effective punishment, not having consistent expectations in each classroom.
2★ Students are consistantly tardy to their classes.	lack of hall monitoring, no formal defination of tardy across campus, no consistent punishments.

★ = Priority

Perceptions

Summary

• Student Engagement

- **Do our students attend school daily?**
- Most of our students are committed and attend school regularly.

Attendance is a challenge. While many students attend regularly, there are still a number with chronic absences. These students often have a difficult time catching up with the material being taught in class. - CH

Absences are harming student performance it is difficult to bring them to current speed.

Most do, yes. I have a few chronically absent students in my 5th period class (the only one I teach). Off the top of my head, I can think of three. -SB

I think most students do attend regularly, but I know of a couple in my class (6th, my only one) that are consistently absent. Some of the students pick up easily when they return, others, not so much. -AP

- **How does student behavior impact instruction?**

-Teachers are unable to teach due to disruptions. - AP

-Other students see students getting away with things and start to act the same. - AP

I feel that strong routines and procedures help limit behavior issues in the classroom. When lessons are well planned, with minimal downtime and smooth transitions, there are fewer disruptions and students stay more focused. - CH

Behaviors have impacted by completely stopping instruction. Students think appropriate behavior is talking over instruction. Strongly followed routines through-out all subjects make a big impact.

Student behavior is often disruptive to the learning environment. It is more common in some classes than others, but it occurs in every classroom. I believe consistency in consequences and explicit PD for teachers on classroom management is a great way to start to improve this problem. -SB

Student behavior has a huge impact on instruction. Even teachers with routines and procedures tightly in place spend unnecessary time addressing behavior and losing instruction time. -AP

- What strategies are in place to reduce the threat of bullying?

This is an area that needs improvement. While teachers complete an online training on this topic, and the Character Strong program likely addresses it as well, I'm unsure of how much educational material we currently have in place for students. Although we have CIS and counselors available, the extent of structured instruction or support in this area remains unclear. Counselors and administrators utilize stay away agreements for students that are having these issues.

We use anonymous reporting tools (P3), SEL lessons (Character Strong), and awareness weeks like anti-bullying poster contests. Counselors and administration follow up quickly when reports are made. - CH

We have an anonymous reporting system at our school through our school counselors. Students are also encouraged to report bullying to teachers.- SB

We have a P4 reporting system. We started the year with Character Strong, but I do not know how consistent teachers were in using this. Counselors are available. -AP

- What support do we provide students struggling with behavior?

We have the PLUS department, we have counselors, PBIS, Restorative(but not everyone is trained-so much power in this approach)

Some students have behavior plans in place. Our Tier 2 and Tier 3 students use Daily Behavior Report Cards (DBRC) that are filled out by each teacher throughout the day. - CH

We have ISS (In school suspension). However, according to the kids, it is not helping them be accountable for their behavior. Many kids have stated they prefer to be in there than in their regular classes. Our admin team works diligently to meet one on one with repeat offenders, and offers incentives such as PBIS points to improve behavior.- SB

I don't feel that we support our students struggling with behavior much. We have things like ISS and PLUS, but ISS is a place the students ask to go to but they still do not do anywork and misbehave in there. Teachers and parents should be notified when students are in ISS. Most parents I know don't know when their kiddo is there, so there is no follow up at home. Teachers do not know that students are in there so that they can send work. Perhaps computers are off limits and current novels and math fluency sheets are on hand until the teachers can get work for students - AP.

- How do students describe their campus and campus life? How does this differ from teachers' descriptions?

Students often describe the campus as "boring" or even "ghetto." Many feel there is a lack of engaging activities or a positive atmosphere. Their feedback highlights a need for stronger school culture and a greater sense of connectedness and belonging.

Teachers tend to take a more optimistic view of the campus's potential, acknowledging that the school is expected to improve once construction and updates are complete. However, they express concern over the lack of student control and consistent behavior management. Many note the absence of clear structures and systems to minimize disruptive behaviors, aside from the staggered bell schedule and hall monitors, which makes teaching and classroom management more challenging.

Some students say school is boring or too strict, but others enjoy the social aspect and clubs. Teachers often describe students as disengaged or unmotivated. - CH

Sixth grade students have described the school as loud and chaotic, especially in the hallways (hopefully this will be improved with the new wings- yay!) Most kids enjoy spending time with their friends and going to their favorite classes. Students that participate in extracurricular activities such as sports, band, theater, etc tend to come to school more often and are excited to come to school.

The teaching staff seem to get along with one another, and are excited for the campus

improvements. Teachers in the RLA department appreciate having the extra conference period, and it has led to more lesson plans being turned in on time. There have been some complaints about student behavior, but overall the feedback about campus life from staff have been positive. -SB

Students find school to be a social place, for many it's the only reason. They think classes time to socialize and often think they are boring or dumb.

Teachers seem to have close bonds, but often are discouraged by student behavior and academic performance, despite creating engaging and challenging lessons. -AP

- Are effective procedures in place to promote safety? Do students feel safe? How do we know?
- Some procedures have been thoughtfully implemented, but overall, our approach has been more reactive than proactive when addressing behavior and safety concerns.

This is evident through student feedback and observed behavior. During particularly chaotic transitions—such as times when large groups are clustered together—some students have been pushed down, leading to emotional reactions including tears and anger. These incidents, combined with informal conversations and recurring behavioral concerns, highlight a significant lack of perceived safety. There is a clear need for more proactive and structured measures to create a secure and supportive environment throughout the school day.

Yes, safety drills are practiced, and doors stay locked. I would say most students feel safe, but some report concerns about fights and hallway behavior. - CH

Some procedures we have in place to ensure safety are:

- Locking all doors when students are inside
- Requiring all visitors to check in at the front office and present a photo ID
- Utilizing systems such as “gaggle” for students who use school wifi or school computers to search or write about inappropriate, potentially dangerous topics
- Requiring teachers to report any suspicion of threats or violent activity
- Automatic time in Alternative school for any student that brings a weapon to campus or makes a credible threat.
- I believe for the most part students feel safe, but I would be interested to know what they think. Perhaps a survey of student safety or student interviews would be helpful on this topic. -SB

I feel that students feel safe from outside sources. It is almost impossible for someone to access the inside of the school without proper authority and identification. However, the behavior and chaos in the hallways and classrooms, raise concerns as it seems the number of fights has significantly increased. -AP

Staff Engagement

- Do we retain teachers long term? Why do you think we have turnover from year to year?
- No, we do not consistently retain teachers long term. A major contributing factor to the turnover is student behavior and the challenges associated with classroom management. Many teachers feel they lack the necessary support from administration when it comes to addressing discipline issues, which leads to frustration and burnout. This ongoing struggle creates a climate where teachers are less likely to remain at the campus year after year.

Some teachers stay long term, but we do see turnover. Burnout, student behavior, and lack of support are common reasons people leave. - CH

We do not retain teachers long term. In the RLA department at Barnes, we hover around a 50%

turnover rate each year. Teachers have reported feeling burnt out from the amount of things outside of teaching they are required to do, and being fed up with student behavior. -SB

We do not keep teachers long term. Teachers turn over quickly because they are burned out. Partly because of all things on their plates, but most I have spoken with, it is because of student behavior. -AP

- How do we support inexperienced teachers? Discuss any staff mentoring results.
- We currently have a new teacher mentor program in place; however, its effectiveness can be inconsistent. While it provides support for first- and second-year teachers, there are times when experienced teachers who are new to our campus receive little to no guidance. These seasoned educators may still struggle to acclimate to our campus expectations, culture, and systems without intentional onboarding and support.

Additionally, seasoned staff members should be invited at the start of the year to serve as mentors and receive upfront, paid training focused on coaching and support strategies. This could help strengthen the overall effectiveness of the program and foster a more supportive campus culture.

Mentors are assigned to new teachers. They are supposed to meet with each other at least once a week. The support helps, but it depends on the mentor and the time they have to give. PLC rehearsals also help new teachers practice their lessons and observe how other teachers present information to their students. -CH

We have a Mentoring program run by Ms Vann for first and second year teachers. Instructional Coaches are encouraged to focus individual coaching cycles with teachers that need experience and support. I personally have two mentees that I have gone through the program with, and while they both say the extra “work” of attending meetings and going through the program can be stressful, they both agree that it is a successful program and they are glad they went through it. The first year program involves identifying the most immediate needs of the new teacher, getting comfortable with campus and department culture, and keeping your head above water. The second year program involves a book study and refining some of the skills gained in the previous year. -SB

We offer a mentoring program for teachers during their first and second year. The teachers meet weekly or bi-weekly depending on their year. They attend meetings and have book studies to help with different aspects of teaching. -AP

- How do teachers view the climate and culture of the district and campuses?
- Teachers appreciate the small morale-boosting efforts, such as staff challenges, games, and dress-up days, which help create a fun and engaging atmosphere. However, many recognize that true campus culture goes beyond these activities. It includes how students are supported, the level of support teachers receive, and whether there are clear, consistent systems in place to maintain order and promote a positive learning environment. Without these foundational elements, the climate can feel disjointed despite the lighter, more enjoyable moments.

I do think that teachers can get frustrated with the lack of communication from higher ups. We often don't know when district members are going to be on campus, and there are times when we get two conflicting messages about the same topic as it goes down the pipeline of communication. Things get lost in the weekly staff newsletter, which may need to be reorganized to make it shorter and easier to read. Overall, the climate is friendly and positive. Teachers report feeling like one another cares about them and about the kids. The mentees I work with have both told me that they feel supported. -SB

I think the lack of communication from CO and that teachers are not often involved with decision making that directly affects them (curriculum adoption, etc.). CO seems to often change their minds or have misunderstood and make changes without communicating those changes. On the campus level, I feel that our teachers are all friendly and get along well. But I think the often feel burdened by all they have on their plate. - AP

- What are teachers' expectations for parental involvement?
- Overall, teachers feel there is a lack of consistent parental involvement, especially when it comes to academic support and student behavior. While parent participation tends to increase during community events or family-oriented activities, it is noticeably limited in day-to-day school matters. Teachers hope to see more active and ongoing engagement from parents in supporting student success both inside and outside the classroom.

