Seguin Independent School District

Jim Barnes Middle School

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated

Public Presentation Date: September 25, 2023

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:

Adventure awaits!

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Comprehensive Needs Assessment

Revised/Approved: May 25, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

The JBMS SBDM Team met on April 27, May 16, and May 25 of 2023 to conduct a needs assessment for the 2023-24 school year. During these meetings, our SBDM team built community, and engaged in school improvement strategies such as:

Site Based Decision-Making Team Meeting #2
5.16.23
Agenda

1. **Recap from last meeting-**
2. **Distribute data packets-**
3. **Noticings-**
4. **Wonderings-**
5. **Problem statements-**

Site Based Decision-Making Team Meeting #3
5.25.23
Agenda

1. **Recap from last meeting-**

2. **Distribute data packets-**
3. **Identifying needs**
4. **Problem Statements**
5. **5 Why's (RCA)**

Demographics

Demographics Summary

- 63% of the population is at-risk.

- 75% of the population is economically disadvantaged.

- There are 10 homeless students.

- 70% of the population is Hispanic.

- 11% of the population is emerging bilingual.

- Attendance is lower on Fridays.

- There are high numbers of staff absences in September and February.

- Student to teacher ratios?

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The student attendance rate at JBMS remains below 93%. **Root Cause:** Student and parent engagement must become a priority at Jim Barnes Middle School.

Problem Statement 2 (Prioritized): The percentage of economically disadvantaged is increasing at JBMS. **Root Cause:** The city of Seguin is experiencing unprecedented population growth.

Student Learning

Student Learning Summary

- 25% of grade 7 approaches in math.

- Differences between grades 6 and 8 in math?

- The majority of SISD is predicted app or DNM in Science.

- RLA seems to improve by grade level in approaches, meets, and masters.

- 8th grade improved in all areas.

- 7th grade improved in masters.

- Science dropped.

- Math drops in meets and masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.   **Root Cause:** Students lack the basic foundational and problem solving skills to be successful with middle school level math and reading/literacy.

Problem Statement 2 (Prioritized): Student performance at the Meets and Masters Levels is below the state average.   **Root Cause:** Differentiated Instruction has not been a campus focal point in the past.

School Processes & Programs

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 1 (Prioritized): Discipline referrals continue to be high at JBMS.   **Root Cause:** PBIS has not been implemented with fidelity at JBMS.

Problem Statement 2 (Prioritized): Sixth grade students struggle with the transition to middle school.   **Root Cause:** Transition programs do not fully address the needs of incoming sixth grade students.

Perceptions

Perceptions Summary

- What surveys are used to document positive and negative parent perceptions about our campus?

- Student discipline is high.

- Some students sleep during classes or tests.

- Parents attend PGP conference and sign,

- Non-English speaking families may not receive information.

- Negative behaviors and bullying occur.

- Students describe the learning environment.

- Some parents don't feel that their kids are safe.

- There is a spike in discipline during the last 6 weeks of school.

- DAEP Placements doubled in grade 6.

- Staff retention has been less than 50%.

- A large percentage of teachers are 1-5 years of experience.

- Behavior is not improving.Parent emails go to spam.

- Student suspensions are dropping.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Negative behavior and bullying incidents have occurred at JBMS.   **Root Cause:** Systems related to campus culture must be communicated and monitored.

Problem Statement 2 (Prioritized): Teacher turnover continues to be higher than 10%.   **Root Cause:** Teacher turnover results from a variety of factors including lack of housing, competition from neighboring districts, and campus culture.

Priority Problem Statements

Problem Statement 1: The student attendance rate at JBMS remains below 93%.

Root Cause 1: Student and parent engagement must become a priority at Jim Barnes Middle School.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percentage of economically disadvantaged is increasing at JBMS.

Root Cause 2: The city of Seguin is experiencing unprecedented population growth.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.

Root Cause 3: Students lack the basic foundational and problem solving skills to be successful with middle school level math and reading/literacy.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student performance at the Meets and Masters Levels is below the state average.

Root Cause 4: Differentiated Instruction has not been a campus focal point in the past.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Discipline referrals continue to be high at JBMS.

Root Cause 5: PBIS has not been implemented with fidelity at JBMS.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Sixth grade students struggle with the transition to middle school.

Root Cause 6: Transition programs do not fully address the needs of incoming sixth grade students.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Negative behavior and bullying incidents have occurred at JBMS.

Root Cause 7: Systems related to campus culture must be communicated and monitored.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Teacher turnover continues to be higher than 10%.

Root Cause 8: Teacher turnover results from a variety of factors including lack of housing, competition from neighboring districts, and campus culture.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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
- RDA 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal 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
- Study of best practices

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 40% to 50% by August 2025.

Performance Objective 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 44% to 50% by August 2024.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Jim Barnes Middle School will increase student engagement & ownership of learning through targeted use of the academic habits and blended learning strategies in RLA.	**Formative**			**Summative**
	Nov	Jan	Mar	June
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, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	40%	60%	85%	
Strategy 2 Details	Reviews			
Strategy 2: Jim Barnes will deepen implementation of high quality instructional materials in all ELAR classrooms by implementing high quality PLCs	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources **Staff Responsible for Monitoring:** Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	50%	70%	80%	

Strategy 3 Details	Reviews			
Strategy 3: Jim Barnes will implement an innovative school model to increase relevance and student ownership through project-based learning integrated with core content areas (RLA, Math, Science & Social Studies)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources **Staff Responsible for Monitoring:** Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	60%	70%	85%	

Strategy 4 Details	Reviews			
Strategy 4: Jim Barnes will provide high-dosage tutoring to identified students during regular RLA core content pacing, and on Fridays, through targeted small group learning and adaptive blended learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student outcomes on multiple data sources **Staff Responsible for Monitoring:** Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	35%	50%	70%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Campus will Increase the percentage of 6-8 grade students who score meets grade level or above on STAAR Mathematics from 23% to 35% by August 2025.

