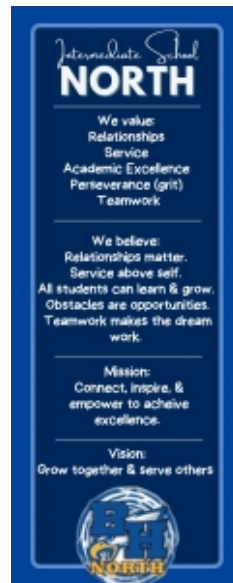


Barbers Hill Independent School District

Intermediate North

2023-2024 Campus Improvement Plan



Mission Statement

ISN is dedicated to growing confident learners who exhibit integrity, perseverance, accountability, and service while ensuring that all students have the opportunity to achieve personal success, civic responsibility, and social awareness.

Vision

Our mission is to provide all students with a safe, academically rich environment, authentic learning experiences, and supportive relationships. All staff members, in partnership with parents and families, will work collaboratively to teach, inspire, and empower students to achieve excellence.

Campus Improvement Team (CIT)

Member	Role
Spring Benoit	Parent
Ashlee Boothe	State and Federal Programs Coordinator
Shannon Burgess	Dyslexia Teacher
Cristy Curry	Parent
Lori Digulio	RtI Interventionist (Math)
Krystal Farmer	4th Grade Teacher
Brett Farrell	PE Teacher
Morgan Fazzino	6th Grade Teacher
Heather Gonzalez	Community Member
Elaina Kloecker	Instructional Technologist
Melissa Cox	Librarian
Tina McCorkle	Principal
Vicky Moye	RtI Interventionist (RLA)
Tara Pohorily	Assistant Principal
Lisa Rankin	RtI Interventionist (RLA)
Kellie Rogers	Counselor
Racquel Shows	Community Member

Member	Role
Joann Short	Assistant Principal
Jessica Silcox	RtI Interventionist (Math)
Kimberly Smith	Special Education Teacher
Tonya Stewart	Paraprofessional
Michelle Swonke	Paraprofessional
Haley Thompson	Counselor
Jennifer Wilson	Special Education Teacher (ABLE)
Alaina Young	5th Grade Teacher
Other BHISD LSC Staff	

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Comprehensive Needs Assessment

Revised/Approved: June 13, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Intermediate School North is a 4th-6th grade campus located in Barbers Hill ISD in Mont Belvieu, Texas. We opened our doors in August of 2022 and continue to serve a fast growth community, but keep eagle pride and excellence by any measure at our core. We take great pride in serving our incredible community and supporting the well rounded growth and development of our students. We have tremendous community involvement and support and have many reasons to be proud.

In our first year, we connected with our students through positive and supportive relationships, Ambassadors, and Best Buddies programs. We want to continue to expand the opportunities that our students have to connect with other Eagles through more clubs and the start of ISN Student Council. Our students also excelled academically, exceeding state performance in every grade level and every content area. Efforts are focused on value added to each student with 90% of all students at the approaches level, 70% of students at the meets level, and 50% of students at the master's level.

The Annual Title I parent meeting was held prior to Open House on Thursday, September 28, 2023. We reviewed the Title I Parent Involvement Policy as well as our 2023-2024 School Compact. Parents will be given an opportunity to sign up for a teacher conference and will sign in agreement with the School Compact at that time. We are excited to encourage parent involvement through programs such as the Veterans Day Program, Fall Fest, Watch DOGS, field trip chaperones, and classroom volunteers.

CNA meeting #1 was held on Monday, September 11, 2023 in the LGI. The committee discussed the campus values, mission, and vision. Then, the committee discussed multiple points of data to be reviewed at CNA meeting #2.

CNA meeting #2 was held on Monday, October 2, 2023 in the LGI. The committee examined data such as: benchmarks, CBAs, preliminary STAAR data, attendance data, staff surveys, and campus systems. The committee found strengths and identified problem statements in each area of the CNA. As a result of the data analysis, the committee has identified four focus areas:

Opportunities for growth and focused efforts include:

- Create a strong intermediate identity with a culture of "we" with the best from the elementary and secondary worlds where educators feel valued about doing worthwhile work.
- Grow professionally in the consistent application of the Fundamental Five to improve positive learning outcomes for all students.
- Campus-wide commitment to social and emotional learning opportunities to support the well-rounded development of all students in safe and positive learning environments.
- Leadership commitment to increase communication adequacy across all boundaries of the organization.

Goals for the 2023-2024 school year:

- Increase communication adequacy from an independent health zone of 40 to an interdependent health zone of 75 or higher by April 1, 2024.
- Increase student attendance from 95.64% to 96.5% for the 2023-2024 school year.
- Increase students plugged in to 100% by April 1, 2024.
- Met or exceed expectations of 90% approach, 70% meets, and 50% masters in all STAAR assessments in all grades in all content areas by May 2024.

On October 10th in Staff Development, we were able to review the CNA and CIP in teams. Teachers had great discussions and asked clarifying questions and areas that needed to be updated. For example, one of the strategies is for our aides to receive professional development by "lead teachers" for instruction and behavioral support in the classroom. We clarified that lead teachers are also district level positions and explained that is what our aides went off campus for today - training with Charles Woods on behavior and Terra Barclay and Megan Down on instructional supports. Their feedback was captured and edits were made where necessary.

Meeting #3 was held Monday, October 23, 2023 in the LGI. The committee examined the CIP goals, performance objectives, and strategies to ensure the priority problem statements were addressed with multiple layers of support.

ISN staff will continue to monitor and adjust strategies if necessary as we support progress towards these goals. We will complete all formative and summative reviews.

Demographics

Demographics Summary

Student Demographics:

2023 - 2024 Entity Counts:

- 4th grade = 306, 38%
- 5th grade = 249, 31%
- 6th grade = 247, 31%

Total campus enrollment = 802

2023 - 2024 Student Demographics:

Male = 389, 51.12%

Female = 372, 48.88%

Student Demographics		
Ethnicity	Total	Percent of Campus
American Indian/Alaskan	4	.53%
Asian	12	1.58%
Black/African American	36	4.73%
Hispanic/Latino	174	22.86%
White	500	65.7%
Hawaiian/Pacific Islander	1	.13%
Two or More	34	4.47%
2022-2023 Student Groups		
At Risk	129	16.95%
Dyslexia	65	8.54%
Economically Disadvantaged	190	24.97%
Emergent Bilingual	10	1.31%
Gifted and Talented	49	6.44%
Special Education	101	13.27%

Student Attendance:

- 1st Six Weeks = 96.6%
- 2nd Six Weeks = 95.45%
- 3rd Six Weeks = 94.76%
- 4th Six Weeks = 95.94%
- 5th Six Weeks = 95.79%
- 6th Six Weeks = 95.34%
- **2022-2023 = 95.64%**

Staff Demographics:

With the re-design of the district feeder patterns, ISN blended elementary teachers from across the district in grades 4 and 5 with middle school teachers from the district from grade 6.

Total Staff:

- Teachers = 60, 70.6%
- Professional Support = 4, 5.2%
- Campus Administration = 3, 3.5%
- Educational Aides = 17.5, 20.7%

Staff Demographics		
Ethnicity	Total	Percent of Campus
Black/African American	0	0%
Hispanic/Latino	8	9.8%
White	76	90.2%

Degrees held:

- 48 Bachelors Degrees
- 12 Masters Degrees
- 1 Doctorate Degree

Years of Experience:

- Beginning teachers = 2, 3.3%
- 1-5 years experience = 4, 7.3%
- 6-10 years experience = 11, 17.8%
- 11-20 years experience = 27, 44.5%
- Over 20 years experience = 16, 27.1%

Demographics Strengths

With the fast growth of our district, we are becoming more and more diverse, which will allow for multiple perspectives to be valued as a part of the learning process.

Strengths include:

- High teacher retention rates
- 100% highly qualified staff
- Experienced staff
- 4 National Board Certified teachers
- 14 teachers with graduate degrees
- Low student mobility supports consistent learning progress and positive learning outcomes for all learners

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for program development to support the unique learning needs of students, with special attention to high focus groups. **Root Cause:** There continue to be a larger population of students with special needs and/or learning difficulties and learning gaps.

Problem Statement 2: There is a need for continued professional development for all staff on inclusion, differentiation techniques, and a cotaught teaching model. **Root Cause:** There continue to be a larger population of students with special needs and/or learning difficulties and learning gaps.

Problem Statement 3 (Prioritized): Social/emotional awareness and interventions need to be focus areas for our campus. All staff needs to have continuous training opportunities and plans to support social/emotional activities in classroom instruction and campus activities. **Root Cause:** There is a growing number of students who have experienced trauma and/ or have an underdeveloped social IQ and lack of social awareness.

Problem Statement 4: GT identification is not equitable amongst all ethnicities of students. **Root Cause:** As our student population diversifies, so must the ways we refer and identify students for GT testing. Additionally, parents may not have the knowledge and information to request GT testing.

Problem Statement 5 (Prioritized): Student attendance was 95.64% for the year. **Root Cause:** Possible consequences still from COVID, family vacations, systems for communication and follow through.

Problem Statement 6: Staff diversity does not mirror student diversity. **Root Cause:** As a fast growth district, the community is diversifying, so our applicant pool will also diversify.

Student Learning

Student Learning Summary

ISN serves students in grades 4-6 with a variety of needs (PASS, ABLE, EB) which are addressed through sound Tier I instruction along with academic programs, interventions, and supports. ISN provides opportunities for students to receive additional support and tutoring before or after school as well as during the enrichment period built into the school day. Students are also supported with access to extracurricular programs, including Academic UIL.

In order to support students' achievement and growth, teachers must implement teaching strategies that meet the needs of all students. We have a growing Gifted and Talented (GT), Emergent Bilingual (EB), Special Education (SE), Economically Disadvantaged (ED), African American (AA), and Hispanic (H) student body. Engaging instructional strategies coupled with bell to bell instruction are essential to student achievement. In addition, highly structured and predictable classroom procedures along with safe hallways are critical to the learning and the social needs of our students.

