

Barbers Hill Independent School District

Barbers Hill High School

2023-2024 Campus Improvement Plan



Mission Statement

We empower, support, and inspire our students to achieve academic success and to pursue excellence in every aspect of life.

Vision

The faculty and staff of Barbers Hill High School will:

- Provide a secure learning environment and foster a climate of respect and compassion with a heart for service.
- Strive to inspire students through student-centered learning experiences that are relevant, differentiated, and lead to lifelong learning.
- Provide a guaranteed and viable curriculum- horizontally and vertically aligned- to promote purposeful and rigorous learning opportunities.
- Communicate with staff, parents, students, and the community in an open, honest, and respectful manner.
- Foster professionalism and supportive relationships among collaborative teams that encourage growth.
- Work together to achieve our mission by modeling integrity and maintaining a high standard of excellence.
- Exemplify positive, supportive, and consistent leadership in the classroom, the school, and in the community.
- Set high standards and attainable goals that will foster all stakeholder's accountability for continual growth.

Instructional Leadership Team

Name	Committee Role	Term
Lance Murphy	Principal	Ongoing
Alyssa Albus	Administrator	
Kari Sager	Administrator	
Kelli Davis	Teacher	
Julie Jannise	Teacher	
Kelli Rinando	School leader	
Beth Hutchison	School leader	
	Parent	
	Parent	

Name	Committee Role	Term
Elmo Camp	Community member	
Barbara Camp	Community member	
Connie Ellis	Paraprofessional	
	Paraprofessional	
Ashlee Boothe, Ed.D.	State and Federal Programs Coordinator	Ongoing
	LSC staff member	Ongoing

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

BHHS is a 5A high school in Mont Belvieu, Texas. Despite population growth over the last few years that is also projected well into the future, our feeder patterns have remained true to Barbers Hill blue. We are all eagles and we take great pride in the values and excellence that we instill and demand in our students. We have tremendous community involvement and support and have many reasons to be proud.

Based on 23-24 STAAR EOC data, we have reason to celebrate the following:

- High levels of student achievement in English 1
 - Increase in approaches and masters for All Students
 - Increase in approaches and masters for Special Education students
 - Increase in approaches and masters for Economically Disadvantaged students
- High levels of student achievement in English 2
 - Increase in approaches for All Students, Special Education students and Economically Disadvantaged students
 - Increase in Meets for Special Education students and Emergent Bilingual students
 - Increase in Masters for All students and Economically Disadvantaged students
- High levels of student achievement in Algebra:
 - Increase in approaches for All students
 - Increase in approaches for Special Education students, Emergent Bilingual students and Economically Disadvantaged students
 - Increase in meets for All students and Economically Disadvantaged students
 - Increase in masters for Special Education students and Emergent Bilingual students
- High levels of student achievement in Biology:
 - Increase in approaches for All students
 - Increase in approaches for Special Education students, Emergent Bilingual students and Economically Disadvantaged students
 - Increase in meets for Economically Disadvantaged students
- High levels of student achievement in US History
 - Increase in approaches for All students (99% approaches!)
 - Increase in approaches for Special Education students, Emergent Bilingual students and Economically Disadvantaged students
 - Increase in meets for Special Education students
 - Increase in masters for Special Education students

Opportunities for growth and focused efforts to improve include:

- Align intentional instructional practices (I will... lesson frames, question stems at application level or higher, and writing critically) to support increased opportunities for meets and masters level of performance at all levels, for all students.
- Increase the number of Emergent Bilingual students who reach meets on all STAAR EOC exams.
- Align feedback from Eagle Walks to enhance the use of Fundamental Five as a way to increase student performance achievement.
- Increase the number of students who show growth in all Domains of TELPAS
- Increase the number of students who score meets and masters in all content areas for Economically Disadvantaged students.

- Increase the number of 3s, 4s, and 5s in AP content areas to meet or exceed national averages.
- Support teachers with professional development with Fundamental Five, STAAR Re-Design and TELPAS alignment.
- Support teachers with writing across the curriculum with an added focus on CER in science and social studies.
- Implementation of campus-wide grading guidelines to support learning and clearly communicate learning progress to all stakeholders.