Performance Objective 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) Math from 28% to 35% by August 2025.

Evaluation Data Sources: Math STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Jim Barnes Middle School will increase student engagement & ownership of learning through targeted use of the academic habits and blended learning strategies in Math.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	25%	40%	65%	

Strategy 2 Details	Reviews			
Strategy 2: Jim Barnes will deepen implementation of high quality instructional materials in all MATH classrooms by implementing high quality PLCs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Higher achievement on STAAR **Staff Responsible for Monitoring:** Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	50%	65%	80%	

Strategy 3 Details	Reviews			
Strategy 3: Jim Barnes will implement an innovative school model to increase relevance and student ownership through project-based learning integrated with core content areas (RLA, Math, Science & Social Studies)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Higher achievement on STAAR **Staff Responsible for Monitoring:** Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	60%	70%	85%	

Strategy 4 Details	Reviews			
Strategy 4: Jim Barnes will provide high-dosage tutoring to identified students during regular MATH core content pacing, and on Fridays, through targeted small group learning and adaptive blended learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide students opportunities to close the gaps. **Staff Responsible for Monitoring:** Principal, Academic Dean, Associate Principal, Assistant Principals, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	35%	50%	70%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Barnes MS will engage in activities that prepare students to meet College, Career, and Military Readiness (CCMR) requirements in high school.

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 Sources: Attendance various events
Lesson Plans stating CCMR Strategies
Walk-Throughs
Parent Attendance at Events
Xello Reports

Strategy 1 Details	Reviews			
Strategy 1: Seventh Grade students will integrate a CCMR Unit during the last six weeks of school in their RLA classes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase exposure to CCMR activities.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Academic Dean, RLA Coordinator, Director of CCMR **TEA Priorities:** Connect high school to career and college	N/A	N/A	N/A	

Strategy 2 Details	Reviews			
Strategy 2: Students in eighth grade will have integrated CCMR Units during selected PBL blocks 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 **TEA Priorities:** Connect high school to career and college	25%	65%	80%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 4: Campus will build a thriving learning community as indicated on a numerical score of 80 or higher on the campus balanced scorecard

Performance Objective 1: Jim Barnes Middle School will increase Panorama: Grit measure from 47% to 65%, increase of 20% favorable results in the categories of Self-Management and Emotion Regulation and Social Awareness, and 20% favorable results in the categories of Supportive Relationships.

Strategy 1 Details	Reviews			
Strategy 1: Students will engage in weekly relationship development activities, goal setting, check-in, and action planning during the reflect block to include an opportunity to request counselor support.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase Panorama data **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**
	40%	40%	40%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Campus will build a thriving learning community as indicated on a numerical score of 80 or higher on the campus balanced scorecard

Performance Objective 2: Students will engage in weekly relationship development activities, goal setting, check-in, and action planning during the reflect block to include an opportunity to request counselor support.

Strategy 1 Details		Reviews			
Strategy 1: JBMS will host six community engagement 3 opportunities in the fall and 3 in the spring.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase community perception		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal **ESF Levers:** Lever 3: Positive School Culture		50%	70%	75%	

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 4: Campus will build a thriving learning community as indicated on a numerical score of 80 or higher on the campus balanced scorecard

Performance Objective 3: By the end of the 2023-2024 school year, JBMS will increase attendance from 91.06% to 93.0%.
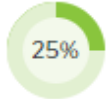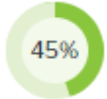
Strategy 1 Details	Reviews			

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
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	25%	50%	65%	

0%	No Progress	100%	Accomplished	→ Continue/Modify	✗	Discontinue

Goal 5: Campus will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: By Spring of 2024, the JBMS Teacher Affiliation index will increase to at least 500 in the standardized scoring key and teacher turnover will decrease by 10% at JBMS by Spring 2024.

Evaluation Data Sources: Teacher Affiliation Index
Teacher Turnover

Strategy 1 Details	Reviews			
Strategy 1: In order to build students' capacity as collaborators and self-reflective learners, we will strengthen campus adult culture by building adult capacity to model collaboration and self-reflective learning.	**Formative**			**Summative**
In order to do this, we will increase distributive leadership teams at Barnes MS, with 50% or more of teachers actively serving on three prioritized campus culture committees during the 2023-2024 SY.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase OHI **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principal, Academic Dean, Teacher Lead **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	50%	65%	80%	

Strategy 2 Details	Reviews			
Strategy 2: Create and deliver an effective Campus Culture Committee rollout supported with data to create understanding of the need for change.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase OHI **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principal, Academic Dean, Teacher Lead **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	20%	45%	85%	

Strategy 3 Details	Reviews			
Strategy 3: Build adult leadership capacity to sustain effective monthly Campus Culture Committee meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase OHI	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Academic Dean, Teacher Lead **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	20%	45%	65%	

Strategy 4 Details	Reviews			
Strategy 4: JBMS will offer professional development strategies to administrators and teachers to build capacity with in the team.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduce turnover and increase capacity **Staff Responsible for Monitoring:** Principal, Associate Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 2 - Perceptions 2	25%	45%	70%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Student performance at the Meets and Masters Levels is below the state average.   **Root Cause**: Differentiated Instruction has not been a campus focal point in the past.

Perceptions
Problem Statement 2: Teacher turnover continues to be higher than 10%.   **Root Cause**: Teacher turnover results from a variety of factors including lack of housing, competition from neighboring districts, and campus culture.

Goal 6: Campus will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: Jim Barnes Middle School will improve student, staff, parent, and community perception by 20% as determined by the Net Promoter score.