ISN teachers need ongoing training to address student's individual needs including timely interventions, appropriate modifications and accommodations, enrichment, and differentiated instruction in the regular and advanced classrooms. In addition, the on-going training in the delivery of research-based instructional strategies such as The Fundamental Five, Teach Like a Champion, and GT enrichment strategies are needed. An emphasis must be placed on the development of literacy skills in all classes, including writing across the curriculum. Formative assessments must be administered more frequently in order to monitor student achievement and to inform instructional decisions. Teachers need additional training in the effective and efficient analysis of data and they need protocols for using data to inform their instructional decisions. The curriculum department has provided the data protocols and PLC team leader training will happen throughout the current school year.

TELPAS Results:

Total # of Students	Total # of Students Showing Progress	Target	2023%	2022%	Growth	Points Earned in Domain 3
10	9	49%	90%	N/A	N/A	4

2022-2023 STAAR Results:

4th Grade RLA

	Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas		78	47	20
All ISN Students	245	93	71	39
Males	118	91	66	34
Females	127	96	76	44
Economic Disadvantage	72	82	53	32
African American	14	100	50	7
Hispanic	63	90	65	33
SPED	25	60	20	12

	Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
High Focus Groups	98	75	41	26

4th Grade Math

	Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas		70	47	22
All ISN Students	245	94	82	51
Males	118	92	84	55
Females	127	96	80	46
Economic Disadvantage	72	85	68	35
African American	14	100	79	29
Hispanic	63	94	79	40
SPED	25	68	36	12
High Focus Groups	98	81	60	29

5th Grade RLA

	Students Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas		81	56	28
All ISN Students	243	94	76	45
Males	114	89	69	39
Females	129	98	82	50
Economic Disadvantage	67	87	67	30
African American	11	82	73	27
Hispanic	53	94	75	38
SPED	28	61	25	4
High Focus Groups	100	79	55	26

5th Grade Math

	Students Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas		79	50	21
All ISN Students	243	97	81	36
Males	114	95	79	31
Females	129	98	82	40
Economic Disadvantage	67	91	66	16
African American	11	91	73	9
Hispanic	53	94	74	28
SE	28	89	32	11
High Focus Groups	100	91	55	14

5th Grade Science

	Students Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas		64	34	15
All ISN Students	243	90	67	42
Males	114	88	67	40
Females	129	92	67	43
Economic Disadvantage	67	81	46	22
African American	11	82	45	18
Hispanic	53	85	51	30
SE	28	57	25	14
High Focus Groups	100	73	39	19

6th Grade RLA

	Students Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas		75	51	22
All ISN Students	274	92	74	34
Males	155	90	73	30

	Students Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
Females	119	93	76	40
Economic Disadvantage	71	83	59	25
African American	9	78	44	11
Hispanic	67	85	70	39
SE	27	56	22	7
High Focus Groups	100	75	48	20

6th Grade Math

	Students Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas		74	38	15
All ISN Students	274	87	65	31
Males	155	92	66	32
Females	119	81	64	29
Economic Disadvantage	71	77	42	23
African American	9	67	44	22
Hispanic	67	84	60	27
SE	27	26	15	4
High Focus Groups	100	64	34	17

Student Learning Strengths

In our first year, we welcomed students from ESN and MSN that were extremely successful, outperforming the state in all grade levels, in all content areas, for all student groups.

- 90% of students met progress in TELPAS, exceeding the minimum target of 49%
- Nine out of ten students showed growth in at least 2 areas of the 3 areas assessed in 2023 on TELPAS.
- 93% of 4th grade students approached grade level standard on 4th grade RLA STAAR with all subpopulations out performing the state.
- 94% of 4th grade students approached grade level standard, 82% meet grade level standards and 51% mastered grade level on the 4th Grade Math STAAR, meeting the BHISD School board goal of 90/70/50.
- AA and Hispanic sub groups met 90% approach and 70% meets on 4th grade math.
- 94% of 5th grade students approached grade level standard and 76% meet grade level standard on the 5th grade RLA STAAR with all subpopulations out performing the state.
- Hispanic sub group met 90% approach and 70% meets on 5th grade reading.
- 97% of 5th grade students approached grade level standard and 81% meet grade level standard on the 5th grade Math STAAR with all subpopulations out performing the state.

- AA and Hispanic sub groups met 90% approach and 70% meets on 5th grade reading.
- 90% of 5th grade students approached grade level standard on the 5th grade Science STAAR.
- 92% of 6th grade students approached grade level standard and 74% meet grade level standard on the 6th grade RLA STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): ISN will continue to focus on individual student growth and identify student needs by tracking students' skill development on various formative and summative assessments in order to increase student growth between grade levels. **Root Cause:** Students have shown less growth between 3rd-4th grade reading and 5th-6th grade reading and math. These transitions have a large amount of grade-specific content that will require a targeted student-by-student approach and an intentional instructional focus.

Problem Statement 2: ISN will need to continue to provide professional development for teachers and learning opportunities for students using online testing platforms, varied item types, and writing across content areas. **Root Cause:** With STAAR redesign, students will need to be familiar with the new item types and additional writing components in all content areas.

Problem Statement 3: 5th grade Science saw a decrease in student performance. **Root Cause:** The shift in the supporting standards of the test has increased from 29 to 43%. Ensure students are mastering supporting standards in prior grade levels. With the new STAAR redesign and the shift in standards students will need more content focus in this area. They will also need to be familiar with the new item types with the focus on mastering supporting standards

Problem Statement 4: 6th grade students decreased in student performance in RLA and Math. **Root Cause:** 6th grade Math and RLA expectations increased due to rigor in content specific areas and a shift in TEKS. Tier 1, TEKS focused instruction & assessment alignment, and vertical alignment of curriculum will need to be refined to improve student learning outcomes.

Problem Statement 5: ISN will target our High Focus student group to meet our district goals of 90% approaches standard, 70% meets standard and 50% masters standards. **Root Cause:** Students in the sub populations have shown less growth. The high focus groups will require a targeted student-by-student, skill by skill approach.

School Processes & Programs

School Processes & Programs Summary

ISN is dedicated to growing confident learners who exhibit integrity, perseverance, accountability, and service while ensuring that all students have the opportunity to achieve personal success, civic responsibility, and social awareness. Students and teachers are supported by a principal, two assistant principals, two counselors, a campus secretary, office staff, team and department leads, RtI specialists, and professional support (including two nurses, librarian, assistive technology, technology integration coach, LSSP, diagnosticians, and speech therapists).

Curriculum and Instruction:

- ISN teachers serve as CIA leaders to represent our campus and their grade levels in curriculum writing. They revise the Year at a Glance, Curriculum Map, and Pacing Guide and identify the essential standards of focus based upon data and feedback. We are working towards the district curriculum development plan with the creation of exemplar and anchor lessons and aligned structures and strategies to standards and student needs (SpEd, GT, EB). (see curriculum documents and development plan)
- BHISD provides clarity on the expectations of the elements of effective lessons that must be included in the lesson plan process: Clear learning objective, warm up/do now activity, teaching and modeling, guided practice, checking for understanding, monitoring and adjusting, independent practice, and lesson closure. These expectations are aligned to the Fundamental Five and teachers are supported in creating lesson cycles with this alignment (see Elements of Effective Lessons and The Lesson Cycle tied to The Fundamental Five).
- BHISD provides a protocol for data analysis and reflection - Purpose, types of data we analyze, and response to the data to inform instruction
- BHISD provided clarity on assessments to support how teachers can monitor and adjust instruction - CBAs, Benchmarks, and Interim Assessments (see Why Data Analysis?).
- ISN provides teachers time in PLCs on Wednesdays to focus on the four essential questions and collaborate to improve student learning outcomes for all students.
- Administrators complete weekly Eagle Walks to identify and monitor the Fundamental Five across all classrooms.
- Counselors will support teachers with SEL instruction through calendars, lessons, and trainings/support throughout the year.

Professional Development:

- BHISD has a common language about requirements for all teachers that must be completed within the first three years (The Fundamental Five, A Framework for Understanding Poverty, CHAMPS, Language Acquisition, Differentiation, SEL, and Technology). Teachers have choice in how they meet the Language Acquisition Requirement (Meeting the Needs of Diverse Learners, ESL Certification Prep, Small Moves/Big Gains). Teachers have choice in how they meet the Differentiation requirement (Meeting the Needs of Diverse Learners or Instructional Strategies that Engage the Brain). Teachers have choice in how they meet the SEL requirement (Capturing Kids Hearts and Emotional Poverty). Teachers have choice in how they meet the technology requirement each summer.
- Additional options were added for teachers with specific content support - SpEd, Math, Reading, Science, and Social Studies - all had new options for professional learning.
- Additional options were added for paraprofessionals to support their growth and their work on campuses.
- Teachers have access to attend several professional development options aligned to The Fundamental Five to ensure best practices and adding the most value to student learning (see Summer PD aligned to the Fundamental Five).
- The district calendar builds in two days during the school year for PD.
- Teachers have access to virtual GT trainings to meet the 30 hour requirement, which supports the five teachers we have new to GT on our campus.
- Teachers have access to professional learning in weekly PLCs aligned to student needs as we monitor and adjust.
- New teachers to BHISD and ISN will have a relationship with a mentor and ISN has a mentor/coach leader to support the needs of the new teachers on our campus.

Leadership and Decision Making Processes:

- Leadership is shared at ISN through teams and systems that give all educators a voice.
- Decisions are made with data to do what is best for students.
- ILT meets biweekly to support campus goals and ensure behaviors are aligned to values.

- Admin team meets weekly to collaborate and support campus efforts.
- CIT meets at least three times per year to discuss the CNA and CIP to drive improvement efforts for the year aligned to targeted needs and areas of improvement.
- SEL taskforce meets monthly to discuss supports needed to support the well rounded development of our students.
- Grade level teams meet as PLCs weekly to support the professional growth and development of our teachers to increase learning outcomes for all students.
- Administrators are approachable and visible throughout the campus through systems of gratitude walks, SEL visits, hallway monitoring, Eagle Walks, and T-TESS walkthroughs and observations.

