

**Seguin Independent School District**  
**Jim Barnes Middle School**  
**2021-2022 Campus Improvement Plan**

# Mission Statement

To provide an environment where all learners explore, reflect, and grow.

## Vision

JBMS inspires ALL learners to achieve excellence!

## Value Statement

At JBMS, we will:

1. Accept, Advocate, Adapt, and Achieve.
2. Embrace and Honor Community.
3. Model and Expect Excellence.
4. Create a Safe School Environment.
5. Be BOLD in all Things.

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# Comprehensive Needs Assessment

## 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 implement 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 the 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- (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

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, 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

## 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

**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, Jim Barnes Middle School will become a B-rated campus.

**HB3 Goal**

**Evaluation Data Sources:** STAAR assessments, TEA BOY assessment, CFAs, district interims, exit tickets, literacy and math screeners, and walk-through and observation data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> JBMS will implement and monitor targeted after school and Toredor Time interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student growth will occur in mathematics, reading, science, and social studies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> JBMS will utilize student goal setting through utilization of the Academic Growth Report in Math and ELAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase through increased student metacognition and focus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean, Lead/Interventionists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will utilize the ICLE Rigor/Relevance/Learner Engagement Rubrics to support a campus instructional focus each six weeks. This work will be facilitated through the collaborative process in PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement and engagement will increase through the reinforcement of rigorous instruction. Campus instructional focuses will increase instructional alignment across the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean, Admin, Department Leads, Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus administration will provide targeted feedback on lesson plans and walkthroughs which are aligned to the campus instructional focus.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement and engagement will increase through the reinforcement of effective planning and instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean, Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	0%	0%		
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Jim Barnes Middle School will implement blended learning strategies in prioritized classes.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student engagement and achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Academic Dean</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	0%	0%		
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Jim Barnes Middle School will adopt and utilize high-quality instructional materials in all ELAR and Math classes.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student engagement and achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Academic Dean</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	0%	0%		





Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Jim Barnes Middle School will provide high-dosage tutoring to identified students.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Academic Dean</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Jim Barnes Middle School will provide extended day and/or year opportunities to identified students.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Academic Dean, ACE Coordinator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress               Accomplished               Continue/Modify               Discontinue				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There was a lack of consistent instructional focus that resulted in lack of student growth. <b>Root Cause:</b> Lack of instructional support and no RTI systems, activity based instruction with loose alignment to the TEKS.</p>

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







**Performance Objective 2:** POST-SECONDARY READINESS: Jim Barnes Middle School will increase the targets met from 0% to 18% in the Academic Achievement component of the Closing the Gap domain.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean, District Data Specialist, Department leads, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> JBMS will provide clarity and training for all teachers to bolster listening, speaking, reading, and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> English Learners will experience gains in reading, listening, speaking, and writing proficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Dean, Maria Guerra, Principal, ESL teachers. teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING:** Jim Barnes Middle School will increase opportunities that support and reinforce health and wellness as a foundation for learning. By the end of the year, Jim Barnes Middle School 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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> JBMS Toreador Time will occur every day with Monday and Friday lessons focused on restorative practices, SEL, and mindfulness, utilizing the Character Strong.</p> <p><b>Strategy's Expected Result/Impact:</b> Social emotional learning has become a priority and will be implemented on a regular basis. We anticipate an increase in positive student outcomes, attendance, and decreased office referrals and DAEP placements.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, counselors, teachers.</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Jim Barnes Middle School will implement social-emotional learning strategies for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff build strong relationships in a goal-oriented atmosphere</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Counselors</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**





<b>Perceptions</b>
<p><b>Problem Statement 1:</b> There is a lack of existing strong systems of support for all members of the Barnes Family. <b>Root Cause:</b> 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 Jim Barnes Middle School as an integral part of the community (Strategic Priority 2).

**Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT:** Increase the number of Panorama survey participants from 43 in the Spring of 2021 to 100 in the Spring of 2022.





**Evaluation Data Sources:** Parent Engagement Events, Sign-in sheets, Panorama Survey Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> At JBMS, we are working on improving communication and engagement with parents and the community through an increase in social media presence and family engagement opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and community awareness will increase which will result in increased attendance, student success, and student connectedness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, counselors, admin, ACE Coordinator, teachers.</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Jim Barnes Middle School as an integral part of the community (Strategic Priority 2).

**Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS:** Jim Barnes Middle School will promote student and staff achievements and programs and services benefiting the school community through social media. Jim Barnes Middle School will increase the number of Facebook followers from 785 to 1,200 and the number of Twitter followers from 500 to 700 by June 2022.





**Evaluation Data Sources:** Social Media counts

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> JBMS will work to increase our social media presence by increasing our Facebook, Twitter, and Instagram followers. Social media posts across the platforms will occur daily.</p> <p><b>Strategy's Expected Result/Impact:</b> JBMS will begin to be re-branded through positive celebrations and increased stakeholder connectedness.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselors, Staff.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Jim Barnes Middle School as an integral part of the community (Strategic Priority 2).

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







**Evaluation Data Sources:** Site-Based Decision Making (SBDM) meeting sign-in sheets, event sponsorship and documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> JBMS will partner with 5 local entities over the 21-22 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><b>Strategy's Expected Result/Impact:</b> Campus culture will be bolstered at the teacher and student level.</p> <p><b>Staff Responsible for Monitoring:</b> Jason Schmidt</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 1:** RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: Jim Barnes Middle School will achieve a teacher turnover rate of less than 30% and an administrator turnover rate of less than 10%

**Evaluation Data Sources:** Human Resources Data and Feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administration will re-brand under the mantra, #JBMSisBOLD for the 2021-22 academic year to encourage and cultivate a re-invigorated school climate and culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher retention, overall attendance, and teacher involvement in campus initiatives will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, counselors, teachers.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	JBMS will implement and monitor targeted after school and Toreador Time interventions.
1	1	2	JBMS will utilize student goal setting through utilization of the Academic Growth Report in Math and ELAR.
1	1	3	Teachers will utilize the ICLE Rigor/Relevance/Learner Engagement Rubrics to support a campus instructional focus each six weeks. This work will be facilitated through the collaborative process in PLCs.
1	1	4	Campus administration will provide targeted feedback on lesson plans and walkthroughs which are aligned to the campus instructional focus.
1	2	1	Through the PLC process, teachers will utilize Data Driven Instructional practices to ensure that each student grows ten percent in math and reading.
1	3	1	JBMS Toreador Time will occur every day with Monday and Friday lessons focused on restorative practices, SEL, and mindfulness, utilizing the Character Strong.
2	1	1	At JBMS, we are working on improving communication and engagement with parents and the community through an increase in social media presence and family engagement opportunities.
2	2	1	JBMS will work to increase our social media presence by increasing our Facebook, Twitter, and Instagram followers. Social media posts across the platforms will occur daily.
2	3	1	JBMS will partner with 5 local entities over the 21-22 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.

# RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	JBMS will implement and monitor targeted after school and Toredor Time interventions.
1	1	2	JBMS will utilize student goal setting through utilization of the Academic Growth Report in Math and ELAR.
1	1	3	Teachers will utilize the ICLE Rigor/Relevance/Learner Engagement Rubrics to support a campus instructional focus each six weeks. This work will be facilitated through the collaborative process in PLCs.
1	2	2	JBMS will provide clarity and training for all teachers to bolster listening, speaking, reading, and writing.
2	1	1	At JBMS, we are working on improving communication and engagement with parents and the community through an increase in social media presence and family engagement opportunities.
2	2	1	JBMS will work to increase our social media presence by increasing our Facebook, Twitter, and Instagram followers. Social media posts across the platforms will occur daily.
2	3	1	JBMS will partner with 5 local entities over the 21-22 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.

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	JBMS will implement and monitor targeted after school and Toreador Time interventions.
1	1	3	Teachers will utilize the ICLE Rigor/Relevance/Learner Engagement Rubrics to support a campus instructional focus each six weeks. This work will be facilitated through the collaborative process in PLCs.
1	1	4	Campus administration will provide targeted feedback on lesson plans and walkthroughs which are aligned to the campus instructional focus.
1	2	1	Through the PLC process, teachers will utilize Data Driven Instructional practices to ensure that each student grows ten percent in math and reading.
1	2	2	JBMS will provide clarity and training for all teachers to bolster listening, speaking, reading, and writing.
1	3	1	JBMS Toreador Time will occur every day with Monday and Friday lessons focused on restorative practices, SEL, and mindfulness, utilizing the Character Strong.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	JBMS will implement and monitor targeted after school and Toreador Time interventions.



# Addendums