    Evaluation Data Sources: Net Promoter Survey

Strategy 1 Details		Reviews			
Strategy 1: Creation of a student culture committee to build students' capacity as collaborators and self-reflective learners.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase Net Promoter Score **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principal **ESF Levers:** Lever 3: Positive School Culture		Nov	Jan	Mar	June
		5%	40%	50%	

Strategy 2 Details		Reviews			
Strategy 2: Creation of an adult culture committee to strengthen adult capacity to model collaboration and self-reflective learning.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase Net Promoter Score **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principal **ESF Levers:** Lever 3: Positive School Culture		Nov	Jan	Mar	June
		25%	45%	70%	

Strategy 3 Details		Reviews			
Strategy 3: Creation of a family engagement committee to strengthen relationships with families through consistent opportunities for connection and community building.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase Net Promoter Score **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principal **ESF Levers:** Lever 3: Positive School Culture		Nov	Jan	Mar	June
		25%	40%	55%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 7: Campus will be rated A or B by August 2025.

Performance Objective 1: Jim Barnes Middle School will move from an overall accountability rating of C to B achieving a minimum of a B rating by August 2025.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details		Reviews		
Strategy 1: Creation of weekly CIP monitoring systems and structures to support implementation of the CIP with fidelity.		**Formative**		**Summative**
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	**Nov**	**Jan**	**Mar**	**June**
	10%	20%	20%	

Strategy 2 Details		Reviews		
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.		**Formative**		**Summative**
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	**Nov**	**Jan**	**Mar**	**June**
Title I: 2.4 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1	N/A	45%	75%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student achievement in Math and Reading/Language Arts (RLA) is low across all grade levels.   **Root Cause**: Students lack the basic foundational and problem solving skills to be successful with middle school level math and reading/literacy.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Jim Barnes Middle School will increase student engagement & ownership of learning through targeted use of the academic habits and blended learning strategies in RLA.

2023-2024 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Jason Schmidt	Principal
Parent	Jamie Tipple	Parent
Parent	Teri Tate	Parent
Parent	Latasha Grant	Parent
Parent	Monica Matchoca	Principal
Parent	Christina Robinson	Parent
Parent	Sandie Balderas	Parent
Parent	Nalleli Estrada	Parent
Parent	Cristina Ibarra	Parent
Business Representative	Brenda Flores	Business Representative
Instructional Coach	Whitney Wood	Instructional Coach
Classroom Teacher	Cristy Wilke	Teacher
Classroom Teacher	CArmen Young	Teacher
Classroom Teacher	Kameron Ridgeway	Teacher
Classroom Teacher	Tiffany Henley	Teacher
Classroom Teacher	Traci Salazar	Teacher
Community Representative	Julie Leos	Community Representative
Classroom Teacher	Brandy Rangel	Teacher
Classroom Teacher	Troy DePalermo	Teacher
Classroom Teacher	Annaalicia Ramirez	Teacher
Classroom Teacher	Travis Roberts	Teacher
Classroom Teacher	Sarah Brohm	Teacher
Classroom Teacher	Linsey Rios	Teacher
Classroom Teacher	Christina Smith	Teacher
Classroom Teacher	Bobbie Parsons	Teacher
Parent	Nancy Herrera	Parent
Parent	Kim Bright	Parent

Committee Role	Name	Position
Parent	Adam Ryals	Parent
Parent	Tanya Post	Parent
Parent	Stephanie Weaver	Parent
Parent	Dawn Ramos	Parent
Parent	Lupita Velazquez	Parent
Parent	Ashley Olivarez	Parent
Parent	Lani Martinez	Parent
Non-classroom Professional	Jessica Taylor	Nurse
Parent	Amparo Mendiola	Parent
Parent	Gail Schievelbein	Parent
Parent	Denise Rangel	Parent
Parent	Laticha Lawson	Parent
Parent	Petra Andrade	Parent
Parent	Jeannie Lee	Parent
Parent	Natalie Lopez-Gonzales	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 Disadvantages, 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.

