

# Jarrell Independent School District

## Jarrell Middle School

### 2020-2021 Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



# Mission Statement

Jarrell ISD will have high expectations for all students. The district will make every effort to attract and retain the most qualified teachers available who will enhance the positive image of our schools in the community. The caring atmosphere provided by these teachers will help promote the positive self-image for the students in the district. JISD will encourage positive staff morale by providing clean and attractive campuses.

# Vision

Our vision for our JMS students is to create an environment where the students are a part of the process, are encouraged to seek out new ideas, and where failure is an opportunity to learn.

# Value Statement

This we believe...we value educating our students to be prepared for the 21st century through collaboration, cooperation, and divergent thinking.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We daily engage with students, staff, parents and the Community at large as well as prospective members of each.

### Demographics Strengths

We have a diverse population of students from varying backgrounds.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** We struggle to keep up with the needs of new students who constantly arrive on campus from other districts, states, countries, etc. **Root Cause:** We need better information gathering systems that seamlessly communicate with all stakeholders.

**Problem Statement 2:** Rapidly increasing population of high need ELL students **Root Cause:** Increasing Urbanization

# Student Learning

## Student Learning Summary

Although our students do well in their classes, JMS as a whole struggles with Achieving successful performance at grade level as it relates to State Standards of Readiness.

## Student Learning Strengths

100% of our Algebra students continue to pass the Algebra EOC.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** JMS Students perform well below the State Average and below grade-level on STAAR. **Root Cause:** The level of rigor in instruction and assessment development is well below par.

**Problem Statement 2:** Rapidly increasing population of high need ELL students **Root Cause:** Increasing Urbanization

**Problem Statement 3:** Student Achievement is below the State Average in every area except for one. **Root Cause:** Students are not making adequate growth towards grade level

**Problem Statement 4:** Many of our staff members need more training on the technological resources that are available to them. **Root Cause:** Staff have not received adequate training for the technologically resources we have.

# School Processes & Programs

## School Processes & Programs Summary

All Teachers are supported by Instructional Coaches as well as the Instructional Department and Administration as a whole. I (Jeremy Hill) have been to multiple teacher job fairs to recruit staff. Although we have a New Teacher Orientation and Trainings, these need to be improved and Stream-lined. Our HR department offers a competitive salary and benefits to all employees.

## School Processes & Programs Strengths

All staff were given a "Survival Guide" to begin the year that had all processes outlined. A staff and community calendar is readily available for access. Department Chairs and Grade-Level Team Leaders have been established.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Our New Teacher/Staff orientation needs to be improved. **Root Cause:** Too much information about processes are given that should come later and info about "what now" is overlooked.

**Problem Statement 2:** Student Achievement is below the State Average in every area except for one. **Root Cause:** Students are not making adequate growth towards grade level

**Problem Statement 3:** No one knows what is going on at JMS, how things are done or why decisions are made. **Root Cause:** JMS has been run in the past with a micro-management style.

# Perceptions

## Perceptions Summary

Overall, JMS had a terrible reputation amongst all stakeholders after the 2018-19 school year. That has drastically improved.

## Perceptions Strengths

Safe, Respectful and Responsible is the mantra that we preach to students. Our communication is clear and consistent and we celebrate our successes. All of our extra-curricular activities are positive and successful.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** "The MS is a jail" **Root Cause:** Parents and Students saw the MS as a place that was not fun and inviting.

**Problem Statement 2:** Rapidly increasing population of high need ELL students **Root Cause:** Increasing Urbanization

**Problem Statement 3:** Student Achievement is below the State Average in every area except for one. **Root Cause:** Students are not making adequate growth towards grade level

**Problem Statement 4:** No one knows what is going on at JMS, how things are done or why decisions are made. **Root Cause:** JMS has been run in the past with a micro-management style.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

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

## **Student Data: Assessments**

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Student surveys and/or other feedback
- School safety data

## **Employee Data**

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

# Goals

**Goal 1:** 2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.

**Performance Objective 1:** Develop standardized interview/hiring protocols across the campus and District. Increasing pay scales and benefits (to include insurance, daycare, district transportation for students of teachers, etc.) across all positions in the district. Develop and implement benefit packages that include stipends for extra-curricular programs outside of Athletics or Fine Arts. Identify, select and train Department Heads and Grade-Level Team Leaders on campus that are based on student needs and teacher strengths.

**Targeted or ESF High Priority**

- Evaluation Data Sources:** Teacher Lesson Plans  
 District-Level Leadership Meetings  
 Curriculum Meetings  
 Participation in Teacher Job Fairs around the State  
 Faculty Meetings  
 AP Academy  
 Teacher Evaluations  
 PLC Meetings  
 New Staff Orientation Meetings  
 CBLT Meetings  
 Teacher Professional Development sessions  
 Department Meetings

**Summative Evaluation:** Significant progress made toward meeting Objective

<b>Strategy 1:</b> Ongoing Teacher Job Fair Participation around the State <b>Strategy's Expected Result/Impact:</b> 25% of our new hires are new teachers. <b>Staff Responsible for Monitoring:</b> HR will monitor participation and successful recruitment rate. <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Comprehensive Support Strategy</b>	<b>Formative Reviews</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Establishment of PLC/ Dept. trainings and meetings. <b>Strategy's Expected Result/Impact:</b> Less than 10% of teachers leave for jobs that are not promotions, increase in pay or completely out of education. <b>Staff Responsible for Monitoring:</b> HR will keep data on the reason employees choose to leave the district. <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Comprehensive Support Strategy</b>	<b>Formative Reviews</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
No Progress                       Accomplished                       Continue/Modify                       Discontinue			