Communication:

- This is a focused area for improvement this coming year as evidenced by the mid-year survey and OHI.
- Follow through will be a non-negotiable expectation for the administrative team to close communication gaps so negativity cannot fill any void.
- Principal will send a weekly newsletter outlining highlights for the coming week.
- Principal created and will maintain a campus outlook calendar with all campus events and members of the administrative team will have edit access. This will be shared with all staff.
- Administrators will provide immediate feedback on Eagle walks and timely feedback from walkthroughs and observations.
- Administrators will complete gratitude walks and provide teachers affirmation.
- Administrators will provide feedback on SEL visits.
- Administrators will use Parent Square to communicate with staff and families. This will be beneficial because families can translate to their native language to ensure communication reaches each home.
- Members of ILT will be responsible for communicating to grade level teams following ILT meetings.

Organization and Context:

- Intermediate School North educates students in grades 4-6 in all core areas, SpEd, Dyslexia, and Electives.
- APs and Counselors are assigned by student alpha groups to support students in their well-rounded education.
- The ISN staff has access to a variety of systems that support student achievement including common planning time, professional development, teacher mentoring programs, and department and team leadership structures.
- The campus solicits and utilizes input from teachers, students, and the community to support student achievement.
- Based on stakeholder feedback, there is a need for written policies and procedures and practices (creation of an ISN Handbook) along with consistent and clear communication.
- ISN will continue the day of service to provide opportunities for our students to serve the community and live out our values.
- We will strive to increase the amount of clubs/extracurricular offerings to give all students the opportunity to connect to something bigger than themselves.

Scheduling:

- The master schedule was created with priority to supporting diverse needs for student groups (dyslexia, SpEd resource and inclusion, and GT).
- As a fast growth district, we hired four growth positions in 4th grade and that grade level will now have four teams (16 teachers).
- Teachers new to GT will require training prior to the start of school.
- 6th grade gave consideration to clustering the GT students to support their academic and well-rounded development as their social needs often need to be differentiated for as well.
- 6th grade schedule was updated to create a common planning and PLC period for the entire 6th grade team.
- The elective schedule was designed to support the needs of students once the grade level schedules were set to ensure common PLC time and intentionally scheduling dyslexia and SpEd groups.
- Elective teachers support the campus with enrichment support and lunch duty coverage.
- SEL lessons will be delivered campus-wide weekly on Wednesdays with the support of our counselors. Teachers will be able to reinforce the lesson throughout the week and celebrate student success throughout the week. Admin team will be able to provide feedback and affirmation through the SEL walk google form.
- Team meetings are scheduled proactively so teachers can plan accordingly.

Support Services:

- ISN provides morning and after school care for staff children.
- ISN supports students behaviors through the PASS program.
- ISN supports SpEd students through ABLE, Resource, and Inclusion.
- ISN supports students on bus transportation by providing three bus guardians.
- ISN counselors supports students with conflict resolution and restoring relationships through restorative circles and the use of the BASE program in 7 Mindsets.
- ISN counselors support the well rounded development of students with guidance lessons in RLA / SS classes.
- BHHS provides PALs to students and ISN provides adult mentors to students.
- ISN provides a "New to the Nest" program for every new student that enrolls after the first week of school. This allows new students to get to know each other and staff as well as the Eagle Way and what will set them up for success.
- The registrar provides the ISN Welcome resource letter to all new families, which provides a warm welcome and linked documents to The ISN Eagle Way, the Dress Code, Parent Square, School Cafe, and Bus Transportation Request.
- Officer Davis is a full time police officer that not only keeps us safe with door audits and his experience, but he does a wonderful job of building positive relationships with students.
- Administration will work with teachers to ensure all RLA teachers are ESL certified to ensure we can schedule flexibly to meet the needs of our linguistically diverse learners.
- Administration will work with teachers to support the GT programming and Texas Performance Standards Projects.
- Mentor program in place to support new teachers.

Extracurricular Opportunities:

- Goal of 100% of students plugged in through ISN Club Day.
- Teachers must sponsor a club or a program as a minimum requirement to earn above a proficient rating on Domain 4 of TTESS.
- Continue Ambassadors with defined criteria and campus responsibilities.
- Continue Best Buddies to support goals of inclusion with defined criteria and accountability for the buddies.
- Goal to begin a Student Council Club this year.
- Continue traditions of excellence with Academic UIL.

Technology Integration:

- 1:1 with chromebooks
- Teachers have access to innovation rooms.
- Effective use of Google Classroom and software applications to support instruction.
- Need to evaluate software for usage and effectiveness as we work towards a new software vetting process.
- Student cell phones and smart watches - Not seen, not heard, not taken.
- Regular use of Parent Square to support communication.
- The ISN library provides instruction in the effective use of current technologies and available online resources to both teachers and students.
- Our technology instructional coach supports teachers with training and new technology to deliver instruction and assessment to better meet the needs of diverse learners.
- Three different innovation labs with different tools in each lab to support teacher creativity and innovation while engaging students in a variety of learning experiences.

School Processes & Programs Strengths

Curriculum and Instruction:

- District curriculum coordinators in mathematics, science, social studies, and English language arts provide on-going support.

- ISN has teacher representation on curriculum writing teams to evaluate proper alignment and appropriate pacing.
- Systems in place for PLCs to function at high levels.
- Common language with the Fundamental Five and lesson design.
- Teacher input on CBAs.

Professional Development:

- Alignment exists between district expectations, research based practices, and high quality offerings to staff.
- Ongoing PD tied to feedback from Fundamental Five eagle walks and TTESS observations.
- PLCs support teacher growth through collaboration and modeling.
- Mentor program supports the successful transition of new teachers.

Leadership and Decision Making Processes:

- Team leaders and RtI specialists serve on interview committees with admin when hiring new teachers.
- Campus leadership teams work collaboratively to meet the needs of our stakeholders.
- Teachers voice is valued.

Communication:

- Systems in place for improved communication for 23-24 (campus calendar, weekly newsletter) and timely feedback through a survey sent the first six weeks instead of waiting until mid-year
- Consistent use of Google Communication Tools to support follow through and feedback from teachers on the team and administrators with parents
- Parent Square

Organization and Context:

- ISN teachers have a high level of staff involvement in community events.
- We have two full time counselors to support the well rounded development of all students. They also provide weekly SEL lessons with resources and supports for teachers to connect with students.
- PBIS expectations are visible throughout the campus.
- The librarian establishes a reading culture to keep students engaged and enjoying reading.
- The police officer creates positive relationships and is visible.
- RtI interventionists are working through grade 6 to provide support to all teams on campus every day

Scheduling:

- The ISN master schedule provides opportunities for collaboration through shared planning time in each grade level, team leads to facilitate PLCs.
- Built in enrichment time for tutorials and enrichment to ensure that at risk students have access to interventions during the school day.
- School-wide implementation of SEL lessons on Wednesday following the 7 Mindsets curriculum and schedule.
- The needs of the students drove the creation of the master schedule with dyslexia and SpEd groupings having priority for scheduling purposes.

Support Services:

- The ISN new teacher mentor program supports first-year teachers by providing support through assigned mentor teachers and regular meetings with campus and district support staff.
- ISN has a structured, tiered leadership team that consists of grade level and content leaders to support teams of teachers.
- High functioning dyslexia, speech, and SpEd teams support the needs of students so that all can experience growth and success.

- Counselors support well rounded development with guidance lessons and restorative circles
- New to the Nest program provides new students connection and support to have success with their transition

Extracurricular Opportunities:

- Focus on plugged in to ensure students are connected and find value and purpose outside of academics for well-rounded development of students - 100% of students engaged in Club Day
- Parents are involved, volunteer, support and encourage all of our extracurricular events.

Technology Integration:

- 1:1 chromebook to support student learning
- Instructional technology coach to support innovative efforts and student engagement to increase positive learning outcomes for all students.
- Use of innovation labs adds to teacher craft

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Continued focus on re-establishing the values that were created as we work towards a culture of "we" to blend elementary and secondary into an intermediate identity that all are proud of. **Root Cause:** There are several ideas, beliefs, and experiences coming together to make up one staff and one campus with a change in leadership.

Problem Statement 2: Gaps in communication **Root Cause:** New campus with implementation of entirely new systems and processes; leadership turnover

Problem Statement 3: Continued growth is needed in the PLC culture and the campus leadership teams influence on the campus. **Root Cause:** Not all Instructional Coaches/ Department Chairs and team leads have attended the PLC institute to help direct PLC implementation, building, and culture.

Problem Statement 4: Not all staff have met the district PD requirements within their first three years. **Root Cause:** Hiring during the COVID pandemic and late hires missed the clear and direct communication regarding these trainings as well as the opportunities to attend them.

Problem Statement 5: As our district continues to grow, we must evaluate software budgets **Root Cause:** Over time, software has been added that might serve the same purpose and needs to be streamlined to ensure we have the tools teachers need, while being fiscally responsible.

Problem Statement 6 (Prioritized): Low percentage of students plugged in. **Root Cause:** Not a lot of clubs exist at the Intermediate level at this time.

Perceptions

Perceptions Summary

Parent Engagement and Community Partnerships:

Barbers Hill ISD enjoys a small town environment with great pride. The city of Mont Belvieu is growing and it is because of the amazing schools. ISN educates students from within the city limits as well as other small communities within the county. ISN welcomes parents and community members throughout the year through activities such as a mentoring program, Watch D.O.G.S., Eagle Launch, academic nights, open house, and athletic and fine arts events. The district and campus websites, email, and Parent Square communications keep parents informed about district/campus activities and news. We changed platforms to deliver our SEL instruction from Character Strong to the 7 Mindsets; all parents received communication explaining the change and the implementation of the new program, so they have understanding when students discuss what they learned in the SEL lesson or which mindset we are working on. Barbers Hill Special Services Department offers a variety of informative programs and presentations to help parents better understand physical and learning disabilities and how to support their children. Our schools also work closely with community organizations to support struggling families through programs such as vision and clothing vouchers, holiday assistance, vision and hearing screenings, and backpack buddies, to name a few.

Culture and Climate:

2022-2023 OHI data suggests that cohesiveness and innovativeness were campus strengths, which aligns with the opening of a brand new school and staff wanting to develop a clear sense of identity while being creative and inventive. Room for growth surfaces with communication adequacy, which suggests a priority for 23-24 should be to create distortion free systems of communication that travel both vertically and horizontally across all boundaries of our school.