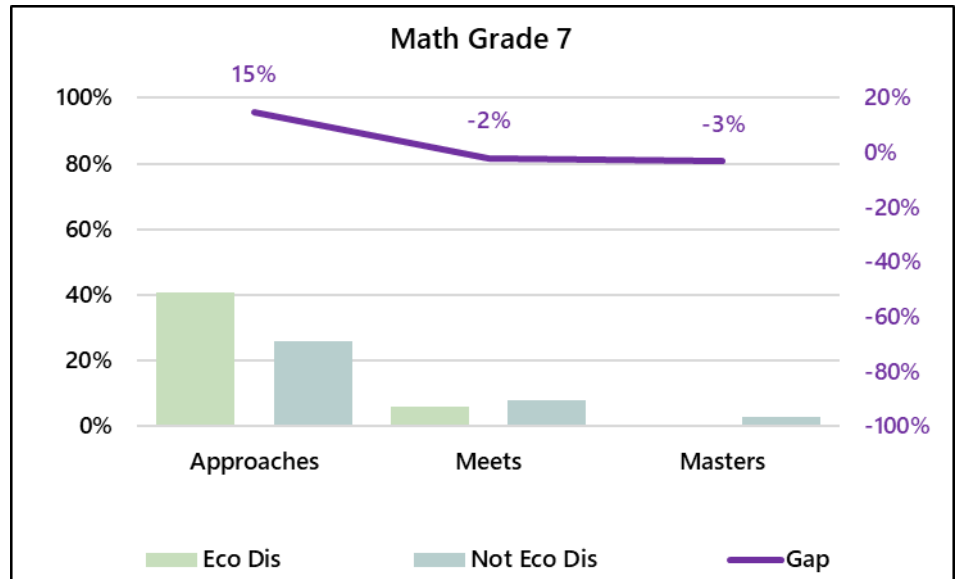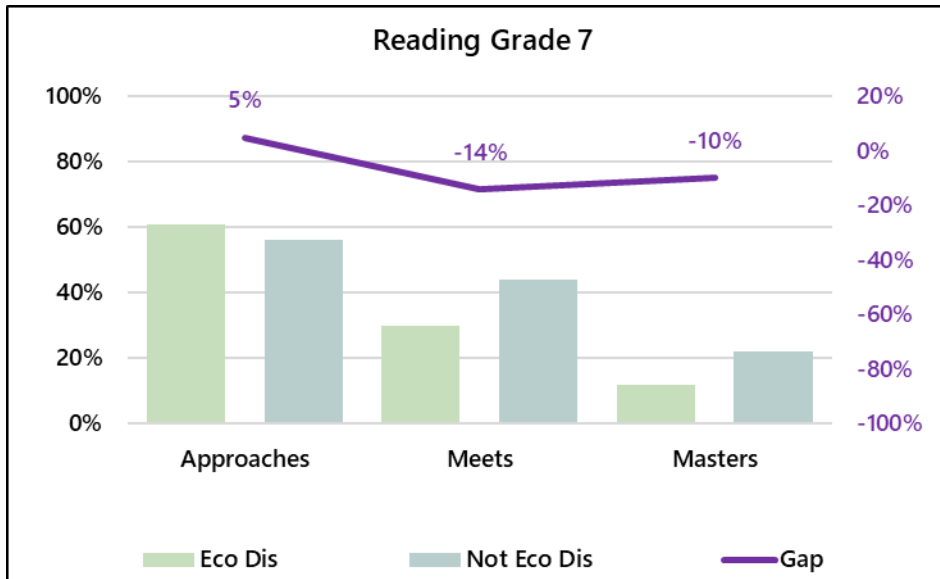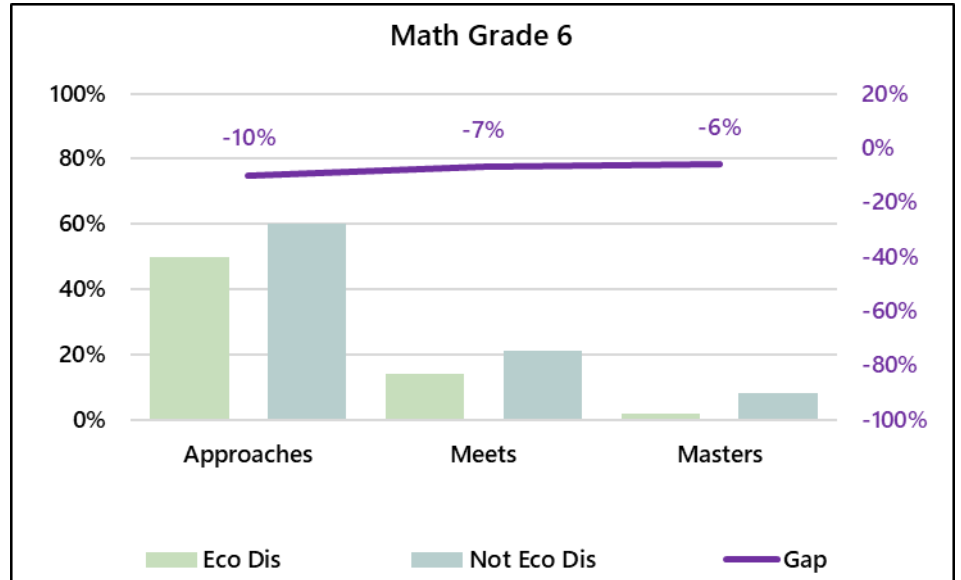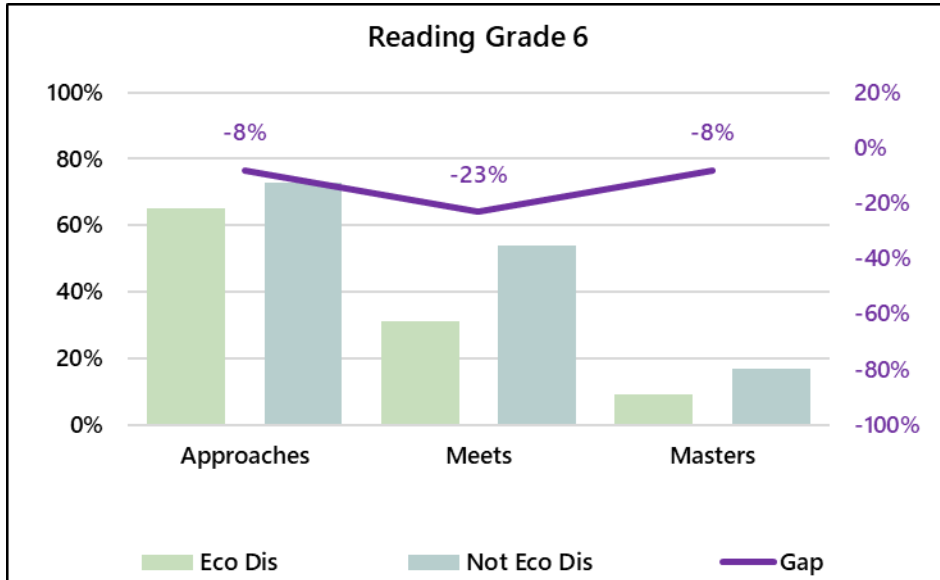| Barnes Middle School			<70 Average		Not Advanced		Failed STAAR		AEP		Parole/ Probation		LEP		DPRS		Homeless		Residential Placement		Incarcerated		DO Prev	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
6	286	36%			6	2%	150	52%	4	1%	4	1%	37	13%	1	0%	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