We have so much to be proud of at Barbers Hill High School including:

- Our Academic UIL team winning the 26th District Championship in a row!
- One Act Play advanced to the State Competition and placed 2nd!
- Every athletic program advanced to the post season since soccer was added to UIL competition.
- Increased enrollment and industry certification earned through our CTE program.
- Increased AP Capstone honors.
- Increased the number of AP scholars and AP scholars with distinction.
- Increased participation and performance in many of our AP programs.

Demographics

Demographics Summary

Barbers Hill High School is located in a rural community east of Houston. The current enrollment total is 2083 students with approximately 25% of the students classified as economically disadvantaged. Ove the last few years, there has been an increase in Emergent Bilingual students, which has caused a campus wide focus for this student group.

Enrollment by Grade (2023-2024):		
	Count	% Enroll
Grade 9	575	27.6 %
Grade 10	542	26.02%
Grade 11	541	25.97%
Grade 12	425	20.40%
TOTAL	2083	100%
	Count	% Enroll
Emergent Bilingual	74	3.55%
Economic Disadvantaged	435	22.66%
Enrollment by Ethnicity (21-22 data) *This is all we have for now*:		
	Count	% Enroll
American Indian/Alaskan	11	.57%
Asian	29	1.51%
Black/African American	65	3.37%
Hispanic/Latino	526	27.31%
White	1234	64.07%
Hawaiian/Pacific Island	1	0.05%
Two or More	60	3.12%
Gifted & Talented (21-22 data):		
	Count	% Enroll

Enrollment by Grade (2023-2024):		
GT Students	192	10.0%
At-Risk:		
	Count	% Enroll
At-Risk	542	28.19%
Career & Technical:	Count	% Enroll
	Still Processing	
Special Education:		
	Count	% Enroll
SE Students	182	9.46%
Student Attendance:		
	Year	% ADA
BHHS	2021-2022	94.28%
BHHS	2022-2023	95.10%

Demographics Strengths

- Increasing diversity with the growth of our district.
- The enrollment in CTE programs is growing quickly as is the number of industry certifications they are earning.
- Restorative Practices implemented for Counselors and Assistant Principals to address the At-Risk population.
- Additional Counselor and Assistant Principal added for this year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: EB, EDA and SE populations continue to struggle with significant gaps in achievement compared to the "all student" results. **Root Cause:** Special Education students' progress is monitored by growth on individualized skills that may not be on-level due to the students' specific needs. Emergent Bilingual students are increasing in numbers and newly arrived students may not receive the supports needed. Economically Disadvantaged students have not been as closely monitored at this time.

Problem Statement 2: Student attendance was below the district average. **Root Cause:** Efforts and measures to support attendance are still a focus to hold all students accountable for receiving a well-rounded education.

Student Learning

Student Learning Summary

Barbers Hill High School serves a student population with a variety of needs which are addressed through many academic and extra-curricular programs, interventions, and supports. BHHS provides opportunities for students to receive additional support and tutoring before or after school as well as during an Eagle Flex period built into the school day. Teachers' tutorial schedules are included in their class syllabus sent home the first week of school and posted in their classrooms.

In order to support students' achievement and growth among our student population, 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. BHHS 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, CHAMPS, Teach Like a Champion, the Jane Schaffer Writing Method, and AP/Honors 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.

A school-wide emphasis will continue to be placed on ensuring that all Barbers Hill High School graduates are college/workplace ready and possess the "soft skills" college admissions officers and employers are looking for including, but not limited to, well-developed skills in time management, organization, effective communication, collaboration/teamwork, problem-solving, and leadership. We will provide English and Math teachers with resources and lessons to support the development of skills for TSIA embedded within their lessons.

In keeping with the School Board goal of 100% graduation rates, we continue to track and provide support for students at-risk of graduating. Meetings are held early and often to set up plans for these students to achieve success at BHHS.