Staff retention:

ISN strives to hire and retain highly-qualified teachers. New teachers are provided with support through assigned mentor teachers and team leaders. In an effort to continue to support new teachers, a more intensive mentor-mentee program has been implemented with a campus Mentor Coach and mentor-mentee meetings throughout the year. Additionally, common planning in all grade levels will now allow teachers to plan, debrief, support, and work together to provide quality instruction to all students.

As a professional learning community, ISN engages all stakeholders in clear and direct communication and collaboration as evidenced by weekly admin meetings, weekly A team meetings, biweekly ILT meetings, faculty meetings each six weeks, an open line of communication. Dr. McCorkle communicates with a weekly newsletter for staff along with the Parent Square platform.

We are 100% staffed with highly qualified professional staff in all areas. We will continue to implement the T-TESS waiver for our teachers that have shown proficient ratings or higher in all dimensions of the appraisal system. This will allow them to waive a formal observation for this year and the following year and receive a 45 minute observation every third year. Administrators will then have more time to be visible in classrooms to provide teachers with feedback and support to ensure high levels of instruction. Each administrator will also conduct Eagle Walks per week and provide feedback on Fundamental Five in each of these visits.

Perceptions Strengths

Parent Engagement and Community Partnerships:

- Community members and family members are actively involved and supportive of UIL academic and fine arts programs.
- The entire community participates in Fall Fest.
- Veteran's Day Program is well attended.
- Class parties, programs, and awards ceremonies are well attended.

- Watch DOGS is successful to engage families in the school environment and foster positive relationships.
- A variety of communications resources are used to disseminate information to stakeholders including grade-level specific emails, Parent Square, and the updated website.
- ISN hosts parent information nights for all grade levels throughout the year. This information is also posted on the website for parent reference at any time throughout the school year.
- The Day of Service was a remarkable event where our students were able to live out the value of service through many community partnerships.
- Parent nights are held throughout the year to address current social trends impacting our community and/or our youth.

Staff Retention:

- 4 teachers are Nationally Board Certified and more are pursuing.
- 1 Nationally Board Certified Counselor.
- Many teachers hold or are pursuing advanced degrees.
- BHISD provides incentives for teacher retention and attendance.
- Competitive salary and benefits.
- 100% highly qualified staff
- Teachers receive reimbursement for certification testing.
- Team leads have active roles in decision making - campus systems, hiring, teacher support, PD.
- PLCs support teacher growth and development.
- Administrators are visible with gratitude walks, eagle walks, SEL visits, cafeteria, arrival and dismissal, and hallways.
- Professional development plan aligned with research-based practices and sound instruction.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all RLA teachers are ESL certified. Due to fast growth, we feel that this is a need in order to improve classroom instruction, provide language acquisition strategies, and meet the needs of EB students. This would also provide flexibility in scheduling. **Root Cause:** Only a few teachers have had EB students in class due to low numbers.

Problem Statement 2: Teachers have had limited training in inclusion/coteach models. We would like all teachers to receive training and receive more support with inclusion. **Root Cause:** There is limited training in cotaught model and placement options for students.

Problem Statement 3: Paraprofessional staff members are not prepared to handle some of the instructional and behavioral needs of students. Teachers are not trained to effectively utilize instructional paras in the classroom to support students. **Root Cause:** Limited training on instructional/behavior strategies and documentation.

Problem Statement 4: Retention - new principal, campus secretary, counselor's clerk, aide and teacher transfers to other schools in district (4). **Root Cause:** New campus and creation of culture and systems takes time. Continued focus efforts to improve retention.

Problem Statement 5: 2 growth aide positions and four new 4th grade teachers will join our team. **Root Cause:** Fast growth district and 4th grade is experiencing significant growth.

Problem Statement 6 (Prioritized): Lower levels of communication adequacy as evidenced on OHI **Root Cause:** Lines of communication may be unclear, responsibilities of leadership may be unclear, structures not in place for frequent and consistent dialogue, collaboration may be limited due to teams not meeting frequently enough, mixed messages might be coming from different members of leadership team

Priority Problem Statements

Problem Statement 1: Student attendance was 95.64% for the year.

Root Cause 1: Possible consequences still from COVID, family vacations, systems for communication and follow through.

Problem Statement 1 Areas: Demographics

Problem Statement 2: ISN will continue to focus on individual student growth and identify student needs by tracking students' skill development on various formative and summative assessments in order to increase student growth between grade levels.

Root Cause 2: Students have shown less growth between 3rd-4th grade reading and 5th-6th grade reading and math. These transitions have a large amount of grade-specific content that will require a targeted student-by-student approach and an intentional instructional focus.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Social/emotional awareness and interventions need to be focus areas for our campus. All staff needs to have continuous training opportunities and plans to support social/emotional activities in classroom instruction and campus activities.

Root Cause 3: There is a growing number of students who have experienced trauma and/ or have an underdeveloped social IQ and lack of social awareness.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Continued focus on re-establishing the values that were created as we work towards a culture of "we" to blend elementary and secondary into an intermediate identity that all are proud of.

Root Cause 4: There are several ideas, beliefs, and experiences coming together to make up one staff and one campus with a change in leadership.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Lower levels of communication adequacy as evidenced on OHI

Root Cause 5: Lines of communication may be unclear, responsibilities of leadership may be unclear, structures not in place for frequent and consistent dialogue, collaboration may be limited due to teams not meeting frequently enough, mixed messages might be coming from different members of leadership team

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Low percentage of students plugged in.

Root Cause 6: Not a lot of clubs exist at the Intermediate level at this time.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability 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 failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

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
- At-risk/non-at-risk 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Study of best practices


Goals



Goal 1: Barbers Hill ISD's curriculum, instruction, and assessment program will facilitate learning for all students in order to maintain the highest district rating in the state accountability system.



Performance Objective 1: Met or exceed expectations of 90% approach and 70% meets in all STAAR assessments in all grades in all content areas by May 2024.



High Priority









Evaluation Data Sources: CBAs, Benchmark assessments, Interim assessments, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will actively engage as a PLC to review data, collaborate to support students in need of intervention/acceleration, and intervention strategies. Teachers will closely analyze student strengths and deficits skill by skill and kid by kid. Strategy's Expected Result/Impact: Improved student learning outcomes for all students Staff Responsible for Monitoring: Administrators, RtI Specialists, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Instructional coach - State Comp Funds - \$230,619.08, RTI teacher - Title I - \$45,815.75	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Tutorials and reteach opportunities will be provided based on formative/summative assessments and CBA data for all students. All students will all receive a math folder to keep CBAs and tutorial pages organized and to monitor and track their own data and growth. In addition, we put House bill and RTI documentation in them so teachers and interventionist are on the same page for what the students need. Strategy's Expected Result/Impact: After data analysis meetings, teachers will adjust tutoring groups and resources to meet the needs of students. Staff Responsible for Monitoring: Administrators, RtI Specialists, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Folders - Title I		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Supplemental aides will be provided for special education and emergent bilingual students. These will be reviewed routinely and training will be provided to students and teachers. Strategy's Expected Result/Impact: Increased usage of supplemental aides to support learning progress Staff Responsible for Monitoring: Testing Administrator ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details		Reviews			
Strategy 4: Increased inclusion opportunities for students and instructional support in the classroom. Training resources for teachers and paraprofessionals in inclusion and coteach model. Strategy's Expected Result/Impact: Least restrictive environment and increased support in inclusion/coteach setting. Staff Responsible for Monitoring: Administrators, RtI specialists/coaches, Gen Ed Teachers, and Special Education teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: Training and resources will be provided to RLA teachers in Reading and Writing: Written Expression, Report Form, Story Form, Storyworks, Reading Horizons, Phonology, Unique Learning, Reading Readiness, Texas Reading Academy, Lead4Ward Rockin'Review. Strategy's Expected Result/Impact: Increase student achievement/growth measures in Reading and Writing. Staff Responsible for Monitoring: Administrators, RLA teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 6 Details	Reviews			
Strategy 6: Provide training opportunities and resources for teachers to increase critical thinking, rigor, and process assessment in classrooms, including: growth mindset, Fundamental 5, Writing processes/across contents, Talk Read/Talk Write, Patterns of Power, ELPS strategies, student goal setting/tracking, study Island, and STAAR Redesign and item types. Strategy's Expected Result/Impact: All students meet expected growth and at least 50% at meets grade level performance on benchmarks, CBA's, and STAAR Staff Responsible for Monitoring: Administrators, RtI Specialists, Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Data boards will be monitored and kept up to date with student benchmarks and CBA data. Action plans will be developed and strategies for intervention, reteaching, and acceleration will be implemented. Strategy's Expected Result/Impact: Students will meet expected growth measures Staff Responsible for Monitoring: Administration, RtI Specialists, and Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: RTI team will monitor and provide all students with opportunities for interventions and enrichment and will utilize targeted tutorial groups for students who are not meeting growth measures on benchmarks. Strategy's Expected Result/Impact: Students will meet expected growth measures Staff Responsible for Monitoring: RtI Specialists Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: New novels will be ordered to help support student engagement in 4th grade with high interest text. Strategy's Expected Result/Impact: Increased reading engagement and application of reading TEKS through the novel Staff Responsible for Monitoring: 4th grade teachers, team lead, RtI interventionist, administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Novels - Title I - \$1,824	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Students will use headphones and mouse in order to navigate and engage with the new item types, content and language supports, and accommodations. Strategy's Expected Result/Impact: Students will have success utilizing testing platform and the tools within the platform to be successful. Staff Responsible for Monitoring: Dean of Testing Funding Sources: - Title I	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning







Problem Statement 1: ISN will continue to focus on individual student growth and identify student needs by tracking students' skill development on various formative and summative assessments in order to increase student growth between grade levels. **Root Cause:** Students have shown less growth between 3rd-4th grade reading and 5th-6th grade reading and math. These transitions have a large amount of grade-specific content that will require a targeted student-by-student approach and an intentional instructional focus.









Goal 1: Barbers Hill ISD's curriculum, instruction, and assessment program will facilitate learning for all students in order to maintain the highest district rating in the state accountability system.

Performance Objective 2: Special Education students will increase in all performance levels on STAAR and STAAR Alt on all tests.

