

Seguin Independent School District
Jim Barnes Middle School
2020-2021 Campus Improvement Plan

Mission Statement

Bridging the Gap: Empower, Inspire, Achieve

Vision

A Collaborative Learning Environment equals Accountable and Student Growth

Value Statement

Jim Barnes Middle School is at the best when:

1. All students are present
2. All teachers collaborate to develop high quality instruction
3. All stakeholders contribute to a safe and secure environment
4. All students are college ready and able to perform at the next level
5. There is a strong partnership between parents, staff and community

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Comprehensive Needs Assessment

Revised/Approved: September 30, 2020

Demographics

Demographics Summary

Jim Barnes Middle School is one of two Middle School campuses in Seguin ISD. According to the 18-19 TAPR report, JBMS served 876 students in grade 6-8. This enrollment in 19-20 was 858 and 20-21 is currently 856. There are 291 students served in 6th grade, 278 students served in 7th grade, and 287 students served in 8th grade. This first 6 weeks of 20-21 approximately half of our enrolled students are remote learning from home for the 1st six weeks. According to the 18-19 TAPR report there are 48 teachers at JBMS, 5 professional support, 3 campus administrators and approx. 7 educational aides. Staffing patterns have stayed consistent for teachers. JBMS has 5 campus administrators for 20-21 and has added 3 hall monitor support positions. Current enrollment numbers show 136 more students are enrolled at JBMS than our sister campus.

Teachers by Years of Experience for JBMS teachers according to the 18-19 TAPR were as follows:

7 Beginning Teachers

20 (1 to 5) years of experience

10 (6 to 10) years of experience

7 (11 to 20) years of experience

4 over 20 years of experience

JBMS tends to have teacher turnover and most new staff tends to be newer or beginning teachers.

Demographics Strengths

JBMS serves a diverse group of students.

18-19 TAPR

African American - 3.5%

Hispanic - 67%

White - 28%

Two or more races - 1%

JBMS has the support of Communities in schools which has provided us an additional counselor to serve students.

JBMS has a New Teacher PLC that supports new teachers at the campus level as well as providing new teacher mentors and participation in the District New teacher program.

JBMS has Dept lead to support as well as district and campus level PLCs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Positive communication between school, parents and community is not consistent or accessible to all parents and stakeholders. **Root Cause:** Leadership and teacher turnover, inconsistent or little expectation.

Student Learning

Student Learning Summary

Currently JBMS is rated as an F campus in the 18-19 TAPR report.

We did not meet any of the closing the gap domains and made significant drops in all test across all sub population.

Our current reality is that we need to improve across all test and commit to growing all students.

Student Learning Strengths

While we carry the F rating, JBMS is not an F school. Our teachers, parents and students have the capacity to move us to a B by focusing on the fundamentals.

PLCs are committed to using daily formative assessment to guide adjustments in instruction.

Commitment to aligned daily learning targets and daily exit tickets.

Data driven instructional practices are a campus and district commitment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There was a lack of consistent instructional focus that resulted in lack of student growth. **Root Cause:** Lack of instructional support and no RTI systems, activity based instruction with loose alignment to the TEKS.

School Processes & Programs

School Processes & Programs Summary

In the past 3 years, JBMS has been under the leadership of three different principals. During this same time there has been a new assistant principal on the team and a new counselor each year. Consistency among expectations and procedures have been a challenge due to the changes.

School Processes & Programs Strengths

20-21 PLC calendar created to create time and space for planning and collaboration through campus and district PLCS.

District coordinators are on campus to support and lead district PLCS.

Instructional Leadership team meets weekly to reflect on efficiency and consistency of instructional process implementation.

Through RELAY, administrative team has outlined clear and consistent instructional expectations across the campus.

COVID procedures have caused more structure and support to areas of concern such as hallway transitions, cafeteria, arrival and dismissal.

Lesson plans have been streamlined to include the most important components that align to best teaching practices.

Toreador Time has created a campus wide commitment to literacy and learning.

ELAR re-purposed a position to create an instructional ELAR coach.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Instructional procedures and process are not as efficient, consistent and evident in all classrooms. **Root Cause:** Lack of adequate time to plan and perfect daily lesson plans due to turnover and consistent changes in expectation. Instructional programming with F2F and remote learners.

Perceptions

Perceptions Summary

In the past 3 years, JBMS has been under the leadership of three different principals.

JBMS just recently launched Instagram and Facebook and has begun to share positive happenings and upcoming events.

In the fall of 2019 a campus survey revealed that the climate at JBMS was more positive than in previous years.

Celebrations and teacher voice are now part of the campus culture.

Attendance at JBMS has been 97% for the start of the 20-21 school year. Approximately 50% of our students are remote and 50% are F2F.