Reading Grade 6

-8%   -23%   -8%

Approaches   Meets   Masters

Eco Dis | Not Eco Dis | Gap

Math Grade 6

-10%   -7%   -6%

Approaches   Meets   Masters

Eco Dis | Not Eco Dis | Gap

Reading Grade 7

5%   -14%   -10%

Approaches   Meets   Masters

Eco Dis | Not Eco Dis | Gap

Math Grade 7

15%   -2%   -3%

Approaches   Meets   Masters

Eco Dis | Not Eco Dis | Gap

Economically disadvantaged compared to not economically disadvantaged (continued)
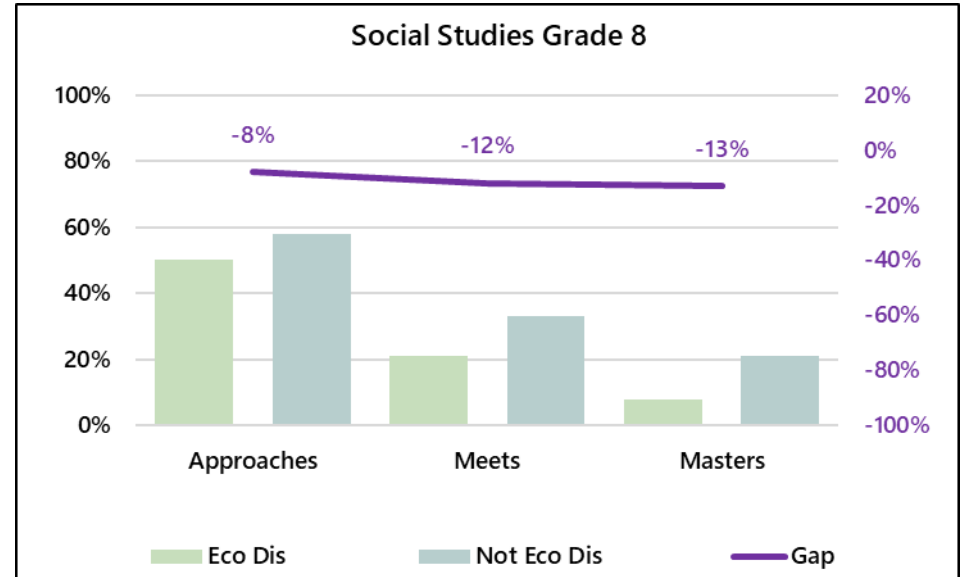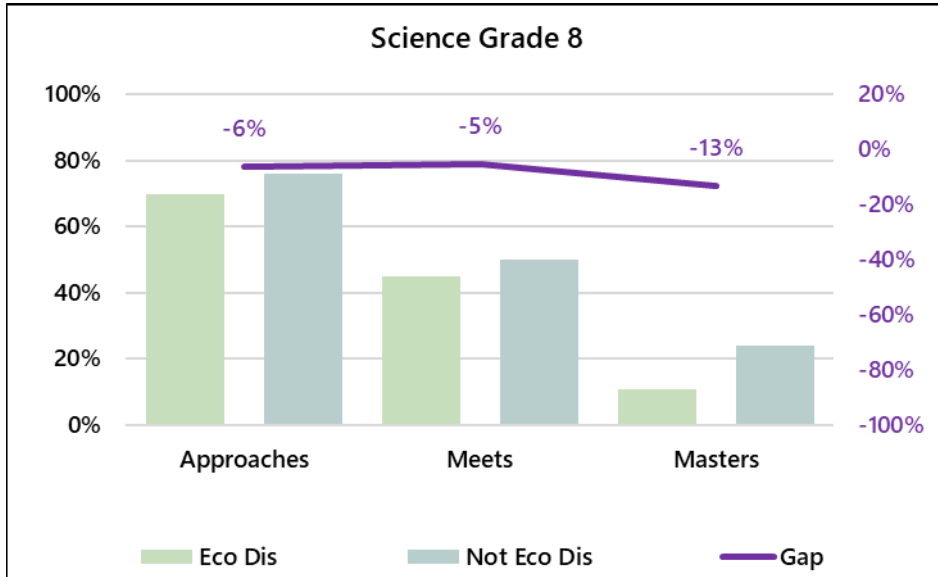