Most teachers want more parent involvement, especially for behavior and academic support. Parents tend to become less involved as students transition from 6th grade up through 8th grade. - CH

I'd like to see it improve. I'd love to start seeing parents shadow their students throughout the day, and attend after school activities outside of sports. I think it could also be a great idea to have parent town hall meetings a few times a year. -SB

As a middle school teacher for over 20 years, sadly my expectations for parental involvement is low. But I would love to see more parents involved. -AP

- Are effective procedures in place to promote safety? Do you feel safe?
- While I feel protected in terms of physical security on campus, I believe our systems for safety procedures for students need to be strengthened. During passing periods, the hallways often feel chaotic and overwhelming, even for staff. If I feel this way as an adult, I can only imagine how unsettling it must be for our students. There is a clear need for more structured and proactive measures to ensure all students feel safe and supported throughout the school day.

Yes, the campus has clear safety plans. I do feel safe. - CH

Some procedures we have in place to ensure safety are:

- Locking all doors when students are inside
- Requiring all visitors to check in at the front office and present a photo ID
- Utilizing systems such as "gaggle" for students who use school wifi or school computers to search or write about inappropriate, potentially dangerous topics
- Requiring teachers to report any suspicion of threats or violent activity
- Automatic time in Alternative school for any student that brings a weapon to campus or makes a credible threat.
- Given the volume of violent threats made on campus, I often do not feel safe. I will say that I believe that the campus is doing just about everything it can to keep us safe, however. -SB

As a teacher, I feel safe for the most part because I know the protocols in place. However, I do not think that all of our students feel the same way. I think many students fear other students given the behavior in the hallways and classrooms. -AP

- What procedures are in place to involve staff in improvement planning? How are they included in

decisions?

- Staff meetings, surveys, committees and task force. We are asked questions and for feedback.

We have a site based decision making committee, although not all staff are involved. Some decisions are made during staff meetings, and teachers are encouraged to fill out surveys to give feedback on various aspects of the campus. -SB

Staff meetings, but not all teachers attend (coaches, etc). Surveys, but not all teacher respond. I think face to face feedback is always beneficial. -AP

Parent & Community Engagement

- How do parents participate in the education of their child?

Parent involvement is mixed. Some families stay in touch and check grades, while others are harder to reach. Events and open houses help with connection for those that attend. - CH

Attendance at events such as back to school night and school performances is typically pretty high. Occasionally, parents will email me about their child's grades and request tutoring. -SB

Parent involvement is mixed. Higher performing students' parents are more involved. Emails checking in on grades. - AP

- What are parents' perceptions of the school's effectiveness? Do they feel welcome?
- When I have seen parent attend different events they appeared to be welcomed.

In all honesty, I do not know. This would be a great question to pose to the parents of our community. I will say that it would be nice to have more opportunities to have parents on campus, perhaps during parent visit days? -SB

I think a lot of our parents are intimidated by school. We have a high population of low income and lower education parents, and I feel that this is sometimes intimidating. I would love to work with parents more. - AP

- How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.?
- Very effective especially the self serve with grades. Frontline needs to be addressed to enable mass emails again.

I primarily get my school news from the staff and parent newsletters. While they do continue most if not all relevant information all in one place (which is awesome), they are often long, and important information can get lost when it is not highlighted. -SB

Agree with the Frontline comment. I think emails are effective and social media. -AP

- Are communications translated into languages other than English when needed?

Yes, most important communication is translated into Spanish. - CH

From what I can tell, yes, although to be fair, I am an English Speaker only. It would be nice to get

feedback on this from Parents and students who have a different primary language than English.- SB

I believe all communication is translated into spanish. - AP

Recap

- Overall when it comes to all of the perceptions what are our school's strengths :

Staff are hardworking and want the best for students. There's a focus on data, support systems, and safety. Many students feel connected through clubs and activities. - CH

We have high academic expectations for students. We have a school culture that values putting kids first and going the extra mile for their success. Our campus improvements have made a significant impact on morale. The staff here are more than just co-workers, we're friends. -SB

Great staff!! I think all teachers want to do what's best for kids in all things. - AP

- What are our school's biggest weaknesses:

Student behavior, attendance, and engagement are major challenges. Staff burnout and limited parent involvement also affect school culture. - CH

Response to student behavior and communication between educational stakeholders. -SB

-

- Behavior and academic accountability. -AP

Our weaknesses are inconsistent parental involvement

Burnout from teachers.

Student behavior and inconsistent support.

Academics and accountability.

Lack of parental involvement

High turnover year to year

Lack of students' commitment to their own learning and achievement

Lack of consistent enforced school expectations (not all teachers are on the same page)

Student accountability and academic performance are among our most significant areas of concern. Many of our advanced students are not performing at the level expected, often lacking the motivation and effort required to meet advanced standards, partly due to a perception that they will be promoted regardless of performance. This concern extends to on-level students as well; it is difficult to foster a strong work ethic when students are not held accountable for their academic outcomes and are rewarded despite underperformance. You should have to pass the 8th grade STAAR in order to take Algebra because you have to pass the Algebra EOC in order to graduate. I understand if their parent wants them in advanced then that's their choice, but then make them take both or don't let them take the algebra EOC until they pass the eighth grade one

parent interaction

student interaction

Accountability for student behavior. Our schools should establish clear behavioral expectations, and regularly communicate these expectations to students, and consistently enforce them.

It has to be the parents, a lot of parents are not engaging with their kids. They don't ask how their doing in school, they don't know how to access the gradebook, and they don't help to be part of the school (volunteering at a dance, at HEB camp, helping sponsor an after school club, or following their child around for the day)

Positive mindsets

Not a lot of parental support for problem students in the classroom.

Pushing students to finish strong on their classes towards the end of the school year. As well as student procedures in the morning with 7th and 8th graders.

Student behavior.

Professional Development specific to our content.

We don't have de-escalation training for our specific behaviors. Our campus struggles with behavior, we are not trained for it.

Time. Time to work in our classrooms, time to complete all of our tasks.

When we call for a student to be taken out of our classroom, they shouldn't be sent back in. We need stronger punishments for outbursts and behavioral/destructive issues.

The biggest weakness I see is the lack of self-efficacy, the students' belief in themselves and that they can do and be whatever they put their minds to. They don't want to work for it though. They are very content with the status quo. How do we inspire them to strive to become all that they can dream of... & to know it's worth the effort to get there?

Inconsistency (from admin) when it comes to dealing with behavioral issues with students; some students receive consequences while others don't

We have a disconnect between our faculty in the sense of ELA, Science, Math, Social studies, Fine arts and Athletics. I think our students are coddled way too much. They need to earn their rewards.

Student accountability

One of our school's biggest weaknesses is not holding students accountable for their learning. I recommend Dress Code and Tardy sweeps as a small start.

effective consequences for disruptive behavior (having students that want to do better when they make a mistake)

Lack of motivation and overall perception that success is possible for only a few and not for every student.

I think our weaknesses may be miscommunication with parents or from social media.

Student behavior, attendance, and engagement are major challenges. Staff burnout and limited parent involvement also affect school culture.

Response to student behavior and communication between educational stakeholders.

Our school's biggest weakness is student behavior and absenteeism.

JBMS needs more Discipline for students.

Parent Involvement of students that don't participate in anything....

Behavior Consequences... apart from A-school , ISS... what are we doing about Tardies??

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Negative behavior and bullying incidents have occurred at JBMS.	Systems related to campus culture must be communicated and monitored.
2 ★ Teacher turnover continues to be higher than 10%.	Teacher turnover results from a variety of factors including lack of housing, competition from neighboring districts, and campus culture.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Student achievement in Math and Reading/
Language Arts (RLA) is low across all grade levels.

Students lack some basic foundational skills, JBMS
needs to ensure that we are recoving these skills
and appliing the HQIM with fidility

2
★

Student performance at the Meets and Masters
Levels is below the state average.

Differentiated Instruction has not been a campus
focal point, as well as increasing student
engagement in lessons

3
★

The student attendance rate at JBMS remains
below 93%.

Engaging lesson, Student and parent engagement
must become a priority at Jim Barnes Middle School

4
★

Student behavior, especially disruptive behavior is
consistently high across all grade levels

Inconsisent consequences, ISS not being effective
punishment, not having consistent expectations in
each classroom.

5
★

Lack of parent participation in school activities,
events, and academic discussions.

JBMS needs to increase parental contact, incease
the number of activities, increase communication
and create a sense of belongng with parents and
students at school.

6
★

Negative behavior and bullying incidents have
occurred at JBMS.

Systems related to campus culture must be
communicated and monitored.

7
★

Students are consistently tardy to their classes.

lack of hall monitoring, no formal definition of tardy across campus, no consistent punishments.

8
★

Teacher turnover continues to be higher than 10%.

Teacher turnover results from a variety of factors including lack of housing, competition from neighboring districts, and campus culture.

★ = 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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback

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

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures 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 36% to 55% by August 2027.

Performance Objective 1 ☒ High Priority ☒ HB3 Goal

Increase the percentage of 6 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 32% to 45% by August 2026.

Evaluation Data Source: STAAR Data

Strategy 1 ☒ Targeted Support Strategy

Jim Barnes Middle School will increase student engagement & ownership of learning through targeted use of the academic habits and blended learning strategies in RLA.