District and campus has made a commitment to restorative practices where appropriate behaviors are taught, modeled, monitored and valued.

This approach deters punitive disciplinary practices that lack an educational component.

Panorama has been implemented to support social emotional learning and monitoring all students.

Teachers have been continued to be trained in AVID strategies. Both district and campus are committed to expanding the AVID program.

The district has adopted a vision, mission and beliefs that are directly aligned with the vision, mission and beliefs of the campus.

Perceptions Strengths

JBMS has a strong sense of family. The motto Barnes Family is evident and has endured. The 19-20 Fall climate survey revealed that the campus climate was more positive than it had been in previous years. We have added a campus Safety coordinator and onboarded 3 hall monitors. Leadership is committed to being responsive to teacher needs and providing a presence in all areas of the school. JBMS has begun to increase our social media presence to share the positive story of what is happening at JMBS. Parental involvement in all aspects of JMBS are a commitment and we have sought out and recruited parents to work alongside us as we improve. Our front office staff have committed to creating a positive customer experience from the moment the community engages with us.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a lack of existing strong systems of support for all members of the Barnes Family. **Root Cause:** Leadership vision, mission and beliefs have not been established, shared or implemented.

Priority Problem Statements

Problem Statement 1: Positive communication between school, parents and community is not consistent or accessible to all parents and stakeholders.

Root Cause 1: Leadership and teacher turnover, inconsistent or little expectation.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There was a lack of consistent instructional focus that resulted in lack of student growth.

Root Cause 2: Lack of instructional support and no RTI systems, activity based instruction with loose alignment to the TEKS.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Instructional procedures and process are not as efficient, consistent and evident in all classrooms.

Root Cause 3: Lack of adequate time to plan and perfect daily lesson plans due to turnover and consistent changes in expectation. Instructional programming with F2F and remote learners.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a lack of existing strong systems of support for all members of the Barnes Family.

Root Cause 4: Leadership vision, mission and beliefs have not been established, shared or implemented.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

Goals

Revised/Approved: October 27, 2020



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






Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Seguin ISD will become a B-rated district.

HB3 Goal

Evaluation Data Sources: STAAR assessments, benchmarks, literacy and math screeners

Summative Evaluation: None

<p>Strategy 1: JBMS will implement and monitor targeted after school, Saturday, and Toredor Time interventions.</p> <p>Strategy's Expected Result/Impact: Individual student growth will occur in mathematics, reading, science, and social studies.</p> <p>Staff Responsible for Monitoring: Principal, Academic Dean</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: JBMS will utilize student goal setting through utilization of the Student Learning Report by TEK.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase through increased student metacognition and focus.</p> <p>Staff Responsible for Monitoring: Principal, Academic Dean, Department Leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Teachers will implement JBMS Key Teacher Moves (KTMs) over the course of the first semester. This work will be driven through the collaborative work of the campus ILT.</p> <p>Strategy's Expected Result/Impact: Student achievement and engagement will increase through the reinforcement of rigorous instruction. KTMs will increase instructional alignment across the campus.</p> <p>Staff Responsible for Monitoring: Principal, Academic Dean, Admin, Department Leads, Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Reviews			
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There was a lack of consistent instructional focus that resulted in lack of student growth. Root Cause: Lack of instructional support and no RTI systems, activity based instruction with loose alignment to the TEKS.
School Processes & Programs
Problem Statement 1: Instructional procedures and process are not as efficient, consistent and evident in all classrooms. Root Cause: Lack of adequate time to plan and perfect daily lesson plans due to turnover and consistent changes in expectation. Instructional programming with F2F and remote learners.
Perceptions
Problem Statement 1: There is a lack of existing strong systems of support for all members of the Barnes Family. Root Cause: Leadership vision, mission and beliefs have not been established, shared or implemented.

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

Performance Objective 2: POST-SECONDARY READINESS: At the high school level, Seguin ISD will increase the targets met from 57% to 71% (5/7 components) in the School Quality Status (CCMR) component of Closing the Gap domain. At the middle and elementary schools, Seguin ISD will increase the targets met from 0% to 32% in the Academic Achievement component of the Closing the Gap domain.