**Goal 2:** 4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

**Performance Objective 1:** All activities, resources, technology and instructional materials are all aligned to instructional purposes, varied and appropriate to ability levels of students and actively engage them in ownership of their learning. All instruction, activities, materials and assessments are logically sequenced, relevant to students' prior understanding and real-world applications, vertically aligned to state standards and are appropriate for diverse learners.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** PLC Meetings

CBLT Meetings

Teacher Professional Development sessions

Teacher Lesson Plans

Department Meetings


District Curriculum Meetings







District-Level Leadership Meetings

Campus Benchmark and Interim Assessments

AP Academy

**Summative Evaluation:** Significant progress made toward meeting Objective

<p><b>Strategy 1:</b> Interim assessments aligned to state standards and the appropriate level of rigor are administered three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence.</p> <p><b>Strategy's Expected Result/Impact:</b> The interim assessments will be used as a both a progress measure and a predictor of future STAAR success.</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Administration along with the State will monitor student progress on the Interim assessments.</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Comprehensive Support Strategy</b> - <b>Additional Targeted Support Strategy</b></p>	Formative Reviews		
	Jan	Mar	June
			

<p><b>Strategy 2:</b> The scope and sequence, units, and interim assessments are all aligned to priority and supporting standards for all tested subject and grade areas. Curricular resources with key ideas, essential questions, and recommended materials, including content-rich texts, will be used across classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> The Vertical alignment of curriculum and curricular resources will lead to an overall increase on STAAR across all 3 Domains.</p> <p><b>Staff Responsible for Monitoring:</b> District Curriculum and Instruction as well as Campus Administration and Department Heads will ensure that teachers have access the these documents and are utilizing them in both planning and instruction.</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative Reviews</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			
<p><b>Strategy 3:</b> The school provides teachers with time at the beginning and throughout the year to internalize the curriculum and its resources.</p> <p><b>Strategy's Expected Result/Impact:</b> The additional planning time will lead to an overall increase on STAAR across all 3 Domains.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration will ensure that teachers have enough planning time to spend individually or with department and grade level teams as well as with Instructional staff.</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative Reviews</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






**Goal 3: 5.1 Objective-driven daily lesson plans with formative assessments.**

**Performance Objective 1:** All objectives and measurable goals are aligned to state content standards and logically sequenced to the lesson's goal. Formal and informal assessments will be used to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. Lesson plans will be due 2 weeks prior to instruction to provide adequate time to review, assess and provide feedback to teachers.

**Targeted or ESF High Priority**

- Evaluation Data Sources:** PLC Meetings  
 CBLT Meetings  
 Teacher Professional Development sessions  
 Teacher Lesson Plans  
 Department Meetings  
 District Curriculum Meetings  
 District-Level Leadership Meetings  
 Campus Benchmark and Interim Assessments  
 AP Academy

**Summative Evaluation:** Significant progress made toward meeting Objective

<p><b>Strategy 1:</b> District Eduphoria and Lesson Plan Training including a standardized Lesson Plan Form.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers make adjustments to lesson plans based on recurring analysis of Unit Assessments (observed by Principal) that will result in improved Student success of 75% on all STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> The District and campus will be responsible for sending, hosting, delivering and keeping track of all trainings that relate to the development and implementation of Teacher Lesson Plans including (but not limited to) the plans themselves.</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	Formative Reviews		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 4:** Develop a positive school culture to include a compelling and aligned mission, goals and values, explicit behavioral behavioral expectations and management system, proactive and responsive student support services and involves families and community.

**Performance Objective 1:** The campus creates and inclusive and welcoming environment that engages all families in critical aspects of student learning and systems are in place to engage families on a regular basis about their child's performance in a positive, constructive and personalized way.

**Evaluation Data Sources:** Panorama Survey

- Parent Portal
- School Messenger
- School Website
- School Social Media
- Parent Informational Meetings
- Formation of PTO
- Hosting Community Events
- JMS Calendar
- Formation of PRO Center

**Summative Evaluation:** Some progress made toward meeting Objective

<p><b>Strategy 1:</b> Multiple communication strategies with families are integrated into teacher roles and responsibilities and family and community engagement and impact data are reviewed regularly; plans are adapted as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Communication to and from parents and community regarding students and student life and events that are ongoing at the school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative Reviews</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			
<p><b>Strategy 2:</b> Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus values and data systems exist to track all discipline referrals, attendance, and interventions and data is regularly reviewed to identify trends and adapt accordingly.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff and students are taught, practice and reinforce behavioral expectations with a common language.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative Reviews</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# 2020-2021 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jeremy Hill	Principal
District-level Professional	James Garrett	Business Manager
Classroom Teacher	Brad Louder	Math Department Head
Parent	Kacey Ramaley	Parent
Business Representative	Whittney Brown-Hicks	Local Business Owner
Administrator	Daren Childs	Assistant Principal
Non-classroom Professional	Nora Dekreek	Nurse