Strategy's Expected Result/Impact: By utilizing the academic habits and blend learning strategies, teachers will increase engagement resulting in higher STAAR scores.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

January

March

May

Strategy 2

Jim Barnes will deepen implementation of high quality instructional materials in all ELAR classrooms by implementing high quality PLCs

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

Moderate Progress

October

January

March

May

Strategy 3 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

Jim Barnes will implement an innovative in 8 period school day schedule with targeted intervention classes for students that did not meet standards within their core content areas (RLA, Math, Science & Social Studies)

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

January

March

May

Strategy 4 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

Jim Barnes will focus on high quality tier one instruction for all students and on Fridays will provide Station rotations with small groups and blended learning on targeted students.

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.	Students lack some basic foundational skills, JBMS needs to ensure that we are recoving these skills and applying the HQIM with fidelity
2 Student performance at the Meets and Masters Levels is below the state average.	Differentiated Instruction has not been a campus focal point, as well as increasing student engagement in lessons

Performance Objective 2 High Priority HB3 Goal

Increase the percentage of 7 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 36% to 42% by August 2026.

Evaluation Data Source: STAAR Data

Strategy 1 Targeted Support Strategy

Jim Barnes Middle School will increase student engagement & ownership of learning through targeted use of the academic habits and blended learning strategies in RLA.

Strategy's Expected Result/Impact: By utilizing the academic habits and blend learning strategies, teachers will increase engagement resulting in higher STAAR scores.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Jim Barnes will deepen implementation of high quality instructional materials in all ELAR classrooms by implementing high quality PLCs

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

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

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Strategy 3

Jim Barnes will implement an innovative in 8 period school day schedule with targeted intervention classes for students that did not meet standards within their core content areas (RLA, Math, Science & Social Studies)

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

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Strategy 4

Jim Barnes will focus on high quality tier one instruction for all students and on Fridays will provide Station rotations with small groups and blended learning on targeted students.

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.

Students lack some basic foundational skills, JBMS needs to ensure that we are recoving these skills and applying the HQIM with fidility

2

Student performance at the Meets and Masters Levels is below the state average.

Differentiated Instruction has not been a campus focal point, as well as increasing student engagement in lessons

Performance Objective 3 ☒ High Priority ☒ HB3 Goal

Increase the percentage of 8 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 39% to 55% by August 2026.

Evaluation Data Source: STAAR Data

Strategy 1 ☒ Targeted Support Strategy

Jim Barnes Middle School will increase student engagement & ownership of learning through targeted use of the academic habits and blended learning strategies in RLA.

Strategy's Expected Result/Impact: By utilizing the academic habits and blend learning strategies, teachers will increase engagement resulting in higher STAAR scores.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Jim Barnes will deepen implementation of high quality instructional materials in all ELAR classrooms by implementing high quality PLCs

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

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

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Strategy 3

Jim Barnes will implement an innovative in 8 period school day schedule with targeted intervention classes for students that did not meet standards within their core content areas (RLA, Math, Science & Social Studies)

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

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Strategy 4

Jim Barnes will focus on high quality tier one instruction for all students and on Fridays will provide Station rotations with small groups and blended learning on targeted students.

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.

Students lack some basic foundational skills, JBMS needs to ensure that we are recoving these skills and appliing the HQIM with fidelity

2

Student performance at the Meets and Masters Levels is below the state average.

Differentiated Instruction has not been a campus focal point, as well as increasing student engagement in lessons

Performance Objective 4 High Priority

To improve English Learners' comprehension of spoken English in both academic and conversational contexts, the campus will implement targeted listening & speaking practice through Summit K12.

Evaluation Data Source: TELPAS and other campus testing

Strategy 1

Teachers will review Summit K12's built-in progress reports to identify students' areas of strength and need.

Strategy's Expected Result/Impact: Increased Perfomace on State assesments and improved grades

Staff Responsible for Monitoring: ESL Teacher, AP responsible for TELPAS

Problem Statements: Student Learning 1, 2

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Strategy 2

Students will be taught to track their listening progress using personalized goal-setting trackers aligned to TELPAS Listening descriptors.

Strategy's Expected Result/Impact: Increased scores on TELPAS and improved grades

Staff Responsible for Monitoring: TELPAS Administrator and ESL Teacher

Problem Statements: Student Learning 1, 2

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.	Students lack some basic foundational skills, JBMS needs to ensure that we are recoving these skills and appliing the HQIM with fidility
2	Student performance at the Meets and Masters Levels is below the state average.	Differentiated Instruction has not been a campus focal point, as well as increasing student engagement in lessons

Goal 2

Campus will Increase the percentage of 6-8 grade students who score meets grade level or above on STAAR Mathematics from 15% to 35% by August 2027.

Performance Objective 1 High Priority HB3 Goal

Increase the percentage of 6 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math from 17% to 52% by August 2026.

Evaluation Data Source: Math STAAR Data

Strategy 1 Targeted Support Strategy

Jim Barnes Middle School will increase student engagement & ownership of learning through targeted use of the academic habits and blended learning strategies in Math.

Strategy's Expected Result/Impact: By academic habits and utilizing blend learning strategies, teachers will increase engagement resulting in higher STAAR scores.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

No Progress

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Strategy 2 Targeted Support Strategy

Jim Barnes will deepen implementation of high quality instructional materials in all MATH classrooms by implementing high quality PLCs.

Strategy's Expected Result/Impact: Higher achievement on STAAR

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

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

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Strategy 3 ☒ Targeted Support Strategy

Jim Barnes will implement an innovative in 8 period school day schedule with targeted intervention classes for students that did not meet standards within their core content areas (RLA, Math, Science & Social Studies)

Strategy's Expected Result/Impact: Higher achievement on STAAR

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

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Strategy 4 ☒ Targeted Support Strategy

Jim Barnes will focus on high quality tier one instruction for all students and on Fridays will provide Station rotations with small groups and blended learning on targeted students.

Strategy's Expected Result/Impact: Provide students opportunities to close the gaps.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.	Students lack some basic foundational skills, JBMS needs to ensure that we are recoving these skills and appliing the HQIM with fidility
2 Student performance at the Meets and Masters Levels is below the state average.	Differentiated Instruction has not been a campus focal point, as well as increasing student engagement in lessons

Performance Objective 2

Increase the percentage of 7 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math from 10% to 25% by August 2026.

Strategy 1 ☒ Targeted Support Strategy

Jim Barnes Middle School will increase student engagement & ownership of learning through targeted use of the academic habits and blended learning strategies in Math.

Strategy's Expected Result/Impact: By academic habits and utilizing blend learning strategies, teachers will increase engagement resulting in higher STAAR scores.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

No Progress			
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Strategy 2 ☒ Targeted Support Strategy

Jim Barnes will deepen implementation of high quality instructional materials in all MATH classrooms by implementing high quality PLCs.

Strategy's Expected Result/Impact: Higher achievement on STAAR

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

Moderate Progress

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Strategy 3 ☒ Targeted Support Strategy

Jim Barnes will implement an innovative in 8 period school day schedule with targeted intervention classes for students that did not meet standards within their core content areas (RLA, Math, Science & Social Studies)

Strategy's Expected Result/Impact: Higher achievement on STAAR

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

Moderate Progress

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Strategy 4 ☒ Targeted Support Strategy

Jim Barnes will focus on high quality tier one instruction for all students and on Fridays will provide Station rotations with small groups and blended learning on targeted students.

Strategy's Expected Result/Impact: Provide students opportunities to close the gaps.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.

Students lack some basic foundational skills, JBMS needs to ensure that we are recoving these skills and applying the HQIM with fidility

2

Student performance at the Meets and Masters Levels is below the state average.

Differentiated Instruction has not been a campus focal point, as well as increasing student engagement in lessons

Performance Objective 3

Increase the percentage of 8 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math from 0% to 15% by August 2026.

Strategy 1 ☒ Targeted Support Strategy

Jim Barnes Middle School will increase student engagement & ownership of learning through targeted use of the academic habits and blended learning strategies in RLA.

Strategy's Expected Result/Impact: By utilizing the academic habits and blend learning strategies, teachers will increase engagement resulting in higher STAAR scores.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Jim Barnes will deepen implementation of high quality instructional materials in all ELAR classrooms by implementing high quality PLCs

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

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

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Strategy 3

Jim Barnes will implement an innovative in 8 period school day schedule with targeted intervention classes for students that did not meet standards within their core content areas (RLA, Math, Science & Social Studies)

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

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Strategy 4

Jim Barnes will focus on high quality tier one instruction for all students and on Fridays will provide Station rotations with small groups and blended learning on targeted students.

Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.	Students lack some basic foundational skills, JBMS needs to ensure that we are recoving these skills and applying the HQIM with fidelity
2	Student performance at the Meets and Masters Levels is below the state average.	Differentiated Instruction has not been a campus focal point, as well as increasing student engagement in lessons

Performance Objective 4

Increase the percentage of Algebra students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math from 45% to 67% by August 2026.

Strategy 1 ☒ Targeted Support Strategy

Jim Barnes Middle School will increase student engagement & ownership of learning through targeted use of the academic habits and blended learning strategies in Math.

Strategy's Expected Result/Impact: By academic habits and utilizing blend learning strategies, teachers will increase engagement resulting in higher STAAR scores.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

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Strategy 2 ☒ Targeted Support Strategy

Jim Barnes will deepen implementation of high quality instructional materials in all MATH classrooms by implementing high quality PLCs.

Strategy's Expected Result/Impact: Higher achievement on STAAR

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

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

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Strategy 3 ☒ Targeted Support Strategy

Jim Barnes will implement an innovative in 8 period school day schedule with targeted intervention classes for students that did not meet standards within their core content areas (RLA, Math, Science & Social Studies)

Strategy's Expected Result/Impact: Higher achievement on STAAR

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

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Strategy 4 ☒ Targeted Support Strategy

Jim Barnes will focus on high quality tier one instruction for all students and on Fridays will provide Station rotations with small groups and blended learning on targeted students.