<p>Strategy 1: Through the PLC process, teachers will utilize Data Driven Instructional practices to ensure that each student grows ten percent in math and reading.</p> <p>Strategy's Expected Result/Impact: Teacher familiarity with students and class demographics will lead teachers to set individual student growth goals to ensure that all students increase by 10 percent in math and reading.</p> <p>Staff Responsible for Monitoring: Principal, Academic Dean, District Data Specialist, Department leads, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: JBMS will engage in a campus-wide campaign to provide clarity and training for all teachers that support EL students. TELPAS will be celebrated and teachers will receive training to bolster listening, speaking, reading, and writing.</p> <p>Strategy's Expected Result/Impact: English Learners will experience gains in reading, listening, speaking, and writing proficiency.</p> <p>Staff Responsible for Monitoring: Academic Dean, Maria Guerra, Principal, ESL teachers. teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Reviews			
	Formative			Summative
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Performance Objective 2 Problem Statements:


Student Learning
Problem Statement 1: There was a lack of consistent instructional focus that resulted in lack of student growth. Root Cause: Lack of instructional support and no RTI systems, activity based instruction with loose alignment to the TEKS.
School Processes & Programs
Problem Statement 1: Instructional procedures and process are not as efficient, consistent and evident in all classrooms. Root Cause: Lack of adequate time to plan and perfect daily lesson plans due to turnover and consistent changes in expectation. Instructional programming with F2F and remote learners.
Perceptions
Problem Statement 1: There is a lack of existing strong systems of support for all members of the Barnes Family. Root Cause: Leadership vision, mission and beliefs have not been established, shared or implemented.

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

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Seguin ISD will increase opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning. By the end of the year, Seguin ISD will reflect a 10% increase in score from the Panorama BOY to EOY surveys.

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

Summative Evaluation: None

<p>Strategy 1: JBMS Toreador Time will occur every day with Monday and Friday lessons focused on restorative practices, SEL, and mindfulness. These lessons are created by counselors, restorative teacher leaders, and CIS. The strategies are created based on Panorama results. This time is also used for providing SEL strategies for small groups of at-risk students.</p> <p>Strategy's Expected Result/Impact: Social emotional learning has become a priority and will be implemented on a regular basis. We hope to see an increase in positive student outcomes. We expect increased attendance and decreased office referrals and DAEP placements. We expect to see an increase in our annual Panorama student survey.</p> <p>Staff Responsible for Monitoring: Administration, counselors, identified teachers.</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p>	Reviews			
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 0%				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:






Perceptions
<p>Problem Statement 1: There is a lack of existing strong systems of support for all members of the Barnes Family. Root Cause: Leadership vision, mission and beliefs have not been established, shared or implemented.</p>

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

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Evaluation Data Sources: Parent Engagement Activity Annual Calendar, Sign-in sheets

Summative Evaluation: None

<p>Strategy 1: At JBMS, we are working on improving communication with parents and the community. Our weekly campus newsletter, the Toreador Times, is being posted on Twitter and Facebook, we have also increased the number of English/Spanish connectedness, we did a Virtual Meet the Teacher Night in the fall with 2 more events planned for the Spring.</p> <p>Strategy's Expected Result/Impact: Parent and community awareness will increase which will result in increased attendance, student success, and student connectedness.</p> <p>Staff Responsible for Monitoring: Principal, counselors, admin, teachers.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0%				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:






Demographics
<p>Problem Statement 1: Positive communication between school, parents and community is not consistent or accessible to all parents and stakeholders. Root Cause: Leadership and teacher turnover, inconsistent or little expectation.</p>

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

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: Seguin ISD will increase the number of Facebook followers from 11,000 to 12,100 and the number of Twitter followers from 3,750 to 4,000 by June 2021.

Evaluation Data Sources: Social Media counts

Summative Evaluation: None






<p>Strategy 1: JBMS will work to increase our social media presence by increasing our Facebook, Twitter, and Instagram followers. Facebook followers will increase by 150 people, Twitter followers will increase by 130 people, and Instagram followers will increase by 175 people. Social media posts across the platforms will occur daily.</p> <p>Strategy's Expected Result/Impact: JBMS will begin to be re-branded through positive celebrations and increased stakeholder connectedness.</p> <p>Staff Responsible for Monitoring: Administration, Carlie Tucker, Staff.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1</p>	Reviews				
	Formative			Summative	
	Nov	Jan	Mar	June	
					
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Positive communication between school, parents and community is not consistent or accessible to all parents and stakeholders. Root Cause: Leadership and teacher turnover, inconsistent or little expectation.</p>

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

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

<p>Strategy 1: JBMS will partner with 4 local entities over the 20-21 academic year. The purpose of these partnerships will be to celebrate and support teaching and learning at our campus. These partnerships will be mutually beneficial and will grow in number from year to year.</p> <p>Strategy's Expected Result/Impact: Campus culture will be bolstered at the teacher and student level.</p> <p>Staff Responsible for Monitoring: Jason Schmidt</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Reviews				
	Formative			Summative	
	Nov	Jan	Mar	June	
					
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Positive communication between school, parents and community is not consistent or accessible to all parents and stakeholders. Root Cause: Leadership and teacher turnover, inconsistent or little expectation.
Perceptions
Problem Statement 1: There is a lack of existing strong systems of support for all members of the Barnes Family. Root Cause: Leadership vision, mission and beliefs have not been established, shared or implemented.

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

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