High Priority

Evaluation Data Sources: Reading, Math, and Science district CBAs, benchmarks, formative assessments, interims, and STAAR assessments.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use a documentation tool to track accommodations and use of supplemental aids for SpEd students. Strategy's Expected Result/Impact: Consistent implementation of student supports leading to improved learning outcomes Staff Responsible for Monitoring: SpEd teachers, case managers, teachers, administration Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will complete input forms on time in order to provide feedback on student progress in LRE. Strategy's Expected Result/Impact: Improved student achievement and placements based on student need Staff Responsible for Monitoring: Teachers, Case Managers, Administration Title I: 2.4, 2.6 Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Aides will have the opportunity to meet with lead teachers to receive training on how to serve and support based on setting (ABLE, reading ICS, math ICS, writing, science). Strategy's Expected Result/Impact: SpEd students will meet growth measures. Staff Responsible for Monitoring: SpEd teachers, case managers, lead teachers, administrators. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Data meetings will include student-specific discussions including SPED needs and interventions. RTI specialists will assist with SPED interventions/tutorials and support SPED teachers by providing and assisting with the development of resources and instructional materials. Strategy's Expected Result/Impact: SpEd students will meet growth measures. Staff Responsible for Monitoring: SpEd/classroom teachers, RTI specialists Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:



Student Learning
Problem Statement 1: ISN will continue to focus on individual student growth and identify student needs by tracking students' skill development on various formative and summative assessments in order to increase student growth between grade levels. Root Cause: Students have shown less growth between 3rd-4th grade reading and 5th-6th grade reading and math. These transitions have a large amount of grade-specific content that will require a targeted student-by-student approach and an intentional instructional focus.







Goal 1: Barbers Hill ISD's curriculum, instruction, and assessment program will facilitate learning for all students in order to maintain the highest district rating in the state accountability system.

Performance Objective 3: EB student group scores will increase in all areas on STAAR assessments and make progress on TELPAS.

High Priority

Evaluation Data Sources: Reading, Math, and Science district CBAs, benchmarks, formative assessments, interims, TELPAS, and STAAR assessments.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize FSGPT and writing critically (The Fundamental Five) in order to increase the ratio of student time speaking and writing. Strategy's Expected Result/Impact: Improved performance on speaking and writing dimensions of TELPAS Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Data Meetings will include discussions about EB student population, individual TEK/skill and language proficiency needs, and intervention/tutorial plan. Strategy's Expected Result/Impact: All EB students will make progress in levels of proficiency on each dimension of TELPAS Staff Responsible for Monitoring: Teachers, Rtl Specialists, Testing Administrator Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Intervention/tutorial plan will target individual EB student needs in listening, writing, and speaking. Strategy's Expected Result/Impact: All EB students will make progress in levels of proficiency on each dimension of TELPAS Staff Responsible for Monitoring: Teachers, RtI Specialists, Testing Administrator Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Teachers will be trained on the 7 steps to a language rich classroom throughout the year. Strategy's Expected Result/Impact: Increased ratio for student discourse, speaking, and writing in all classrooms. Staff Responsible for Monitoring: Administration, Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: Teachers will be trained in K-12 Summit and how to use this program to support students with tutorials and benchmark data to monitor growth in language skills. Strategy's Expected Result/Impact: Students will experience growth in reading, writing, speaking, and listening. Staff Responsible for Monitoring: EB teachers, EB tutors, RtI interventionists, Academic Dean Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Performance Objective 3 Problem Statements:












Student Learning
Problem Statement 1: ISN will continue to focus on individual student growth and identify student needs by tracking students' skill development on various formative and summative assessments in order to increase student growth between grade levels. Root Cause: Students have shown less growth between 3rd-4th grade reading and 5th-6th grade reading and math. These transitions have a large amount of grade-specific content that will require a targeted student-by-student approach and an intentional instructional focus.

Goal 1: Barbers Hill ISD's curriculum, instruction, and assessment program will facilitate learning for all students in order to maintain the highest district rating in the state accountability system.

Performance Objective 4: Increase student attendance from 95.64% to 96.5% for the 2023-2024 school year.

Evaluation Data Sources: Attention to Attendance Reports, PEIMS Attendance Reports, Skyward weekly attendance reports, tardy reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use "Attendance Matters" reminders at the report card grading period each six weeks to communicate current days absent, current days tardy, and how much the student has missed. Strategy's Expected Result/Impact: Increase student daily attendance. Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 5 - Perceptions 6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The attendance clerk will call the parents of absent students daily. Strategy's Expected Result/Impact: Increase student daily attendance. Staff Responsible for Monitoring: Administrators, attendance clerk Title I: 2.5 Problem Statements: Demographics 5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Attention to Attendance software program will provide communication to administrators and parents regarding student attendance. Strategy's Expected Result/Impact: Increase student daily attendance. Staff Responsible for Monitoring: Administrators, attendance clerk Title I: 2.5 Problem Statements: Demographics 5	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide attendance incentives and grade level competitions each 6-weeks for students who have the highest attendance. Strategy's Expected Result/Impact: Increase student daily attendance. Staff Responsible for Monitoring: Administrators, attendance clerk Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Administrators will monitor student attendance and will implement truancy prevention measures before students fall below the 90% compulsory attendance or are truant. Strategy's Expected Result/Impact: Improved attendance for students at risk of losing credit, improved partnerships with families Staff Responsible for Monitoring: Administrators, attendance clerk Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 5 - Perceptions 6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: The ISS aide will run tardy reports and assist the AP with tardy accountability for students. Strategy's Expected Result/Impact: Decrease in tardies. Staff Responsible for Monitoring: ISS aide, Assistant Principal Title I: 2.5 Problem Statements: Demographics 5 - School Processes & Programs 1 - Perceptions 6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


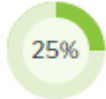
Performance Objective 4 Problem Statements:







Demographics
Problem Statement 5: Student attendance was 95.64% for the year. Root Cause: Possible consequences still from COVID, family vacations, systems for communication and follow through.
School Processes & Programs
Problem Statement 1: Continued focus on re-establishing the values that were created as we work towards a culture of "we" to blend elementary and secondary into an intermediate identity that all are proud of. Root Cause: There are several ideas, beliefs, and experiences coming together to make up one staff and one campus with a change in leadership.
Perceptions
Problem Statement 6: Lower levels of communication adequacy as evidenced on OHI Root Cause: Lines of communication may be unclear, responsibilities of leadership may be unclear, structures not in place for frequent and consistent dialogue, collaboration may be limited due to teams not meeting frequently enough, mixed messages might be coming from different members of leadership team

Goal 2: All Barbers Hill ISD students will graduate college, career or military ready.

Performance Objective 1: Met or exceed expectations of 50% masters in all STAAR assessments in all grades in all content areas by May 2024.

Evaluation Data Sources: CBAs, Benchmark assessments, Interim assessments, STAAR


Strategy 1 Details	Reviews			
Strategy 1: Provide students with high-level thinking activities and increased ratio of student discourse in daily lessons. Strategy's Expected Result/Impact: Increase growth measures and student achievement to at least 50% masters. Staff Responsible for Monitoring: Administrators, GT Teachers TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize project based learning and student choice when appropriate to increase relevancy and rigor for students to apply learning and make connections. Strategy's Expected Result/Impact: Increase growth measures and student achievement to at least 50% masters. Staff Responsible for Monitoring: GT teachers, administrators Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 3 Details	Reviews			
Strategy 3: Science IC will pull data on essential standards each CBA and design one-week units aligned to only these standards for students to move from meets to masters. Strategy's Expected Result/Impact: Growth in student mastery performance in grades 4 and 5 on these priority standards. Staff Responsible for Monitoring: Science IC, 4 and 5 Science Teachers, Administrators Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: All teachers will be trained on Closing the Lesson as a part of the Lesson Frame (FF). Strategy's Expected Result/Impact: By giving our students an opportunity to think the most deep at the same time the brain wants to create a vibrant memory, our students will retain more, which will allow our teachers to have more time each subsequent day. More time and deeper connections will increase masters performance across all content areas and grade levels. Staff Responsible for Monitoring: Teachers, ICs, Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: All Barbers Hill ISD students will graduate college, career or military ready.

Performance Objective 2: Increase the academic achievement of students in 6th grade honors courses in all content areas.

Evaluation Data Sources: Report card data, test scores







Strategy 1 Details	Reviews			
Strategy 1: Support teachers in PLCs to differentiate between on level and honors - instruction, activities, and assessment - where it is about quality of work, not assigning more work. Strategy's Expected Result/Impact: Increase in ability to make connections and applications as evidenced on major grades and masters. Staff Responsible for Monitoring: Honors teachers, Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Rethink how we use and assign homework to support learning at higher levels. Strategy's Expected Result/Impact: Increase in ability to make connections and applications as evidenced on major grades and masters. Staff Responsible for Monitoring: Honors teachers, Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	N/A			







Strategy 3 Details		Reviews			
Strategy 3: Support 6th grade teachers with the use of 4/5 instructional coaches that are available to assist when the grade 6 interventionists are split with another campus. Strategy's Expected Result/Impact: Improved understanding of TEKS and application of alignment to instruction, activities, and assessments at the appropriate rigor of the standard. Staff Responsible for Monitoring: ICs, RtI Interventionists, Admin Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
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Goal 3: A positive school-community relationship will support student success.

Performance Objective 1: Increase communication adequacy from an independent health zone of 40 to an interdependent health zone of 75 or higher by April 1, 2024.