Strategy's Expected Result/Impact: Provide students opportunities to close the gaps.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches

Problem Statements: Student Learning 1, 2

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

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.	Students lack some basic foundational skills, JBMS needs to ensure that we are recoving these skills and applying the HQIM with fidility
2	Student performance at the Meets and Masters Levels is below the state average.	Differentiated Instruction has not been a campus focal point, as well as increasing student engagement in lessons

Goal 3

Barnes MS will increase the number of activities that introduce and prepare students to meet College, Career, and Military Readiness (CCMR) requirements in high school from 25% to 60% by 2027.

Performance Objective 1

Campus will follow the district's CCMR expectations for all seventh and eighth grade students in preparation for high school.

Evaluation Data Source: Attendance various events
Lesson Plans stating CCMR Strategies
Walk-Throughs
Parent Attendance at Events
Xello Reports

Strategy 1

The district is offering new CTE pathway courses in Agriculture and Technology that will begin as early as 7th grade and allow students to start working toward their certifications while still in junior high.

Strategy's Expected Result/Impact: Increase exposure to CCMR activities.

Staff Responsible for Monitoring: Associate Principal, RLA Coordinator, Director of CCMR

Problem Statements: Demographics 1, 2

TEA Priorities: Connect high school to career and college

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Strategy 2

Students in eighth grade will participate throughout the year and attend various CCMR events (Youth Expo, Chart Your Course, PGP, TSIA Test/Prep) as well as explore career pathways and interest inventories.

Strategy's Expected Result/Impact: Increase exposure to CCMR activities to prepare for high school.

Staff Responsible for Monitoring: Principal, Associate Principal, Counselors, Director of CCMR

Problem Statements: Demographics 1, 2

TEA Priorities: Connect high school to career and college

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The student attendance rate at JBMS remains below 93%.	Engaging lesson, Student and parent engagement must become a priority at Jim Barnes Middle School
2	Lack of parent participation in school activities, events, and academic discussions.	JBMS needs to increase parental contact, incease the number of activities, increase communication and create a sense of belongng with parents and students at school.

Goal 4

Campus will improve student, parent, community and staff satisfaction as determined by the district administrative survey by August of 2027.

Performance Objective 1 High Priority

Increase Satisfaction on the District Survey for all stake holders to include Students, Parents and Staff.

Evaluation Data Source: District Survey

Strategy 1

JBMS will host at a minimum six community engagement 3 opportunities in the fall and 3 in the spring.

Strategy's Expected Result/Impact: Increase community perception

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal

Problem Statements: Demographics 1, 2 - School Processes & Programs 1 - Perceptions 2

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Increase communication through weekly newsletter, event calendars for students, parents, and staff and regular facebook and X postings.

Strategy's Expected Result/Impact: Improve student, staff, and parent awareness of campus life activities

Staff Responsible for Monitoring: Admin and teachers

Problem Statements: Demographics 2 - Perceptions 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The student attendance rate at JBMS remains below 93%.

Engaging lesson, Student and parent engagement must become a priority at Jim Barnes Middle School

2

Lack of parent participation in school activities, events, and academic discussions.

JBMS needs to increase parental contact, increase the number of activities, increase communication and create a sense of belonging with parents and students at school.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Student behavior, especially disruptive behavior is consistently high across all grade levels

Inconsistent consequences, ISS not being effective punishment, not having consistent expectations in each classroom.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Teacher turnover continues to be higher than 10%.

Teacher turnover results from a variety of factors including lack of housing, competition from neighboring districts, and campus culture.

Performance Objective 2 ☒ High Priority

JBMS will conduct targeted culture events and initiatives to improve staff moral and help build campus culture.

Strategy 1

Teachers will be divided into houses for data and cultural awareness,

Strategy's Expected Result/Impact: Improved teacher culture

Staff Responsible for Monitoring: All Admin

Problem Statements: Demographics 1, 2 - School Processes & Programs 1 - Perceptions 2

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 2

JBMS will conduct numerous activities throughout the year to support teachers and grow culture

Strategy's Expected Result/Impact: Improve Staff culture

Staff Responsible for Monitoring: All Admin

Problem Statements: School Processes & Programs 1 - Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The student attendance rate at JBMS remains below 93%.	Engaging lesson, Student and parent engagement must become a priority at Jim Barnes Middle School
2	Lack of parent participation in school activities, events, and academic discussions.	JBMS needs to increase parental contact, increase the number of activities, increase communication and create a sense of belonging with parents and students at school.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student behavior, especially disruptive behavior is consistently high across all grade levels	Inconsistent consequences, ISS not being effective punishment, not having consistent expectations in each classroom.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Teacher turnover continues to be higher than 10%.	Teacher turnover results from a variety of factors including lack of housing, competition from neighboring districts, and campus culture.

Goal 5

Campus will work to improve school performance so that our (QSA) tier improves from a Tier 3 campus to a tier 2 or better by August 2027.

Performance Objective 1 High Priority

Jim Barnes Middle School will move from an overall accountability rating of D to B achieving a minimum of a B rating by August 2027.

Evaluation Data Source: STAAR

Strategy 1

Creation of weekly CIP monitoring systems and structures to support implementation of the CIP with fidelity.

Strategy's Expected Result/Impact: Implement the Campus Improvement Plan as described with fidelity.

Participate in scheduled check-in meetings with the Director of School Leadership.

Prepare data and participate in 3-Transcend Step-back meetings & 4- Seguin ISD - DIP (District

Staff Responsible for Monitoring: Principal, Director of Leadership, Administration

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2

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Strategy 2

Using adaptive software to increase the achievement and growth of Emerging Bilingual Students one or more proficiency levels in reading, writing, speaking and listening.

Strategy's Expected Result/Impact: Increase student growth on TELPAS by one or more proficiency levels.

Staff Responsible for Monitoring: Associate Principal, Principal, EB Teacher

Problem Statements: Student Learning 1, 2

TEA Priorities: Improve low-performing schools

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The student attendance rate at JBMS remains below 93%.	Engaging lesson, Student and parent engagement must become a priority at Jim Barnes Middle School
2	Lack of parent participation in school activities, events, and academic discussions.	JBMS needs to increase parental contact, increase the number of activities, increase communication and create a sense of belonging with parents and students at school.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.	Students lack some basic foundational skills, JBMS needs to ensure that we are recoving these skills and applying the HQIM with fidelity
2	Student performance at the Meets and Masters Levels is below the state average.	Differentiated Instruction has not been a campus focal point, as well as increasing student engagement in lessons

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student behavior, especially disruptive behavior is consistently high across all grade levels	Inconsisent consequences, ISS not being effective punishment, not having consistent expectations in each classroom.
2	Students are consistantly tardy to their classes.	lack of hall monitoring, no formal defination of tardy across campus, no consistent punishments.

Performance Objective 1 Problem Statements Identifying Perceptions

1

Negative behavior and bullying incidents have occurred at JBMS.

Systems related to campus culture must be communicated and monitored.

2

Teacher turnover continues to be higher than 10%.

Teacher turnover results from a variety of factors including lack of housing, competition from neighboring districts, and campus culture.

Performance Objective 2 High Priority

By the end of the 2025-2026 school year, JBMS will increase attendance from 91.05% to 93.0%.

Evaluation Data Source: Attendance reports

Strategy 1

JBMS Attendance Team will meet weekly to discuss attendance data, trends, students, and will create and implement a plan of action to improve the attendance rate.

Strategy's Expected Result/Impact: Increase attendance

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal

Problem Statements: Demographics 1

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

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Strategy 2

JBMS will conduct 2 nine week celebrations to encourage good attendance and reward students for achieving better than 90% attendance.

Strategy's Expected Result/Impact: increase attendance during the selected nine weeks

Staff Responsible for Monitoring: Admin, Attendance

Problem Statements: Demographics 1 - School Processes & Programs 2

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March

May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The student attendance rate at JBMS remains below 93%.

Engaging lesson, Student and parent engagement must become a priority at Jim Barnes Middle School

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Students are consistently tardy to their classes.

lack of hall monitoring, no formal definition of tardy across campus, no consistent punishments.

Performance Objective 3 ☒ High Priority

Reduce the amount of ISS and OSS discipline referrals by 10%.

Evaluation Data Source: Discipline Referral Reports

Strategy 1

JBMS will be implementing a new ISS program that will address the behavior and reduce recidivism

Strategy's Expected Result/Impact: reduce the amount of repeaters in ISS

Staff Responsible for Monitoring: Admin

Problem Statements: School Processes & Programs 1, 2 - Perceptions 1, 2

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

October

January

March

May

Strategy 2

JBMS will implement campuswide expectations that will be posted and delivered to each students daily in their classrooms and over announcements

Strategy's Expected Result/Impact: Reduce discipline across campus

Staff Responsible for Monitoring: Admin, Teachers

Problem Statements: School Processes & Programs 1, 2 - Perceptions 1, 2

Formative Reviews

Moderate Progress

October

January

March

May

Strategy 3

JBMS will create a new tardy system to better monitor and control the tardy students and their consequences.

Strategy's Expected Result/Impact: Reduce Tardies in hallways

Staff Responsible for Monitoring: Admin

Problem Statements: School Processes & Programs 1, 2 - Perceptions 2

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

Formative Reviews

Some Progress

October

January

March

May

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Student behavior, especially disruptive behavior is consistently high across all grade levels	Inconsisent consequences, ISS not being effective punishment, not having consistent expectations in each classroom.
2	Students are consistantly tardy to their classes.	lack of hall monitoring, no formal defination of tardy across campus, no consistent punishments.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Negative behavior and bullying incidents have occurred at JBMS.	Systems related to campus culture must be communicated and monitored.
2	Teacher turnover continues to be higher than 10%.	Teacher turnover results from a variety of factors including lack of housing, competition from neighboring districts, and campus culture.

Performance Objective 4 High Priority

Increase JBMS staff retention to 85%.

Evaluation Data Source: Reduction in the amount of new teachers being hired.