An area of greatest struggle academically continues to be the SE, EB, and ED students in relation to performance on the EOC tests. Significant improvement was seen in Algebra I and US History for SE and EL students. English II scores for special education students did not meet the Closing the Gaps Indicator Target for Academic Achievement. We did not meet the minimum target for TELPAS in closing the gaps. We will continue to provide targeted intervention through English classes and Flex tutorials with the intentional efforts of our teachers to focus on frequent, small group purposeful talk and the use of Summit K12. We have also added a Reading elective course this year to target students who scored Beginning and/or Intermediate on TELPAS as well as students who were identified as RtI in middle school.

	Spring 2023 STAAR EOC, Algebra I							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	
High School	546	38	4294	65.16%	95.97%	74.73%	47.62%	
Economic Disadvantage	105	35	4176	59.97%	94.29%	61.90%	31.43%	
American Indian/Alaskan Native	2	34	4066	56.78%	100%	50%	50%	
Asian	5	47	4912	78.98%	100%	80%	80%	
Black/African American	35	36	4199	61.60%	91.43%	68.57%	45.71%	
Hispanic	162	37	4230	63.11%	96.30%	70.37%	39.51%	
Two or More Races	10	34	4130	57.63%	100%	40%	30%	
White	332	39	4333	66.61%	96.08%	78.61%	51.81%	
Currently Emergent Bilingual	20	36	4216	61.53%	95%	55%	35%	
Third Year of Monitoring	1	54	5175	91.53%	100%	100%	100%	
Special Ed Indicator	52	26	3752	44%	80.77%	23.08%	5.77%	

	Spring 2023 STAAR EOC, English I							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	
High School	529	42	4242	66.40%	86.39%	73.35%	21.93%	
Economic Disadvantage	102	36	4010	55.68%	71.57%	52.94%	5.88%	
American Indian/Alaskan Native	2	31	3875	48.44%	100%	0%	0%	
Asian	7	56	4806	87.50%	100%	100%	85.71%	
Black/African American	26	36	4026	56.67%	76.92%	53.85%	3.85%	
Hispanic	160	40	4169	63.23%	84.38%	67.50%	18.12%	
Two or More Races	14	41	4179	63.39%	78.57%	64.29%	14.29%	
White	320	44	4289	68.55%	88.12%	78.12%	24.38%	
Currently Emergent Bilingual	24	30	3827	46.35%	54.17%	37.50%	0%	
First Year of Monitoring	1	49	4392	76.56%	100%	100%	0%	
Fourth Year of Monitoring	-	-	-	-	-	-	-	
Second Year of Monitoring	1	47	4321	73.44%	100%	100%	0%	
Special Ed Indicator	51	24	3656	37.38%	39.22%	11.76%	1.96%	

	Spring 2023 STAAR EOC, English II							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	
High School	523	44	4294	68.60%	90.06%	78.20%	17.21%	
Economic Disadvantage	91	38	4102	60.01%	80.22%	63.74%	8.79%	
American Indian/Alaskan Native	4	38	4072	59.77%	100%	50%	0%	
Asian	7	49	4526	77.01%	100%	85.71%	28.57%	
Black/African American	22	35	4006	55.40%	72.73%	54.55%	4.55%	
Hispanic	153	40	4168	62.93%	84.97%	68.63%	10.46%	
Two or More Races	17	42	4213	65.81%	82.35%	76.47%	5.88%	
White	320	46	4377	72.30%	93.75%	84.69%	21.88%	
Currently Emergent Bilingual	19	30	3838	47.12%	63.16%	36.84%	0%	
First Year of Monitoring	-	-	-	-	-	-	-	
Fourth Year of Monitoring	1	41	4134	64.06%	100%	100%	0%	
Second Year of Monitoring	-	-	-	-	-	-	-	
Special Ed Indicator	56	29	3770	44.73%	55.36%	28.57%	0%	