Evaluation Data Sources: Mldyear survey, Organizational Health Inventory

Strategy 1 Details	Reviews			
Strategy 1: Maintain a campus-wide Microsoft outlook calendar Strategy's Expected Result/Impact: Improved communication and OHI scores Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize a weekly newsletter to affirm staff, highlight efforts, and share important information. Strategy's Expected Result/Impact: Improved communication OHI scores Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Consistent meeting schedules for support teams with accountability for disseminating information and follow through: Administration weekly ILT biweekly SEL taskforce monthly PBIS team monthly Faculty each six weeks Strategy's Expected Result/Impact: Improved communication OHI scores Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Maintain and update the ISN shared Google drive for quick access to important documents. Strategy's Expected Result/Impact: Improved communication Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Provide teachers will immediate feedback as a part of systems to support visibility and engagement: Gratitude walks Eagle walks SEL visits T-TESS walkthroughs and observations Hallways Strategy's Expected Result/Impact: Improved communication, visibility, and pulse; Improved communication OHI scores Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 - Perceptions 6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Utilize Parent Square consistently for communication with staff and families. Strategy's Expected Result/Impact: Improved understanding of campus events Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Administrators and teachers will use the shared Google Communication Logs to ensure two-way communication is shared and understood with stakeholders. Strategy's Expected Result/Impact: Improved communication systems and closed feedback loops. Staff Responsible for Monitoring: Administrators. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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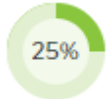
Performance Objective 1 Problem Statements:










School Processes & Programs
Problem Statement 1: Continued focus on re-establishing the values that were created as we work towards a culture of "we" to blend elementary and secondary into an intermediate identity that all are proud of. Root Cause: There are several ideas, beliefs, and experiences coming together to make up one staff and one campus with a change in leadership.
Perceptions
Problem Statement 6: Lower levels of communication adequacy as evidenced on OHI Root Cause: Lines of communication may be unclear, responsibilities of leadership may be unclear, structures not in place for frequent and consistent dialogue, collaboration may be limited due to teams not meeting frequently enough, mixed messages might be coming from different members of leadership team

Goal 3: A positive school-community relationship will support student success.

Performance Objective 2: Increase percent of students plugged into a group or club to 100% by April 1, 2024.

Evaluation Data Sources: Club rosters and attendance

Strategy 1 Details	Reviews			
Strategy 1: Create a Student Council Strategy's Expected Result/Impact: Increased opportunity for students to be plugged in and to have an opportunity for student leadership Staff Responsible for Monitoring: Administration, sponsor(s) Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Refine the Ambassadors and Best Buddy Programs Strategy's Expected Result/Impact: Increased opportunity for students to be plugged in and to have accountability for ambassadors and buddies for their participation and behavior Staff Responsible for Monitoring: Administrators and sponsors Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Align staff support of extracurriculars to T-TESS (4.4) - at least two in the fall and two in the Spring along with sponsoring a club to receive a proficient rating or higher. Strategy's Expected Result/Impact: Increase in number of staff that are plugged in Staff Responsible for Monitoring: Administration Title I: 2.5 - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Implement a monthly "club day" where all students attend a club during enrichment time. Strategy's Expected Result/Impact: 100% of students plugged in Staff Responsible for Monitoring: Administration, team leads Title I: 2.5 Problem Statements: School Processes & Programs 1, 6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Recruit for, support, and celebrate Academic UIL teachers and students. Strategy's Expected Result/Impact: Increased opportunity to be plugged in Staff Responsible for Monitoring: Administration and UIL sponsors Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 6	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 2 Problem Statements:

School Processes & Programs











Problem Statement 1: Continued focus on re-establishing the values that were created as we work towards a culture of "we" to blend elementary and secondary into an intermediate identity that all are proud of. **Root Cause:** There are several ideas, beliefs, and experiences coming together to make up one staff and one campus with a change in leadership.

Problem Statement 6: Low percentage of students plugged in. **Root Cause:** Not a lot of clubs exist at the Intermediate level at this time.

Goal 3: A positive school-community relationship will support student success.

Performance Objective 3: Increase parent engagement through the amount of volunteer opportunities and parent/teacher conferences.

Evaluation Data Sources: Parent sign in sheets, meeting agendas and minutes, volunteer background checks, teacher conference logs

Strategy 1 Details	Reviews			
Strategy 1: Teachers should attempt to hold at least one parent conference for every child per Title I requirements. In this meeting, we should share the parent compact and have them sign in. If parents do not respond to the meeting request, we will submit the attempt to contact information on a documentation sheet. Strategy's Expected Result/Impact: Positive and productive parent partnerships, improved relational capacity, shared ownership of student learning and progress Staff Responsible for Monitoring: Teachers, Admin Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: ISN will offer multiple opportunities for parents to engage and volunteer, including: Eagle Launch, Annual Title I meeting, CIT, Fall Fest, Christmas parade, field trips, class parties, library support, cafeteria visitors, Watch D.O.G.S., class parties, and EOY awards assemblies. Strategy's Expected Result/Impact: Positive and productive parent partnerships, improved relational capacity Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:







Perceptions
Problem Statement 6: Lower levels of communication adequacy as evidenced on OHI Root Cause: Lines of communication may be unclear, responsibilities of leadership may be unclear, structures not in place for frequent and consistent dialogue, collaboration may be limited due to teams not meeting frequently enough, mixed messages might be coming from different members of leadership team







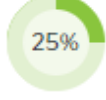
Goal 4: The district will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.






Performance Objective 1: Increase campus-wide participation to 100% for social and emotional learning opportunities to support the well-rounded development of all students in safe and positive learning environments.

High Priority

Evaluation Data Sources: SEL classroom visits, discipline/attendance reports, parent feedback

Strategy 1 Details	Reviews			
Strategy 1: Counseling services (academic and social/emotional) and social workers will be available to the campus through community and district resources. Strategy's Expected Result/Impact: Meet social/emotional needs of students and families. Staff Responsible for Monitoring: Counselor, nurse, social worker, admin, support services Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create an SEL folder on the shared drive with resources, calendar, and communication to support teacher implementation of the lessons. Strategy's Expected Result/Impact: 100% of staff consistently participating in the weekly lessons Staff Responsible for Monitoring: Counselors and Admin Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Create an SEL schedule for counselors and administrators to be assigned rooms for weekly visits using a feedback tool for teachers. Strategy's Expected Result/Impact: Improved visibility and 100% participation in the weekly lessons Staff Responsible for Monitoring: Counselors and Admin Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Student affirmations of character education through Eagle of the Month, shout outs, and citizenship awards. Strategy's Expected Result/Impact: Improved student behavior Staff Responsible for Monitoring: Counselors Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Students will receive an ISN Brag Tag for respectful behaviors and administration will call home to thank the family for being the child's first SEL teacher of manners, respect, and responsible decision making. Strategy's Expected Result/Impact: Improved relationships with families, improved student behavior Staff Responsible for Monitoring: Administration Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details		Reviews			
Strategy 6: Counselors will use BASE lessons from the 7 Mindsets and Restorative Circles for students needing additional support in conflict resolution, responsible decision making, and positive relationships. Strategy's Expected Result/Impact: Improved student relationships and increase in respectful behaviors Staff Responsible for Monitoring: Counselors and Administrators Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
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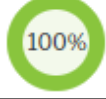
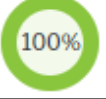

Performance Objective 1 Problem Statements:






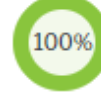
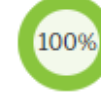




Demographics
Problem Statement 3: Social/emotional awareness and interventions need to be focus areas for our campus. All staff needs to have continuous training opportunities and plans to support social/emotional activities in classroom instruction and campus activities. Root Cause: There is a growing number of students who have experienced trauma and/ or have an underdeveloped social IQ and lack of social awareness.
School Processes & Programs
Problem Statement 1: Continued focus on re-establishing the values that were created as we work towards a culture of "we" to blend elementary and secondary into an intermediate identity that all are proud of. Root Cause: There are several ideas, beliefs, and experiences coming together to make up one staff and one campus with a change in leadership.

Goal 4: The district will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 2: Safety drills, campus procedures, and staff training will be established/monitored/conducted systematically to ensure student/employee safety.

Evaluation Data Sources: Campus Procedures, drill/training schedule

Strategy 1 Details	Reviews			
Strategy 1: Discipline program/processes will be monitored and evaluated. PBIS team and support staff will develop and update the campus discipline management plan. Support team members including LSSP, admin, counselors and PASS teachers will assist with behavior strategies and plans. Strategy's Expected Result/Impact: Decrease discipline and students out of placement Staff Responsible for Monitoring: Admin, PBIS, Special services support Staff Title I: 2.5 Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: All staff will use common language from PBIS along with visuals posted in all common areas. Strategy's Expected Result/Impact: Increase in on task behaviors and decreased discipline Staff Responsible for Monitoring: Assistant Principal and PBIS team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Safety drills will be conducted monthly. Strategy's Expected Result/Impact: Student and staff awareness and practice of drills and safety routines. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Arrival, dismissal, and transition routines will be evaluated for safety. Strategy's Expected Result/Impact: Improved processes and student safety measures (safety audit) Staff Responsible for Monitoring: Assistant Principal, all staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Maintain proper use of the safe rooms for small group instruction and lock downs only. Strategy's Expected Result/Impact: Improved safety measures Staff Responsible for Monitoring: Assistant Principal. all staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Campus safety officer will provide campus support, monitoring, and security Strategy's Expected Result/Impact: Improved safety measures Staff Responsible for Monitoring: Assistant Principal and Officer	Formative			Summative
	Nov	Jan	Mar	June
				
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



Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Continued focus on re-establishing the values that were created as we work towards a culture of "we" to blend elementary and secondary into an intermediate identity that all are proud of. Root Cause: There are several ideas, beliefs, and experiences coming together to make up one staff and one campus with a change in leadership.

Goal 4: The district will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 3: School safety and involvement programs will be implemented to promote build awareness and promote/maintain a school safe environment.

Evaluation Data Sources: Student/parent involvement, discipline/attendance reports, safety audits

Strategy 1 Details	Reviews			
Strategy 1: Mentors and PALs will be assigned to students who are in need of academic or social/emotional support. Strategy's Expected Result/Impact: Increase student achievement/growth measures, decrease student discipline incidents and office referrals. Staff Responsible for Monitoring: Counselors Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement programs promoting school safety, personal hygiene, student expectations (CHAMPS, PBIS), good character (7 Mindsets and Monthly Character Traits), Red Ribbon Week, GREAT program, Bully Awareness, Student Ambassadors, and Watch D.O.G.S. Strategy's Expected Result/Impact: Increase parent engagement, reduce student discipline, and support campus culture Staff Responsible for Monitoring: Admin, support services, teachers, support staff ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: Social/emotional awareness and interventions need to be focus areas for our campus. All staff needs to have continuous training opportunities and plans to support social/emotional activities in classroom instruction and campus activities. **Root Cause:** There is a growing number of students who have experienced trauma and/ or have an underdeveloped social IQ and lack of social awareness.