Strategy 1

JBMS will schdule regular staff activities to include snacks, meals, socials, and games and post those actovotoes on an event calendar that is available online and in the newsletter.

Strategy's Expected Result/Impact: increased staff satisfactiuon : Happy staff= Happy Students

Staff Responsible for Monitoring: Admin

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
October

January

March

May

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Teacher turnover continues to be higher than 10%.	Teacher turnover results from a variety of factors including lack of housing, competition from neighboring districts, and campus culture.



State Compensatory Education

State Compensatory

Budget for Jim Barnes Middle School

Total SCE Funds: \$130,656.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Supplemental programs to provide students with STAAR remediation, including push-in or after school tutoring.

Personnel for Jim Barnes Middle School

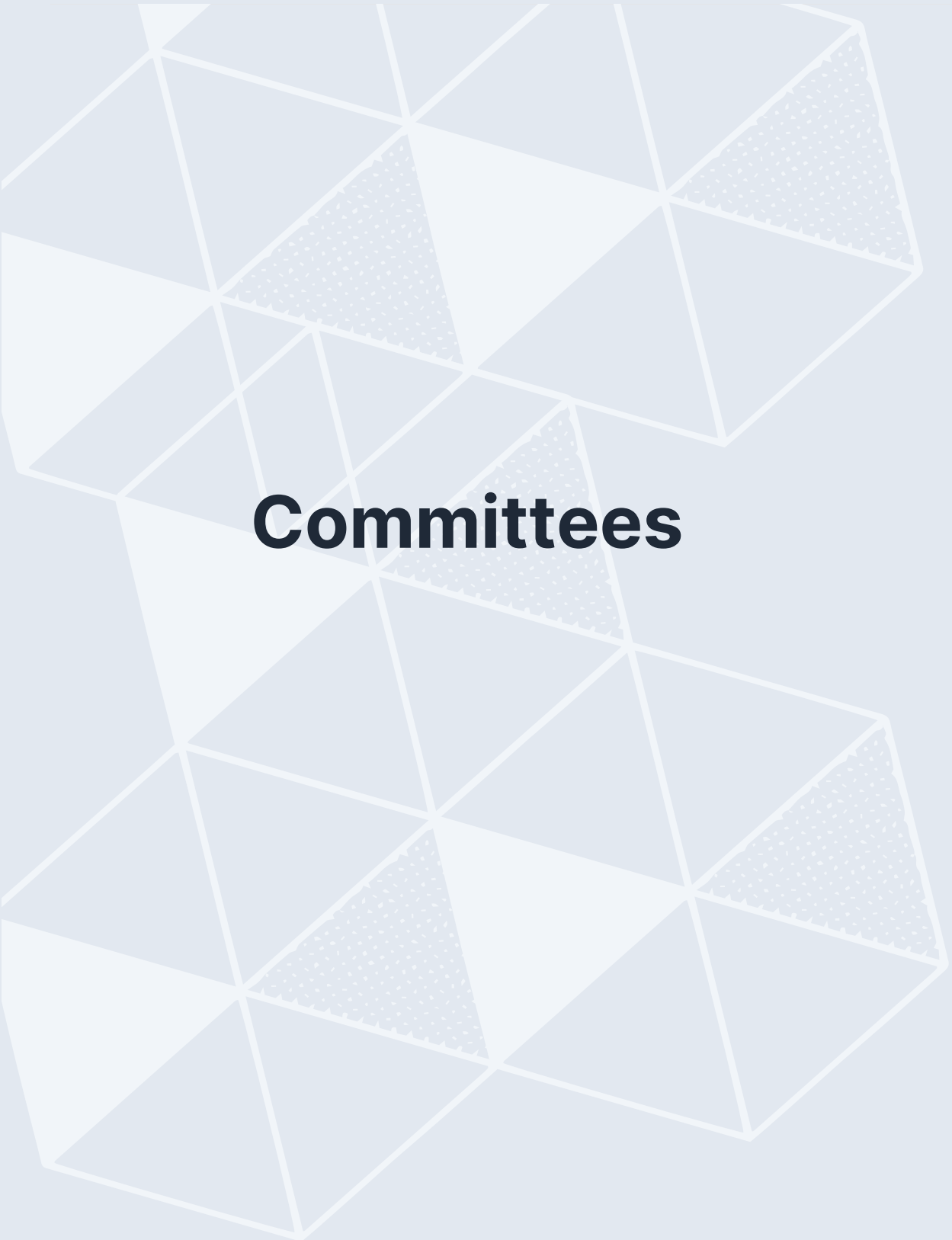
Name	Position	FTE
Mattingly, Carly	Instructional Aide	1
Ridgeway, Kameron	Teacher	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Amanda Pond	Instructional Coach	211 Title I, Part A	1
Robert Acuna	Instructional Aide	211 Title I, Part A	1
Sarah Brohm		211 Title I, Part A	1
Sarah Smart	Instructional Aide	211 Title I, Part A	1



Committees

Committees

2025-2026 Site Based Decision Making Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
October 1, 2025 @ 4:00 PM	JBMS Cafeteria	DOC110425.pdf	--
August 11, 2025 @ 8:00 AM	JBMS Cafeteria	DOC081125.pdf	--
August 13, 2025 @ 4:15 PM	JBMS Cafeteria	DOC081525.pdf	--

Members

First Name	Last Name	Position	Committee Role
Jay	Law	Principal	Administrator
Stacy	Thomas	Assistant Principal	non-classroom Professional
Ernesto	Gonzales	Assistant Principal	non classroom professional
Marlyn	Palicin	Counselor	non classroom professional
Kelly	Averiett	Counselor	non classroom professional
Jessica	Taylor	Nurse	Non-classroom Professional
Wylie	Crawford	teacher	Classroom teacher
Asusmus	Marin	Teacher	Classroom teacher
Valeria	Flores	teacher	Classroom teacher
Casey	Haliburton	Teacher	Classroom Teacher
Clivia	Ramirez	teacher	Classroom teacher
Erin	Kinkade-Dyal	Teacher	Classroom teacher
Elizabeth	Mahan	Teacher	Classroom teacher
Annaalicia	Ramirez	Teacher	Classroom Teacher
Marie	Flasher	Teacher	Classroom teacher
Linsey	Rios	Teacher	Classroom Teacher
Stephanie	Spacek	Teacher	Classroom Teacher
Carmen	Young	Teacher	Classroom Teacher

Troy	DePalermo	Teacher	Classroom Teacher
Bobbie	Parsons	Teacher	Classroom Teacher
open	open	community Rep	community Rep
Julie	Leos	Community Representative	Community Representative
Jill	Law	Business Rep	Business Rep
open	open	Business Rep	Business Rep
Natalie	Lopez-Gonzales	Parent	Parent
Jeannie	Lee	Parent	Parent
Petra	Andrade	Parent	Parent
Laticha	Lawson	Parent	Parent
Denise	Rangel	Parent	Parent
Gail	Schievelbein	Parent	Parent
Amparo	Mendiola	Parent	Parent
Lani	Martinez	Parent	Parent
Ashley	Olivarez	Parent	Parent
Lupita	Velazquez	Parent	Parent
Dawn	Ramos	Parent	Parent
Stephanie	Weaver	Parent	Parent
Tanya	Post	Parent	Parent
Adam	Ryals	Parent	Parent
Kim	Bright	Parent	Parent
Nancy	Herrera	Parent	Parent
Cristina	Ibarra	Parent	Parent
Nalleli	Estrada	Parent	Parent
Sandie	Balderas	Parent	Parent
Christina	Robinson	Parent	Parent
Monica	Matchoca	Parent	Parent
Latasha	Grant	Parent	Parent
Teri	Tate	Parent	Parent
Jamie	Tipple	Parent	Parent



Addendums



JIM BARNES MIDDLE SCHOOL

State Compensatory Education Program Addendum

A Title I, Part A Schoolwide Campus

Serving Grades 06-08

Fiscal, School Year 2023-2024

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

STATE COMPENSATORY EDUCATION PROGRAM OF JIM BARNES MIDDLE SCHOOL

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

The addendum outlines the following information:

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

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

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

Comprehensive Needs Assessment Process

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

State Criteria to Identify At-Risk Students

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

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

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

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

Campus Demographics

According to the [TEA Texas Performance Reporting System](#), Jim Barnes Middle School has a total student population of 853 students. Of the total population of students, ethnic distributions are as follows: 3.6% African American, 70.3% Hispanic, 23.7% White, 0.1% American Indian, 0.6% Asian, 0.1% Pacific Islander and 1.5% Two or More Races. Additional identifiers of the total population include: 66.0% Economically Disadvantaged, 34.0% Non-Educationally Disadvantaged, 8.8% Emergent Bilingual and English Learners, and 3.5% with discipline placements. Specific to the intent and purpose of SCE program support, 56.9% of students are considered at risk.