	Spring 2023 STAAR EOC, Biology						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
High School	527	33	4350	62.42%	97.34%	82.35%	33.40%
Economic Disadvantage	99	29	4175	54.70%	94.95%	65.66%	18.18%
American Indian/Alaskan Native	3	27	4089	51.57%	100%	100%	0%
Asian	6	47	5113	88.36%	100%	100%	100%
Black/African American	25	28	4109	52.53%	88%	68%	20%
Hispanic	157	31	4275	59.15%	97.45%	77.71%	22.29%
Two or More Races	14	35	4459	66.31%	100%	92.86%	35.71%
White	322	34	4389	64.23%	97.83%	84.78%	38.82%
Currently Emergent Bilingual	19	24	3960	45.38%	94.74%	47.37%	0%
First Year of Monitoring	1	34	4353	64.15%	100%	100%	0%
Second Year of Monitoring	1	34	4353	64.15%	100%	100%	0%
Special Ed Indicator	54	22	3842	41.23%	81.48%	38.89%	1.85%

	Spring 2023 STAAR EOC, US History							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	
High School	412	52	4532	66.96%	99.03%	90.29%	66.02%	
Economic Disadvantage	56	50	4449	63.80%	96.43%	83.93%	60.71%	
American Indian/Alaskan Native	2	58	4709	73.72%	100%	100%	100%	
Asian	8	60	4820	76.44%	100%	100%	75%	
Black/African American	18	48	4387	62.11%	100%	88.89%	55.56%	
Hispanic	103	53	4554	67.41%	98.06%	91.26%	60.19%	
Two or More Races	16	55	4644	70.83%	100%	87.50%	81.25%	
White	265	52	4516	66.54%	99.25%	89.81%	67.55%	
Currently Emergent Bilingual	7	39	4098	50.37%	100%	57.14%	14.29%	
First Year of Monitoring	1	55	4589	70.51%	100%	100%	100%	
Second Year of Monitoring	-	-	-	-	-	-	-	
Special Ed Indicator	30	39	4041	49.44%	90%	50%	33.33%	

AP Exam	# Tested	# 3, 4, or 5	% 3, 4, or 5
AP Art History	37	29	78%
AP Biology	49	34	69%
AP Calculus AB	30	25	83%
AP Calculus BC	23	14	61%
AP Chemistry	66	49	74%
AP Comp Sci Princ	14	5	36%
AP Comp Sci A	23	22	96%
AP English Lang/Comp	119	79	66%
AP English Lit/Comp	71	66	93%
AP Environmental Science	49	32	65%
AP Human Geography	119	81	68%
AP Macroeconomics	69	25	36%
AP Microeconomics	8	6	75%
AP Physics C	29	21	72%
AP Psychology	77	45	58%
AP Research	16	16	100%
AP Seminar	20	20	100%
AP Spanish Lang/Culture	14	13	93%
AP Statistics	31	21	68%
AP Studio Art 2-D	9	6	67%
AP Studio Art Drawing	9	9	100%
AP US Govt & Politics	64	32	50%
AP US History	94	53	56%
AP World History	103	76	74%

Student Learning Strengths

- Barbers Hill High School Accountability ratings are still to be determined however, preliminary calculations project to an A campus grade.
- Barbers Hill High School students completed more CTE strands (sequence of courses); a contributing factor for the College, Career and Military Readiness indicator.
- Barbers Hill High School increased participation in each student group in advanced academics programs including Advanced Placement and Dual Credit.
- Barbers Hill High School increased the number of AP Scholars with Honors to 26 students and 63 students were named Scholars with Distinctions.
- Barbers Hill High School also had 17 students qualify for AP Capstone Diplomas and 1 student qualify for the AP Capstone Research and Seminar Certificate.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Continued work is needed to increase participation and success on STAAR, AP, TSIA2, SAT, ACT and TELPAS test. **Root Cause:** Teacher training has been provided limitedly for SAT, TSIA2, ACT and TELPAS. Most AP teachers are singleton teachers, therefore, lacking the PLC time for their individual subject.

Problem Statement 2: Continued work is needed to grow our college readiness via programs like CTE classes, Honors/AP classes, DC classes and other programming. **Root Cause:** Continual changes in the CTE certification plan based on state changes, scheduling challenges, and availability of qualified Dual Credit teachers affect the success of the aforementioned programs.