School Processes & Programs








Problem Statement 1: Continued focus on re-establishing the values that were created as we work towards a culture of "we" to blend elementary and secondary into an intermediate identity that all are proud of. **Root Cause:** There are several ideas, beliefs, and experiences coming together to make up one staff and one campus with a change in leadership.



Goal 5: A qualified, diverse staff will support district success.








Performance Objective 1: Teacher retention rate will meet or exceed 95%.

Evaluation Data Sources: Staffing reports, staff attendance

Strategy 1 Details	Reviews			
Strategy 1: Mentors for new teachers to the profession and new teachers to the district will be assigned to support transition and professional growth. Monthly meetings with new hires and campus mentors will be held after school. Strategy's Expected Result/Impact: Increase teacher effectiveness, retention, and OHI results Staff Responsible for Monitoring: Admin, Mentors, Campus Mentor Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Celebrate teacher birthdays, perfect attendance, shout outs tied to campus goals (fundamental five, plugged in, SEL). Strategy's Expected Result/Impact: Positive affirmation to encourage more behaviors aligned to campus values and goals; increased morale on OHI scores. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Give teachers input in hiring decisions by being a part of interview committees. Strategy's Expected Result/Impact: Increased opportunity for teacher input in decision making processes. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Allow teachers to model effective instruction as a part of the PLC process and campus PD. Strategy's Expected Result/Impact: Increased self efficacy and ownership of instructional practices Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 - Perceptions 6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Utilize systems for improved communication, two way channels: school wide calendar, weekly newsletter, admin visibility and approachability, closed communication loops, biweekly ILT, and clear expectations in handbook and staff PD. Strategy's Expected Result/Impact: Improved communication, retention, and OHI scores. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Provide teachers the opportunity to have a voice in decision making as a part of campus teams: Event Team, Professional Learning Team, SEL taskforce, PBIS team, ILT, Plugged In team, Grade Level teams, CIT, Sunshine Squad, and Eduphoria Support Team. Strategy's Expected Result/Impact: Increased leadership opportunity and empowered teachers Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Monitor teacher professional learning to ensure 100% are in compliance with district requirements: The Fundamental Five, CHAMPS, A Framework for Understanding Poverty, Differentiation, Language Acquisition, Social and Emotional Learning, and Technology. Strategy's Expected Result/Impact: Improved teacher efficacy and ability to apply learning to improve classroom instruction Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Perceptions 6	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 8 Details	Reviews			
Strategy 8: Support teacher development and growth by allowing participation in conferences outside of our district that align to our instructional framework and goals. Strategy's Expected Result/Impact: Improved understanding of pedagogy and practice, which will result in improved learning outcomes for students. Staff Responsible for Monitoring: Admin Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: PD Registration - Title I - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details		Reviews			
Strategy 9: Celebrate and affirm the efforts of teachers through the shout out board and Thankful Thursdays, Crushed It certificates, special days/calendars for staff, and positive messages through parent square. Strategy's Expected Result/Impact: Improved morale and increased celebrations for attitude and effort Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
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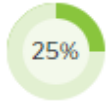



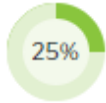
Performance Objective 1 Problem Statements:






School Processes & Programs
Problem Statement 1: Continued focus on re-establishing the values that were created as we work towards a culture of "we" to blend elementary and secondary into an intermediate identity that all are proud of. Root Cause: There are several ideas, beliefs, and experiences coming together to make up one staff and one campus with a change in leadership.
Perceptions
Problem Statement 6: Lower levels of communication adequacy as evidenced on OHI Root Cause: Lines of communication may be unclear, responsibilities of leadership may be unclear, structures not in place for frequent and consistent dialogue, collaboration may be limited due to teams not meeting frequently enough, mixed messages might be coming from different members of leadership team

Goal 5: A qualified, diverse staff will support district success.

Performance Objective 2: 100% of RLA teachers will become ESL certified by the 2023/2024 school year.

Evaluation Data Sources: TEA Teacher Certifications

Strategy 1 Details	Reviews			
Strategy 1: Staff not yet tested will attend the ESL prep course in June and sign up to test within the year Strategy's Expected Result/Impact: All RLA teachers will hold their ESL certification Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: When hiring new teachers, priority will be given to teachers that already hold their ESL certification or will get it over the summer. Strategy's Expected Result/Impact: All RLA teachers will hold their ESL certification Staff Responsible for Monitoring: Administration ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: HR will reimburse teachers for their attempt at the ESL exam. Strategy's Expected Result/Impact: All teachers will attempt the ESL certification test. Staff Responsible for Monitoring: Administration and HR TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will attend EB trainings throughout the year to acquire new skills and tools to better support the needs of our EB students Strategy's Expected Result/Impact: Growth of student TELPAS scores Staff Responsible for Monitoring: EB teachers, TELPAS team, LPAC administrator Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Intermediate North

Total SCE Funds: \$230,619.08

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

The elementary RtI interventionists for math and reading are paid using these funds in addition to half of the salary of one of the 6th grade interventionists. (Two teacher positions at 100% and one teacher position at 50%).

Personnel for Intermediate North

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jessica Silcox	Teacher	1
Lisa Rankin	Teacher	1
Vicky Moye	Teacher	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lori Digulio	Teacher	RTI	.5

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	RTI teacher		\$45,815.75
1	1	2	Folders		\$0.00
1	1	9	Novels		\$1,824.00
1	1	10			\$0.00
5	1	8	PD Registration		\$1,000.00
Sub-Total					\$48,639.75
State Comp Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional coach		\$230,619.08
Sub-Total					\$230,619.08

Addendums

Curriculum Documents

	Definition	Purpose
Year-at-a-Glance	The year-at-a-glance is a document that informs educators, parents, and students of the course pacing and content standards which includes the topics to be taught each grading period.	The year-at-a-glance is designed to provide stakeholders with an overview of the course content and standards that are to be taught within the specified grading periods of the school year.
Curriculum Map	The curriculum map is a document created to organize and align the written and taught curriculum.	The purpose of the curriculum map is to ensure that assessments and other methods teachers use to evaluate learning are based on what has actually been taught to students and on the learning standards that the students are expected to meet in a particular course, subject area, or grade level.
Pacing Guide	The pacing guide is a calendar that depicts the pace of the written curriculum, including the skills, order, and duration of the concepts reflected in the curriculum map.	The pacing guide is designed to help teachers stay on track throughout the school year and to ensure curricular alignment across schools in the district. The guide maps out topics to be taught before a curriculum-based assessment and ensures that all material is taught prior to the final summative assessment (STAAR, AP, etc.)
Essential Standards	Essential standards are a subset of the state standards and have been identified as the foundational standards a student must know and be able to do in order to achieve a high level of academic success.	Essential standards serve to help teachers understand which standards are foundational to ensuring that all students are prepared to enter the next grade level or course of study. They are the building blocks that drive course design, unit design, and lesson planning.

Curriculum Development Plan

CYCLE 1: Foundation					CYCLE 2: Specificity			CYCLE 3: Customization		
Examine and Understand Standards (TEKS, performance tasks, certifications, summative assessments)	Develop Year-at-a-Glance (in terms of sequence and units of study)	Develop Curriculum Maps (including standards, resources, vocabulary, assessments, etc.)	Develop Curriculum-Based Assessments	Revise Curriculum Documents and Assessments Based Upon Applicable Data and Feedback	Develop Unit Overviews (including essential standards, pacing calendar, unit design, etc.)	Identify Additional Resources and Requirements (required labs, manipulatives, writing assignments, technology, etc.)	Revise Year-at-a-Glance, Curriculum Maps, and Curriculum-Based Assessments	Develop Exemplar and Anchor Lessons	Align Structure and Strategies to Standards and Student Needs (SPED, GT, ELs, etc.)	Revise Curriculum Documents and Assessments Based Upon Applicable Data and Feedback
2020-2021					2021-2023			2022-2023		

The Elements of Effective Lessons

One hundred percent of students should be attentive and engaged throughout every lesson, which should consist of the following elements:	
Clear Learning Objective	<p>The objective is PROMINENTLY posted and based on grade-level curriculum – and written in crystal clear language.</p> <p>The objective includes – or leaves no doubt about – how the learning will be demonstrated/ assessed.</p> <p>Teacher refers/ points to the objective throughout the lesson.</p>
Anticipatory Set	Teacher provides preview/background/purpose for lesson to motivate, connect, provoke curiosity (3-5 minutes maximum); may include embedded vocabulary from text(s) to be used in lesson.
Teaching & Modeling	<p>Teacher clearly teaches/ models/ "thinks aloud" for each component of lesson – one brief, manageable step/chunk at a time</p> <p>(Teacher is always "scanning" while teaching: to ensure that all eyes are on the teacher during modeling.)</p> <p>Each brief step must be immediately followed by "guided practice."...</p>
Guided Practice	After each brief step/chunk in the lesson, the teacher immediately gives students a chance to practice/process information and to demonstrate understanding or mastery of that brief step that was just taught or modeled, while the teacher "checks for understanding."...
Checking for Understanding	<p>Both during and after each "guided practice," for every small step/chunk in the lesson, the teacher uses strategies to check for understanding – that is, to quickly assess students' progress or mastery (e.g., by circulating to observe students' work/answers; cold-calling a random sample of students, having students hold up whiteboards with work/answers).</p> <p>(The teacher does little/no individual "tutoring" during this time, which interrupts the flow of the lesson and is less efficient than the next step – adjusting instruction [below] for the entire class. Tutoring can be done during "independent practice.")</p>
followed by Adjustments to Instruction	<p>The information gathered during each guided practice/ check for understanding is used to inform the teacher's attempt to adjust instruction, that is, to reteach/ clarify a portion of instruction until students are ready to move on to the next step.</p>
Independent Practice	<p>The above cycle is repeated, sometimes multiple times, for every step in the lesson – until virtually all students are ready for "independent practice": to complete the day's assignment/ assessment of the objective on their own.</p> <p>If necessary, tutoring/ small group assistance can be provided to those needing additional help at this time.</p>

Lesson Cycle Tied to *The Fundamental 5*

		Monday	Tuesday	Wednesday
Check for Understanding □ Recognize & Reinforce □ Write Critically □ Purposeful Talk	Lesson Objective □ Lesson Frame: “We will.....”			
	Anticipatory Set □ Review/Elicit Prior Knowledge			
	Direct Instruction □ Power Zone □ Purposeful Talk □ Recognize & Reinforce			
	Guided Practice □ Purposeful Talk □ Write Critically □ Recognize & Reinforce			
	Independent Practice □ Write Critically □ Recognize & Reinforce			
	Close □ Write Critically □ Lesson Frame: “I will....”			