Students Identified for SCE Program by State Criterion

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

Barnes Middle School			<70 Average		Not Advanced		Failed STAAR		AEP		Parole/ Probation		LEP		DPRS		Homeless		Residential Placement		Incarcerated		DO Prev	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
6	286	36%			6	2%	150	52%	4	1%	4	1%	37	13%	1	0%	7	2%	2	1%	0	0%	0	0%
7	240	30%	9	4%	6	3%	143	60%	5	2%	0	0%	37	15%	0	0%	5	2%	1	0%	0	0%	0	0%
8	269	34%	44	16%	2	1%	167	62%	10	4%	0	0%	27	10%	0	0%	5	2%	2	1%	2	1%	2	1%
Totals	795	100%	53	7%	14	2%	460	58%	19	2%	4	1%	101	13%	1	0%	17	2%	5	1%	0	0%	2	0%

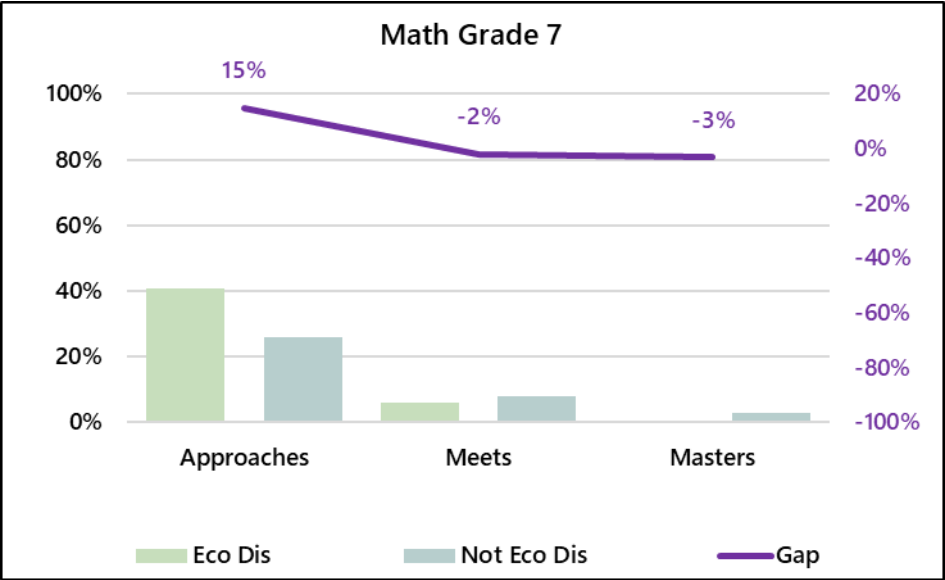
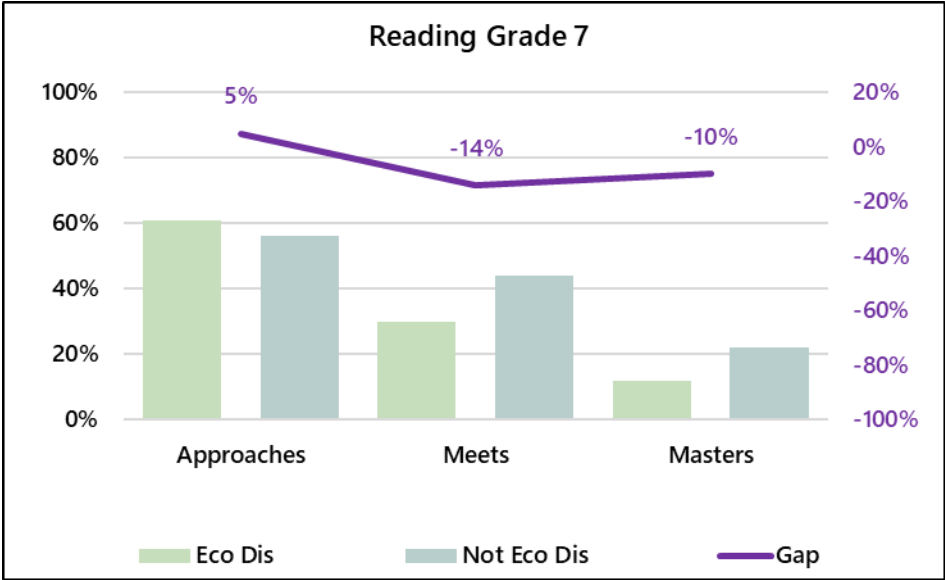
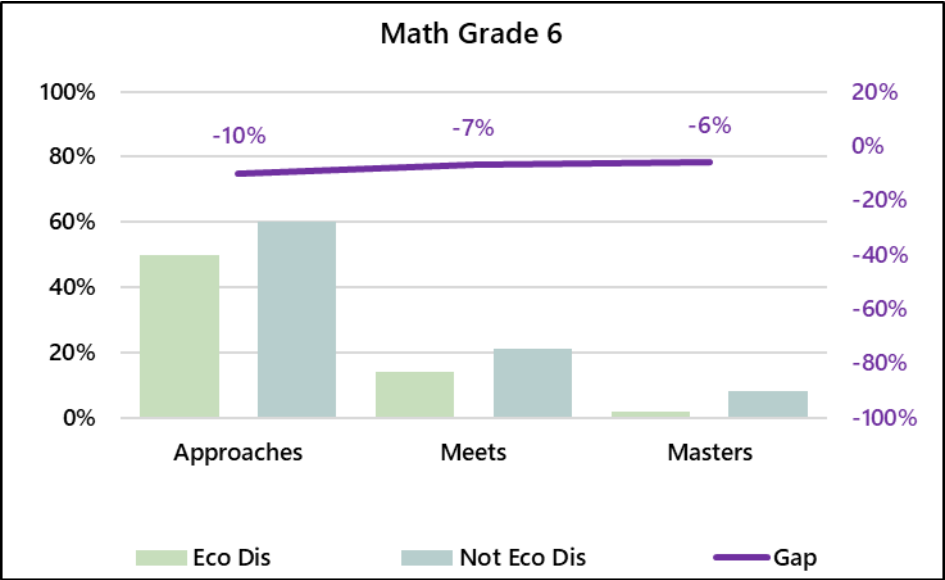
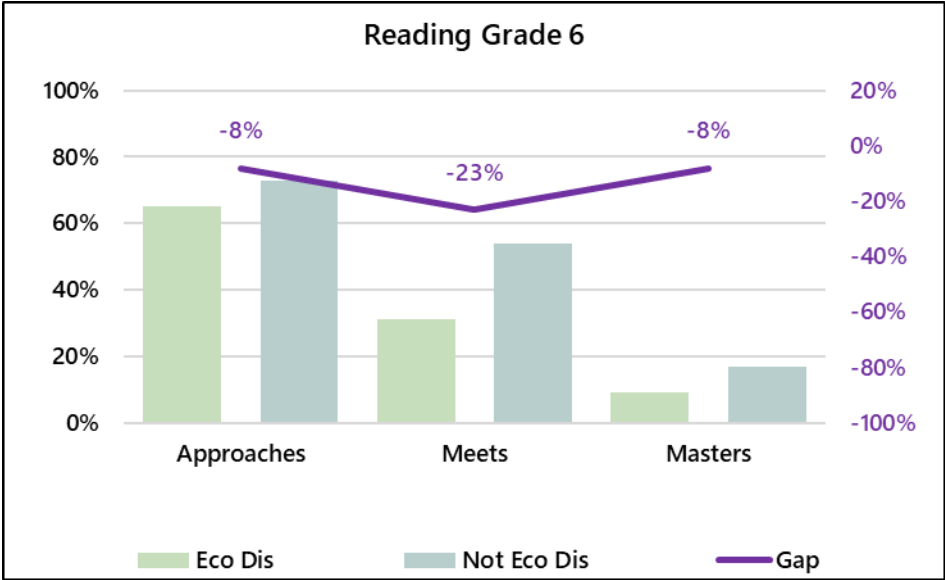
State Assessment Data – STAAR and STAAR EOC, 2022-2023