School Processes & Programs

School Processes & Programs Summary

Barbers Hill High School provides students with many opportunities to participate in extra-curricular activities and to explore college and career readiness to achieve goals beyond high school graduation. 85% of our student population is "plugged in" to a team, group, club, or program. Students are challenged by teachers with high expectations, student-centered lessons, and rigorous learning opportunities inside and outside the classroom. BHHS will focus our efforts on providing a safe and secure learning environment and foster a climate of respect and compassion with a heart for service.

BHHS will also focus on building positive, supportive, and productive relationships with students, parents, and our community through various outreach efforts.

Furthermore, the accomplishments of our students will be celebrated and highlighted and they will be praised for their work ethic so we can affirm all of their efforts both in and out of the classroom.

Barbers Hill High School strives to hire and retain highly-qualified teachers. New teachers are provided with support through assigned mentor teachers and instructional coaches. 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 the core content & LOTE areas allows department members to plan, debrief, support, and work together to provide quality instruction to all students. This is one way we support our new teachers throughout the year with curriculum, instruction, and assessment.

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

This year, the leadership team at the high school includes four new people in new roles, including the Associate Principal, Academic Dean of Testing, Assistant Principal, and Counselor. These new positions were the result of promotions within the district and growth positions that opened these spots for new leaders.

There are 35 staff members in new positions for this year as a result of growth, resignations and retirements. We are 100% staffed with highly qualified professional staff in all areas.

This year, we will continue implementation of a T-TESS waiver for our teachers that have shown proficient ratings or higher in all dimensions of the appraisal system for three consecutive years. This allows 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 five Eagle Walks per week and provide feedback on Fundamental Five in each of these visits.

Barbers Hill High School provides common planning periods for teachers who teach in the four state tested areas (English, Mathematics, Science, and Social Studies). The Professional Learning Community (PLC) time is used to collaboratively plan and to analyze student performance data for the purpose of informing curriculum decisions, instructional delivery planning, the identification of instructional resources, and the development of common assessments. District level curriculum coordinators provide additional support to tested departments through teacher-created curriculum documents, data disaggregation, and mentoring. Teachers also receive support from curriculum coordinators at the district level in all core content areas.

The staff at BHHS will revisit the Fundamental Five practices with increased feedback on each of the five practices. Campus administrators will meet to calibrate on each practice and feedback will be provided to teachers.

A continued focus on embedded professional development is needed specifically in the areas of (1) the utilization of data analysis to inform instructional practices, (2) differentiated instruction, (3) utilization of research-based instructional strategies, (4) effective instruction with Emergent Bilinguals (5) literacy skills in all content areas, (6) rigor, (7) questioning strategies, and (8) writing quality formative and summative assessments.

Ongoing collaboration and professional learning will be provided to support teachers in the areas of SpEd student performance, EB student performance, and Meets and Masters levels of performance by campus and district staff.

Almost all classrooms are equipped with instructional technology to allow for basic presentation/interactive lesson design. This school year we will continue 1:1 programming using Chromebooks. Teachers and students have access to a computer lab and two learning labs that include technology not available in classrooms. Classrooms will be transitioned to the use of wireless panels and projectors.

Continued support and instruction will be provided on how to integrate technology into lessons as well as an increased access to web-based resources, information on resources available, and an opportunity to learn about their use. Continued work to improve the available technology and web access for all teachers will also improve their ability to use technology to support instruction.