<div> <div>Check for Understanding</div> <div> <div>Recognize & Reinforce</div> <div>Write Critically</div> <div>Purposeful Talk</div> </div> </div>		Thursday	Friday	Additional Notes
	Lesson Objective <ul style="list-style-type: none"> Lesson Frame: “We will.....” 			
	Anticipatory Set <ul style="list-style-type: none"> Review/Elicit Prior Knowledge 			
	Direct Instruction <ul style="list-style-type: none"> Power Zone Purposeful Talk Recognize & Reinforce 			
	Guided Practice <ul style="list-style-type: none"> Purposeful Talk Write Critically Recognize & Reinforce 			
	Independent Practice <ul style="list-style-type: none"> Write Critically Recognize & Reinforce 			
	Close <ul style="list-style-type: none"> Write Critically Lesson Frame: “I will.....” 			

Why Data Analysis?

	STAAR Analysis	CBA Analysis	Benchmark Analysis
Purpose	<ul style="list-style-type: none"> • To evaluate curriculum in terms of its scope and sequence • To evaluate curriculum-based assessments based on newly released items and rationales 	<ul style="list-style-type: none"> • To assess students' mastery of the knowledge and skills (TEKS) taught • To determine gaps in learning in order to address students' specific needs • To assess the effectiveness of instructional delivery • To evaluate curriculum in terms of its scope and sequence 	<ul style="list-style-type: none"> • To assess students' mastery of the knowledge and skills (TEKS) taught • To determine students' understanding of the knowledge and skill (TEKS) not yet taught • To predict students' performance on the state assessment (STAAR)
Types of Data Analyzed	<ul style="list-style-type: none"> • Overall and demographic performance at Approaches, Meets and Masters Grade Level standards • Performance by reporting category • Item analysis by district, campus and teacher 	<ul style="list-style-type: none"> • Overall and demographic performance at Approaches, Meets and Masters Grade Level standards • Performance by teacher • Item analysis by district, campus, teacher and individual students 	<ul style="list-style-type: none"> • Overall and demographic performance at Approaches, Meets and Masters Grade Level standards • Performance by reporting category • Performance by teacher • Item analysis by district, campus, teacher and individual students
Response	<ul style="list-style-type: none"> • Revise curriculum in terms of its scope and sequence • Revise assessments based on newly released items and rationales 	<ul style="list-style-type: none"> • Determine need to adjust pacing within the curriculum • Determine best instructional practices • Determine strategies and tutorial groups for re-teaching 	<ul style="list-style-type: none"> • Determine need to adjust pacing within the curriculum on TEKS not yet taught • Determine best instructional practices • Determine strategies and tutorial groups for remediation and/or enrichment

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: 044

2022 - 2023 Fall Collection, Accepted Submission

LEA: 036902 - BARBERS HILL ISD

Campus: 036902044 - BARBERS HILL INT NORTH

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	0	0.00%
GRADE 1	0	0.00%
GRADE 2	0	0.00%
GRADE 3	0	0.00%
GRADE 4	244	32.06%
GRADE 5	242	31.80%
GRADE 6	275	36.14%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	761	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	389	51.12%
FEMALE	372	48.88%
TOTAL	761	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	2	0.26%
"1" ELIGIBLE FOR FULL DAY	716	94.09%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	43	5.65%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSH P VIRT L RNG	0	0.00%
TOTAL	761	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	10	1.31%
IMMIGRANT	0	0.00%
ECONOMIC DISADVANTAGE	190	24.97%
MILITARY CONNECTED	87	11.43%
FOSTER CARE	0	0.00%
DYSLEXIA	65	8.54%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	4	0.53%	0.53%
ASIAN	12	1.58%	1.58%
BLACK/AFRICAN AMER.	36	4.73%	4.73%
HISPANIC/LATINO	174	22.86%	22.86%
WHITE	500	65.70%	65.70%
HAWAIIAN/PAC ISLAND	1	0.13%	0.13%
TWO OR MORE	34	4.47%	4.47%
TOTAL	761	100.00%	100.00%

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.53%	0.13%
ASIAN	2	1.05%	0.26%
BLACK/AFRICAN AMER.	15	7.89%	1.97%
HISPANIC/LATINO	72	37.89%	9.46%
WHITE	91	47.89%	11.96%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	9	4.74%	1.18%
TOTAL	190	100.00%	24.97%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	10.00%	0.13%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	9	90.00%	1.18%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	10	100.00%	1.31%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	4	8.16%	0.53%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	9	18.37%	1.18%
WHITE	33	67.35%	4.34%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	3	6.12%	0.39%
TOTAL	49	100.00%	6.44%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: 044

2022 - 2023 Fall Collection, Accepted Submission

LEA: 036902 - BARBERS HILL ISD

Campus: 036902044 - BARBERS HILL INT NORTH

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	761	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	761	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	3	0.39%
UNACCOMPANIED YOUTH CODE 3	2	0.26%
UNACCOMPANIED YOUTH CODE 4	1	0.13%
UNACCOMPANIED YOUTH TOTAL	3	0.39%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	4	3.10%	0.53%
ASIAN	2	1.55%	0.26%
BLACK/AFRICAN AMER.	8	6.20%	1.05%
HISPANIC/LATINO	32	24.81%	4.20%
WHITE	77	59.69%	10.12%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	6	4.65%	0.79%
TOTAL	129	100.00%	16.95%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.99%	0.13%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	8	7.92%	1.05%
HISPANIC/LATINO	28	27.72%	3.68%
WHITE	61	60.40%	8.02%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	3	2.97%	0.39%
TOTAL	101	100.00%	13.27%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	0	0.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

TSDS PEIMS STAFF FTE SUMMARY

Campus-level Data

Campuses: 044

2022 - 2023 Fall Collection, Accepted Submission

	FTE	CAMPUS	PERCENT
TOTAL STAFF (FTEs)	84.9		100.0%
Teachers	59.9		70.6%
Professional Support	4.4		5.2%
Campus Administration	3.0		3.5%
Central Administration	N/A		
Educational Aides	17.5		20.7%
Auxiliary	N/A		
TOTAL PERSONNEL BY ETHNICITY AND SEX	84.9		100.0%
White	76.5		90.2%
Hispanic	8.3		9.8%
Black	0.0		0.0%
Other	0.0		0.0%
White Male	4.7		5.5%
White Female	71.8		84.6%
Hispanic Male	0.3		0.4%
Hispanic Female	8.0		9.4%
Black Male	0.0		0.0%
Black Female	0.0		0.0%
Other Male	0.0		0.0%
Other Female	0.0		0.0%
TEACHERS BY HIGHEST DEGREE HELD			
No Degree	0.0		0.0%
Bachelors	48.0		80.1%
Masters	11.9		19.9%
Doctorate	0.0		0.0%
TEACHERS BY YEARS OF EXPERIENCE			
Beginning Teachers	2.0		3.3%
1-5 Years Experience	4.3		7.3%
6-10 Years Experience	10.7		17.8%
11-20 Years Experience	26.7		44.5%
Over 20 Years Experience	16.2		27.1%

Note: Detail may not add to 100% due to rounding.

This report displays the data for FALL 2022 - 2023 that was accepted by the ESC on 1/19/2023 9:50 PM.

TSDS PEIMS STAFF FTE SUMMARY

Campus-level Data

Campuses: 044

2022 - 2023 Fall Collection, Accepted Submission

	FTE	CAMPUS	PERCENT
TEACHERS BY POPULATION SERVED			
Regular Education	47.9		79.9%
Career and Technical Education	0.0		0.0%
Bilingual/ESL Education	0.0		0.0%
Compensatory Education	3.0		5.0%
Gifted and Talented Education	3.4		5.7%
Special Education	5.7		9.5%
Other	0.0		0.0%
AVERAGE ACTUAL SALARIES			AVERAGE
Teachers		\$	78,284
Professional Support		\$	84,471
Campus Administration		\$	95,830
Central Administration			N/A
AVERAGE TEACHERS SALARIES BY YEARS OF EXPERIENCE			
Beginning Teachers		\$	65,253
1-5 Years Experience		\$	68,064
6-10 Years Experience		\$	70,490
11-20 Years Experience		\$	79,936
Over 20 Years Experience		\$	85,242
AVERAGE EXPERIENCE OF TEACHERS			15.7
AVERAGE EXPERIENCE OF TEACHERS WITH CAMPUS			7.5
STUDENT/TEACHER RATIO			12.7

Note: Detail may not add to 100% due to rounding.

This report displays the data for FALL 2022 - 2023 that was accepted by the ESC on 1/19/2023 9:50 PM.

TSDS PEIMS STAFF FTE SUMMARY
Campus-level Data
Campuses: 044
2022 - 2023 Fall Collection, Accepted Submission

(Not included in previous section)		CAMPUS	
CONTRACTED INSTRUCTIONAL STAFF BY PIC:		FTE	PERCENT
		0.00	0.00%
Basic Educational Services		0.00	0.00%
Gifted and Talented		0.00	0.00%
Career and Technical		0.00	0.00%
Special Education		0.00	0.00%
Accelerated Education		0.00	0.00%
Bilingual ED & Special Language Programs		0.00	0.00%
Atheletics and Related Activities		0.00	0.00%
Nondiscp. Alt Ed - AEP Basic Services		0.00	0.00%
Nondiscp. Alt Ed - AEP Suplmntl State Cmp. Ed Cost		0.00	0.00%
Discp. Alt Ed Programs - DAEP Basic Services		0.00	0.00%
Discp. Alt Ed - DAEP State Cmp. Ed Suplmntl Cost		0.00	0.00%
Title I Part A Schoolwide Act 50% or > Ed Disadv Students		0.00	0.00%
High School Allotment		0.00	0.00%