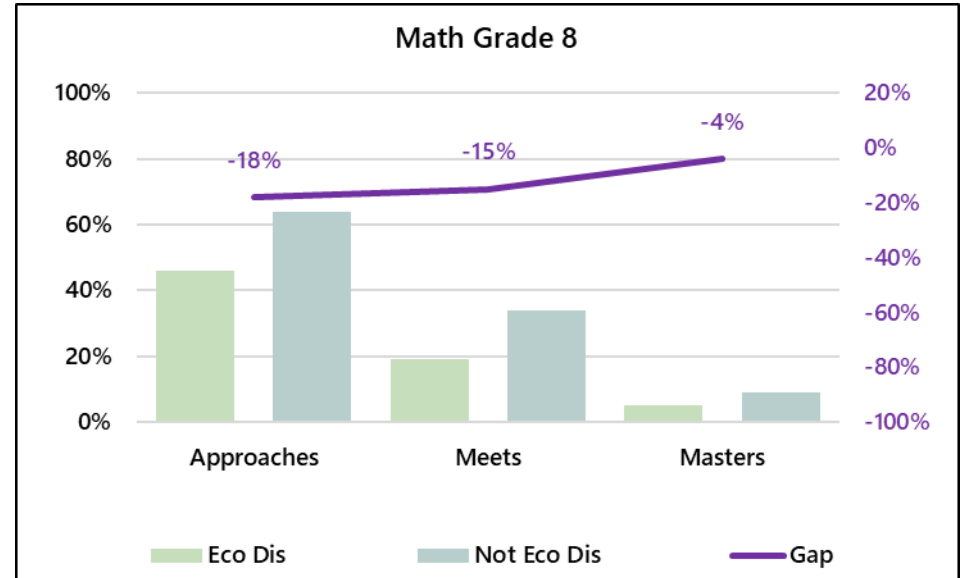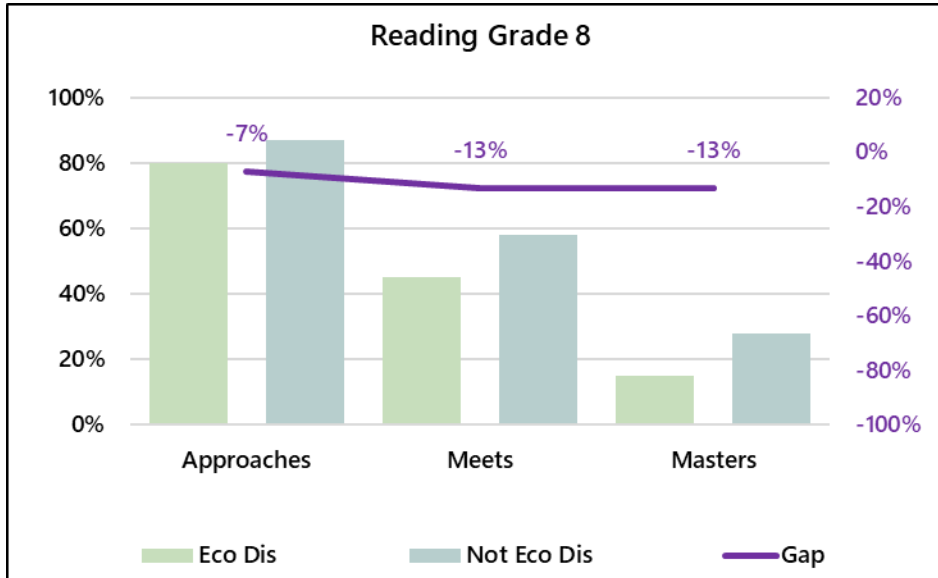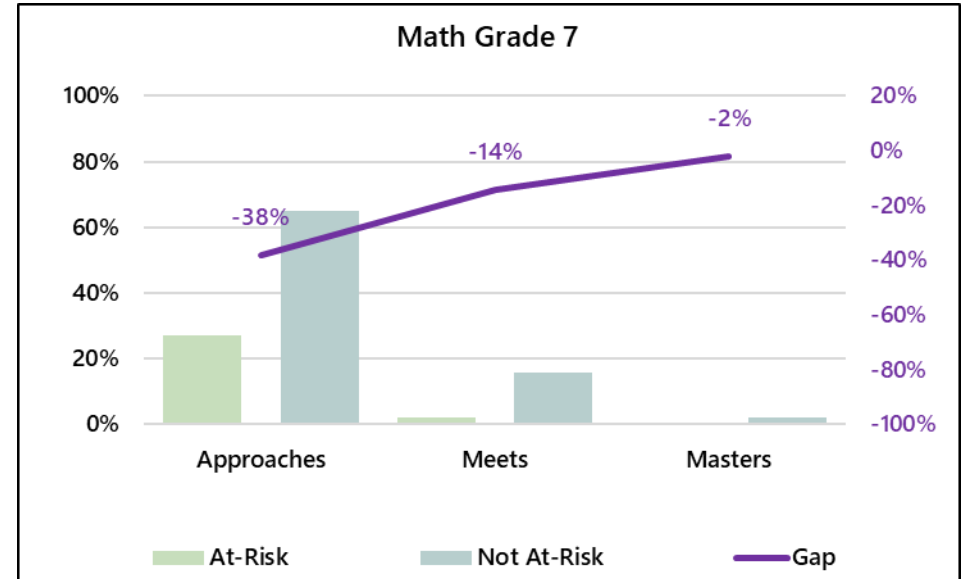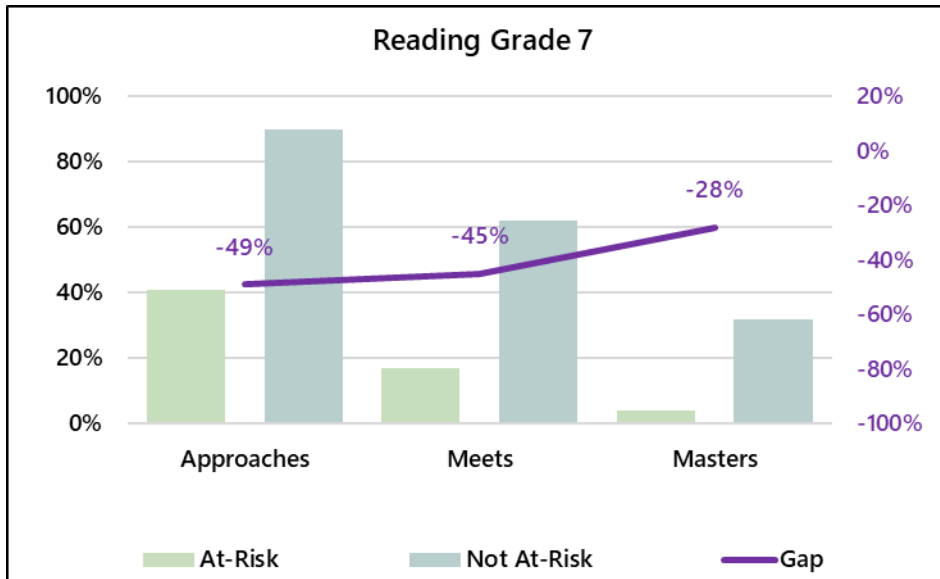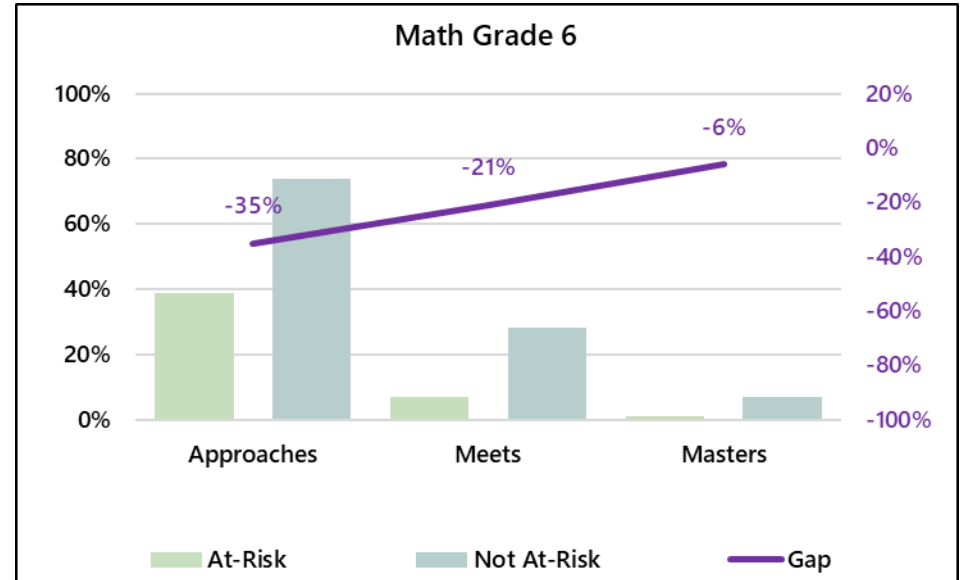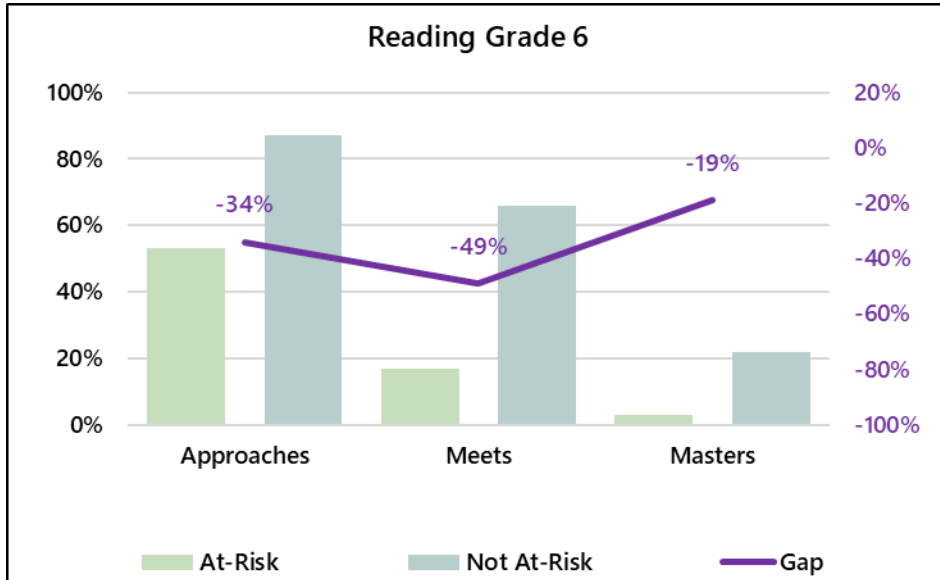
Reading Grade 8