School Processes & Programs Strengths

- BHHS teachers have a high level of staff involvement in community events.
- 85% of students are involved in extracurriculars and are connected with a teacher, club, program, and/or team.
- BHHS student participation in extracurricular activities continues to grow each year. Enrollment and active participation continue to grow in band, choir, drill, and all athletic and fine arts programs.
- A high percentage of parents are involved and participate in campus activities.
- BHHS Counselors meet regularly with students in both one-on-one settings and in group settings to explore course sequence options, high school graduation plans, CTE course offerings, Honors/AP course offerings, dual credit opportunities, and college and career exploration options.
- The BHHS Counselors promote college and career readiness for all grade levels through the facilitation of career inventories, scholarship opportunities, college visits, and college application advice.
- The BHHS master schedule provides an opportunity for daily collaboration through shared planning time in core content areas & LOTE areas; team leaders to facilitate meetings, planning, and instructional collaboration during PLC meetings.
- The Select Academic Team and Open Doors Programs provide enrichment opportunities for PSAT and SAT assessments, social gatherings, and college explorations.
- The Barbers Hill CTE program has experienced an increase in student enrollment and industry certifications earned. In addition, community, business, and industry support have increased with interest demonstrated and contributions made to various programs.
- PBIS expectations are hung throughout the Barbers Hill High School campus, down hallways, and in classrooms. The emphasis of the signage includes the motto responsibility, respect, and pride for the brand. Weekly PBIS announcements will be made to encourage these behaviors to be exemplified throughout the year. PBIS specific acknowledgements are made after each six weeks.
- BHHS Counselors provide weekly SEL lessons with alternative resources and supports. Our leadership team has a weekly schedule to ensure we are visible and engaged during these lessons and discussions with students.
- The BHHS Librarian builds excitement around reading and school by establishing a reading culture through book clubs, book displays and programming, and school-wide celebrations. The librarian keeps the collection current, creates and maintains a web presence that serves as a 24/7 school library portal, makes connections with stakeholders, and provides a welcome space for all. The library serves as the hub of the school and stakeholders are encouraged to take ownership of the library space.
- The BHHS new teacher mentor program supports first-year teachers by providing support through assigned mentor teachers and regular meetings with campus and district support staff.
- BHHS has a structured, tiered leadership team that consists of a department chairperson/Instructional Coach and content specific teacher leaders.
- Quality, focused staff development opportunities are made available to all teachers.
- District curriculum coordinators in mathematics, science, social studies, and English language arts provide on-going support through model lessons and staff development.
- Administrators conduct regular walk-throughs based on aspects of The Fundamental Five and give timely feedback to teachers.
- Instructional Coaches, department leaders, and team leaders serve on interview committees when hiring new teachers.
- Seven teachers have participated in AP Grading at the National Level in the Social Studies, Math, and English Departments. 1 teacher is currently participating in the College Board Mentor program.
- Teachers are pursuing National Board Certification.