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

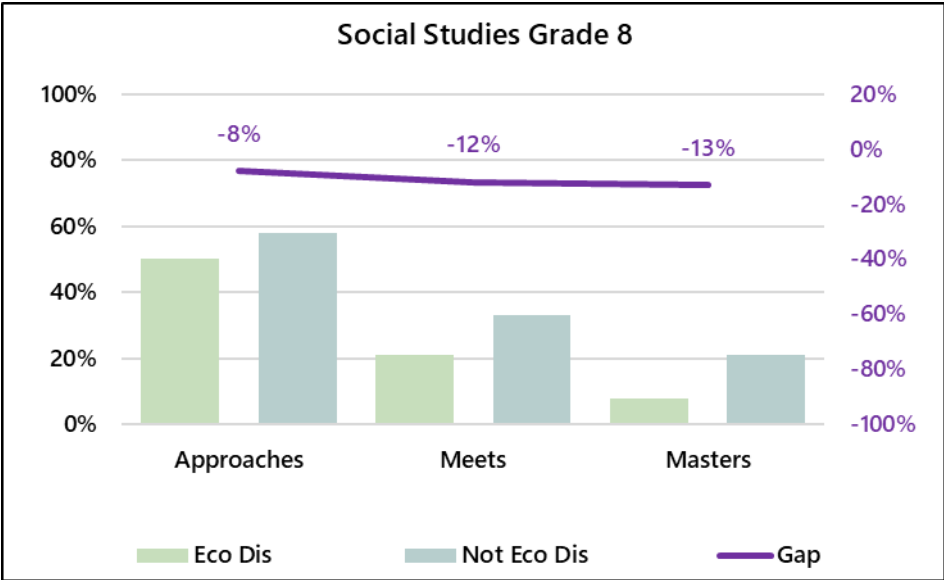
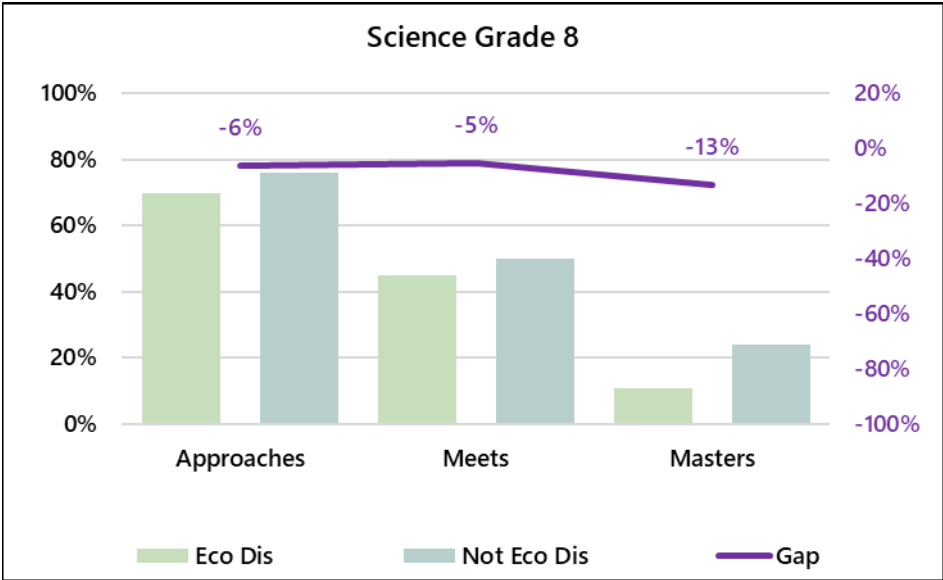
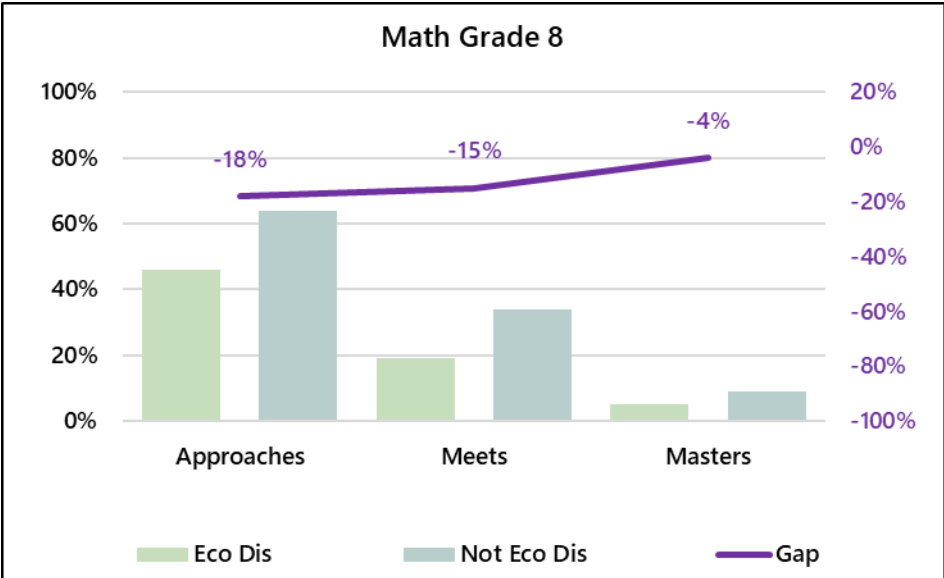
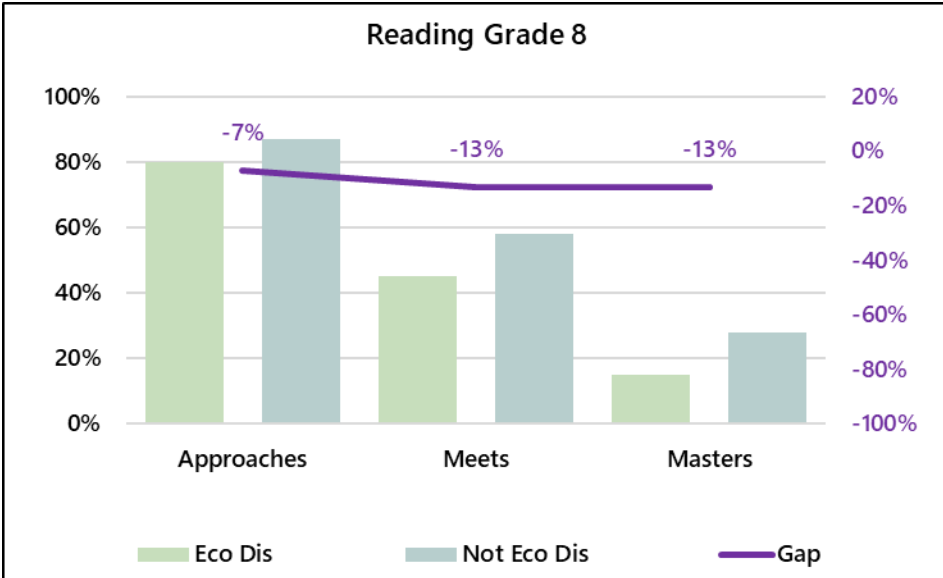
The Texas Education Code, [Section 28.0211](#), requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. Jim Barnes Middle School's accelerated instruction courses provided with SCE funds:

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

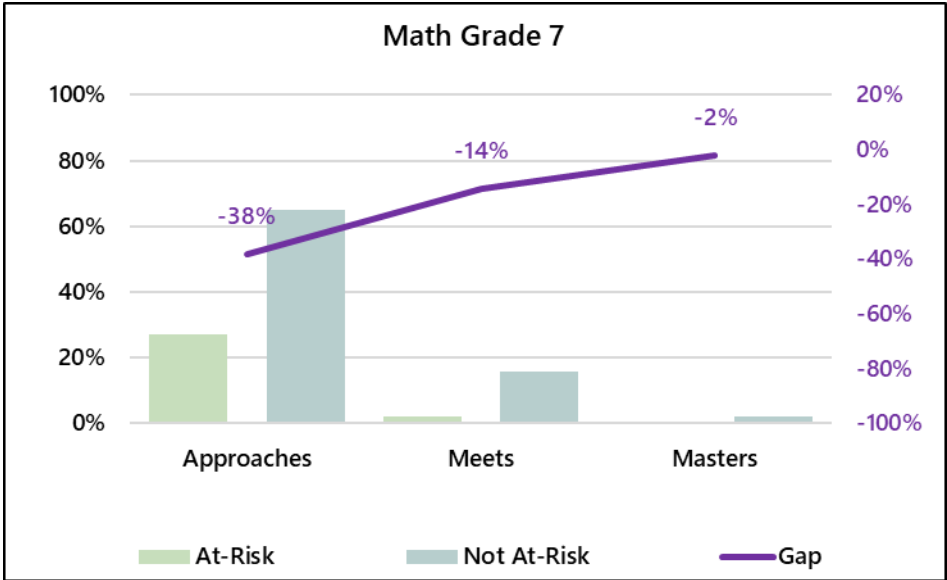
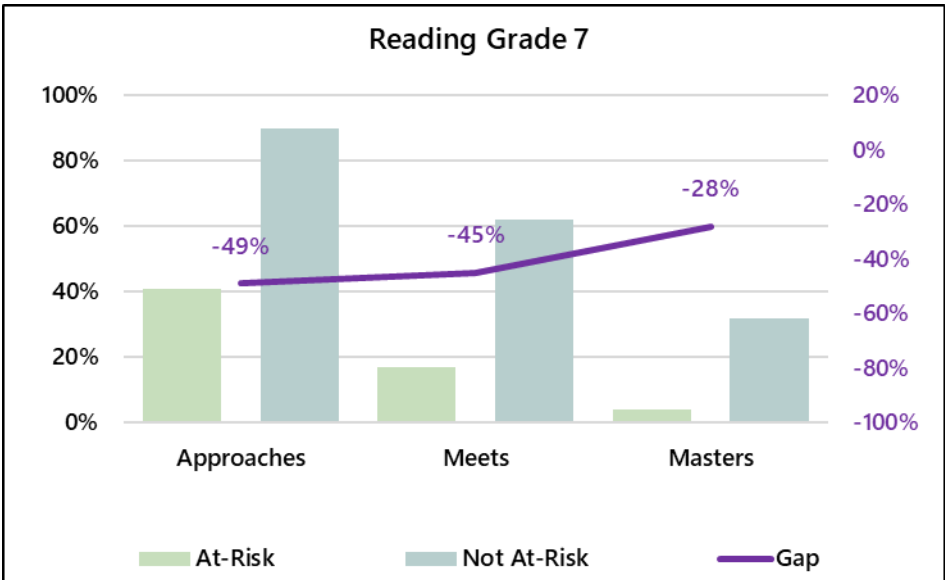
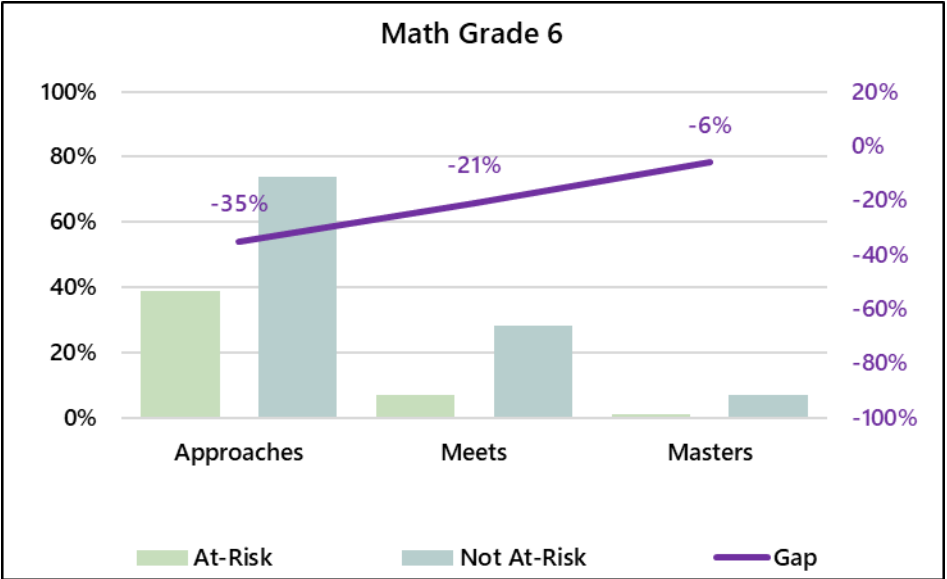
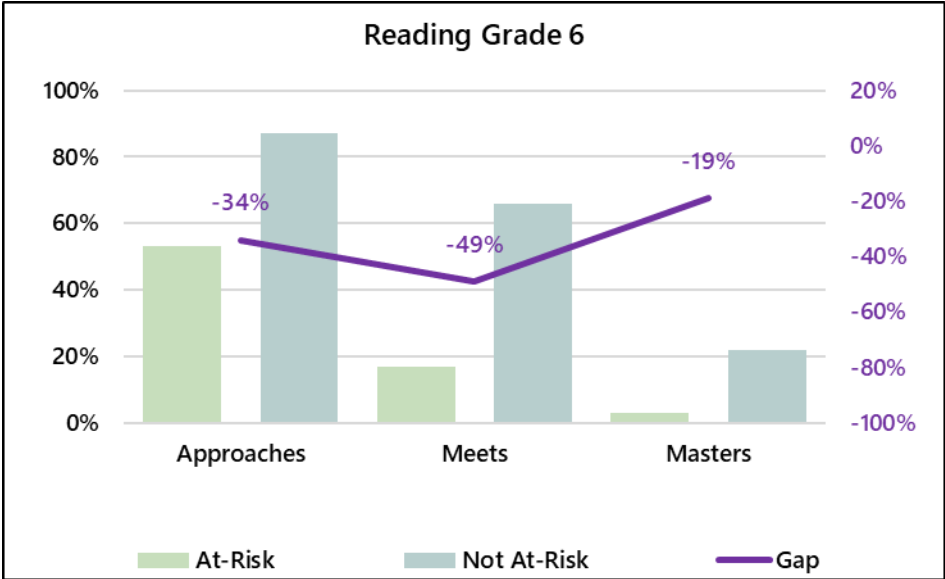
Economically disadvantaged compared to not economically disadvantaged