-7% -13% -13%

Legend: Eco Dis · Not Eco Dis · Gap

Math Grade 8

-18% -15% -4%

Legend: Eco Dis · Not Eco Dis · Gap

Science Grade 8

-6% -5% -13%

Legend: Eco Dis · Not Eco Dis · Gap

Social Studies Grade 8

-8% -12% -13%

Legend: Eco Dis · Not Eco Dis · Gap

At risk compared to not at risk

Reading Grade 8

At-Risk | Not At-Risk | Gap

-24% -40% -28%

Math Grade 8

At-Risk | Not At-Risk | Gap

-40% -34% -19%

Science Grade 8

At-Risk | Not At-Risk | Gap

-36% -37% -28%

Social Studies Grade 8

At-Risk | Not At-Risk | Gap

-40% -36% -19%
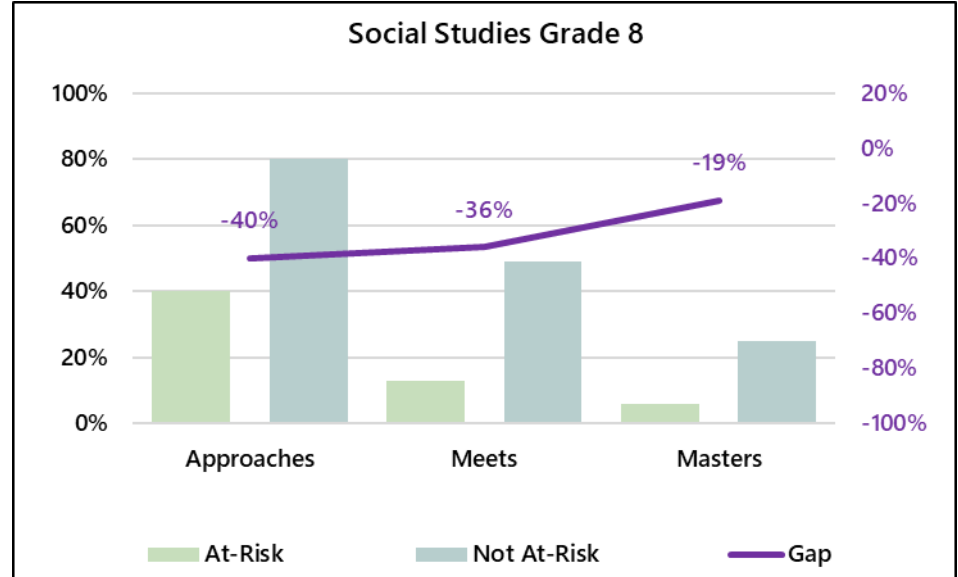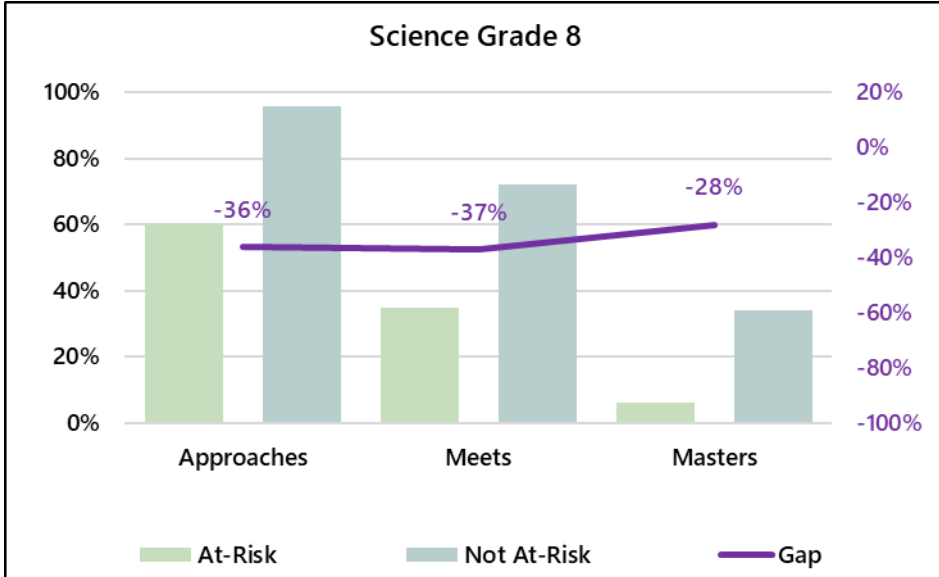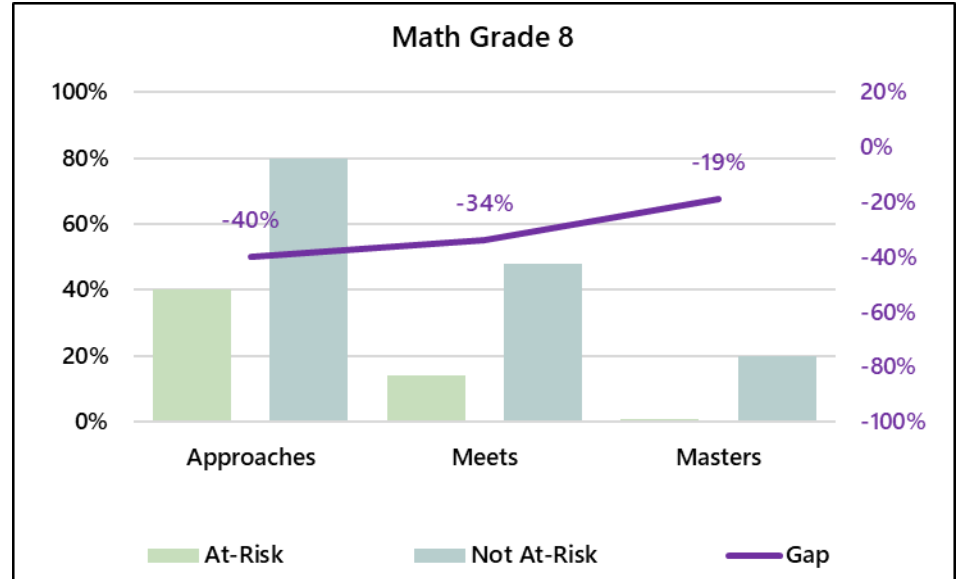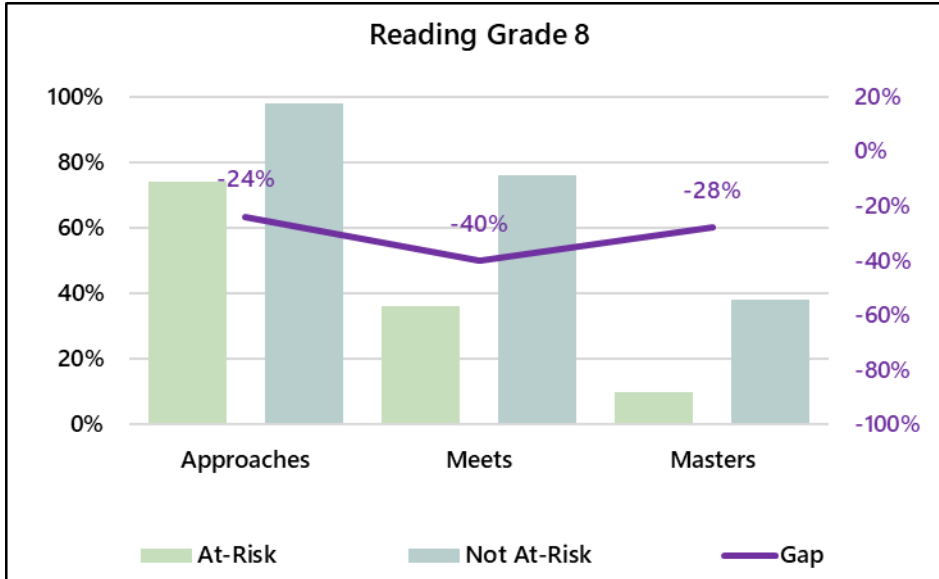
Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

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.