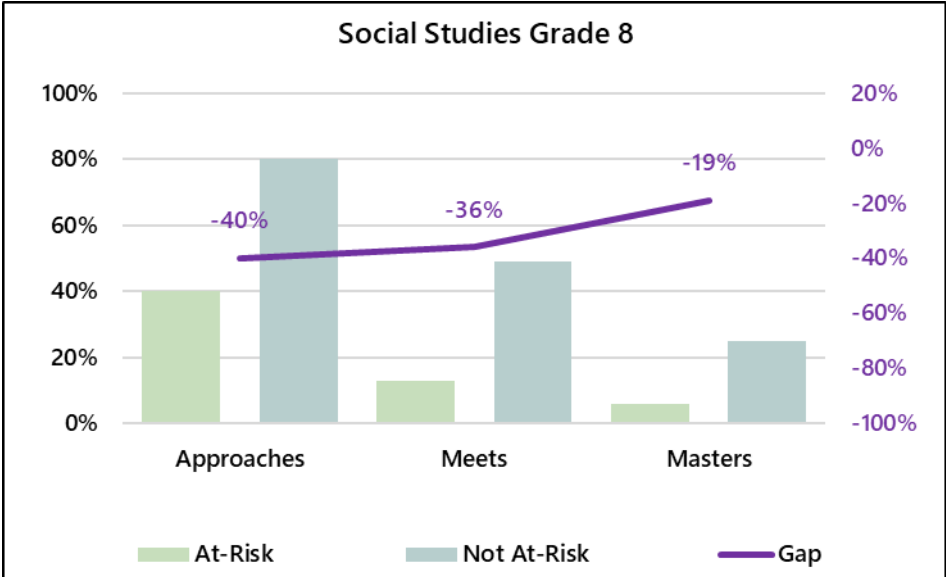
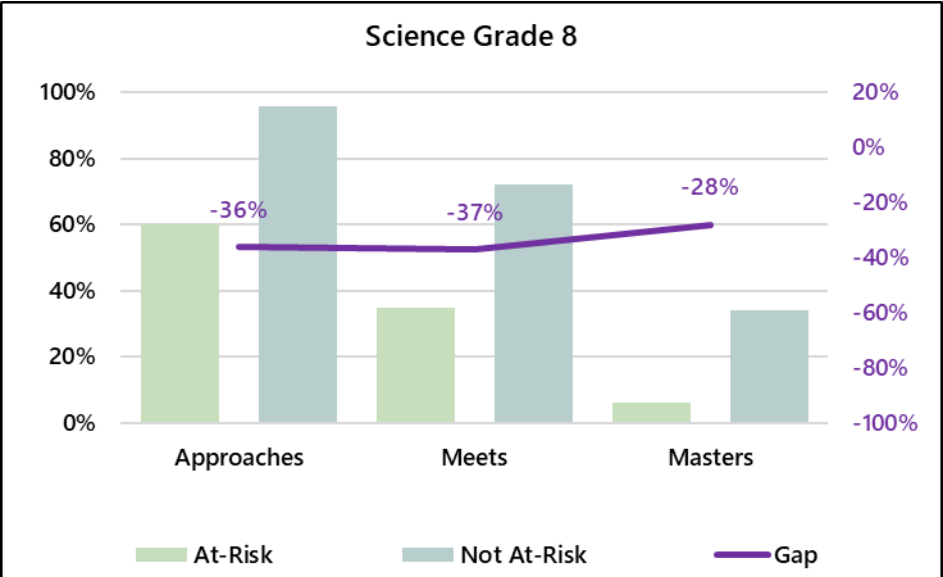
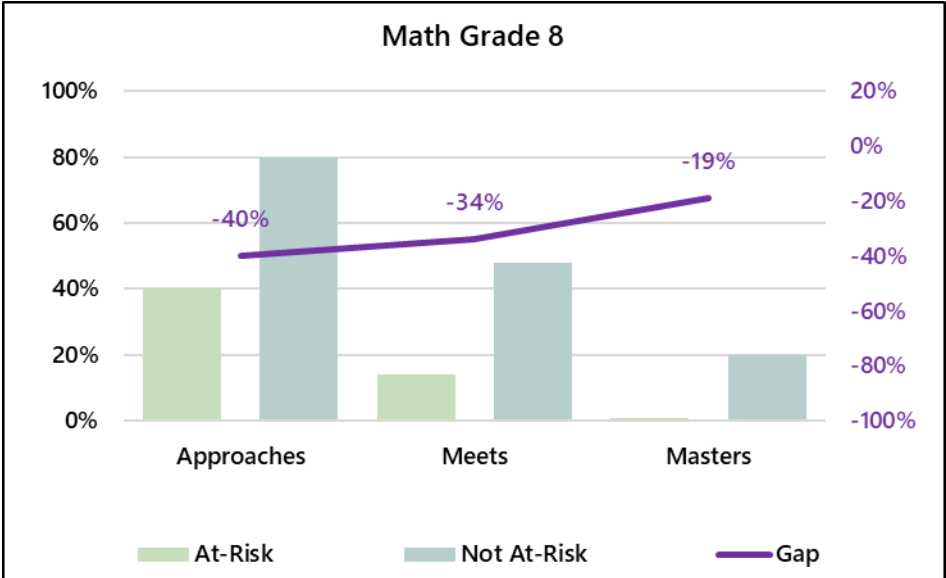
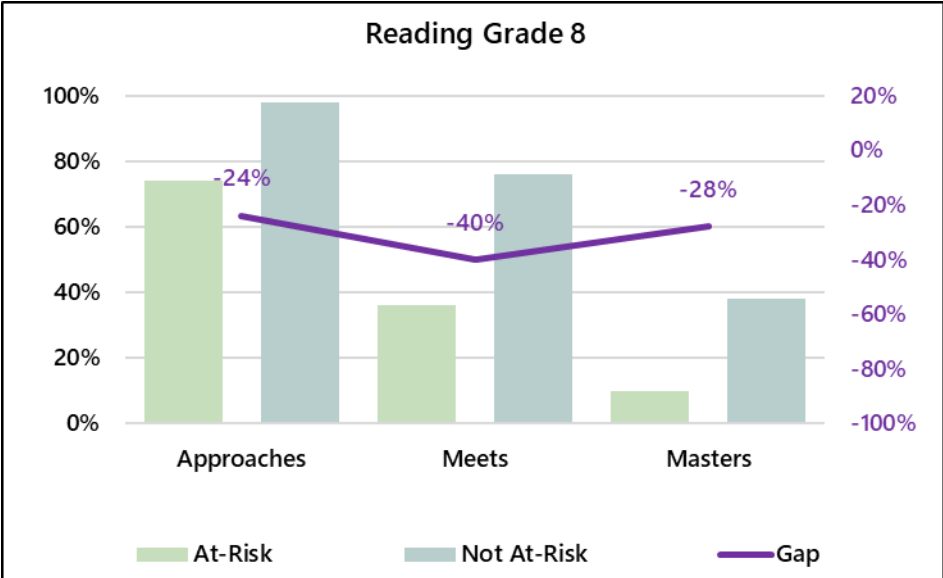
Economically disadvantaged compared to not economically disadvantaged (continued)



At risk compared to not at risk



At risk compared to not at risk (continued)



Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

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

Student Achievement Gaps Summary "Meets Expectation" (Grades 6-8) Economically Disadvantaged Compared to Not Economically Disadvantaged				
Grade Level	Reading	Math	Science	Social Studies
Grade 6	-23%	-7%		
Grade 7	1400%	-2%		
Grade 8	-13%	-15%	-5%	-12%

Student Achievement Gaps Summary "Meets Expectation" (Grades 6-8) At-Risk Compared to Not At-Risk				
Grade Level	Reading	Math	Science	Social Studies
Grade 6	-49%	-21%		
Grade 7	-45%	-14%		
Grade 8	-40%	-34%	-37%	-36%

SCE Programs and Services of JIM BARNES MIDDLE SCHOOL

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

State Compensatory Education Program Evaluation, 2022-2023

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

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

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

Campus SCE Budget

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

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

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

Campus SCE Budget

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

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

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

Coordination of Funding

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

Supplemental Federal Funds

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

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

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

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

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

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

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

Supplemental State Funds

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

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

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