- Curriculum such as curriculum maps and Years-at-a-Glance for content specific courses is evaluated throughout the year to ensure proper alignment and appropriate pacing.
- Content specific Professional Learning Communities (PLCs) meet daily to analyze student performance data, to discuss student learning goals, to develop common assessments, and to create lesson plans.
- Teacher leaders have been assigned "Instructional Coach" roles in all four tested areas and special education.
- Teacher leaders have been assigned "team leader" roles in all four tested areas and by subject taught
- The BHHS Instructional Leadership Team meets every two weeks to advise the principal. Issues such as department activities, resource needs, and student achievement concerns are discussed. The Team works to ensure positive and productive two-way communication is occurring, to be proactive in regards to calendar planning, and to analyze school-wide data. The Leadership Team consists of the following members: department chairpersons for mathematics, science, social studies, English, special education, health/pe/athletics, fine arts, LOTE, and CTE.
- The department chairpersons' teaching schedules include an additional conference period during which time they coach and mentor other department members, research additional resources and training opportunities for their department members, and work with the supervising administrator to ensure that all teachers receive support.
- The instructional coaches teaching schedules include two additional instructional coaching periods during which time they coach and mentor other department members, research additional resources and training opportunities for their department members, and work with the supervising administrator to ensure that all teachers receive support.
- All teachers receive feedback from information walkthroughs, formal walkthroughs, and observations.
- BHHS offers a full day credit recovery lab.
- BHHS utilizes EdEfficiency for managing an "Eagle Flex" period four times a week throughout the school year to ensure academic growth for all students.
- Central administration supports BHHS through flexible campus budgets and seeks input into professional development activities and other campus-based planning decisions.
- The Campus Improvement Team members provide input and direction in regards to programmatic, instructional, and structural designs.
- The BHHS Instructional Leadership Team meets every two weeks to review the upcoming calendar, to help plan campus activities, to serve as a liaison and a communication bridge between the administration on and his/her department members, and to provide direction to the administration regarding our campus goals, our school's focus, programmatic and instructional decisions.
- BHHS students are 1:1 with a chromebook.
- BHHS is also equipped with a green screen area in the Library and one of the Learning Labs.
- The campus subscribes to several web-based resources for teachers.
- Administration regularly uses Parent Square for communication with teachers and staff.
- Teachers and grade level Assistant Principals regularly use Parent Square and Student Square for communication with students.
- Students are allowed to use their personal electronic devices during class with teacher permission and non-instructional periods such as lunch to check email/text messages, to access information on the web, and to communicate with parents.
- The BHHS library provides ebooks and audiobooks for check out to students and teachers.
- The BHHS library provides instruction in the effective use of current technologies and available online resources to both teachers and students.
- The BHHS library resources offer features for differentiation, modification, and accommodation. The library also offers instruction in the use of these features (embedded supports).
- BHHS has subscriptions to a wide variety of on-line learning platforms such as GALE, Britannica, Discovery Education, and EBSCO.
- BHHS utilizes Edgenuity for credit recovery opportunities.
- Teachers are utilizing Google classroom, ClassKick, DeltaMath, Canva, Pear Deck, etc for instruction and for communicating/collaborating with colleagues.
- Our technology instructional coach supports teachers with training and new technology to deliver instruction and assessment to better meet the needs of diverse learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: BHHS attendance rate was 95.1% for 2022-2023. This reflects a .82% increase from 2021-2022. This is a lagging indicator for accountability that we need to continue to increase after the affects of COVID-19. **Root Cause:** School attendance declined after the 2018-2019 school year due to COVID-19 and we are still managing the residual effects on our students.

Problem Statement 2: BHHS needs to increase the number of students who are involved in extracurricular activities and connected with a teacher club, program an/or team. **Root Cause:** There is a district initiative to reach 100% "plugged in" and BHHS is currently at 85.12%. We need to increase ways for students to be aware of opportunities to get "plugged

in" and suggest connections for individual students.

Problem Statement 3: Teachers need support on how to deliver initial instruction that is at and above the level the TEKS are assessed. **Root Cause:** Due to our success on the state level assessments in the past, researched best practices have often been overlooked at times.

Problem Statement 4: Curriculum maps and Years-at-a-Glance are written collaboratively and horizontally at each grade level for each subject however, vertical alignment has improved but is not yet consistent. **Root Cause:** The development of PLCs is different in each department resulting in varied curriculum development, instructional delivery, and enrichment and remediation practices. Curriculum pieces such as a Year-at-a-Glance are needed to tighten vertical alignment, however, without an understanding of most essential standards, curriculum will continue to be misaligned.

Problem Statement 5: Not all staff have received the required trainings identified by the district as important for BHISD. **Root Cause:** Change in BHHS administrative personnel, COVID hires and late hires have missed the clear and direct communication regarding these trainings as well as the opportunities to attend them.

Perceptions

Perceptions Summary

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. The high school educates students from within the city limits as well as other small communities within the county. Barbers Hill High School welcomes parents and community members throughout the year through activities such as a mentoring program, Watch D.O.G.S., PALS, Eagle Launch, academic nights, open house, in addition to our popular athletic and fine arts programs. Many of our committees are comprised of community members who are active participants in the decision-making process. The district and campus websites, email, Parent Square, BHISD app, and Twitter communications keep parents informed about district activities and news. Our Social-Emotional Learning initiatives reach out to parents regularly with programs such as “Family Challenge” and “Eagle Talk,” which provide fun activities and important information that can strengthen families and students in their well-rounded development. 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. The school actively supports athletics, UIL academics, academics, fine arts programs, and parent booster clubs. Annual events are held to support college and career exploration.

Barbers Hill School School educates students in grades 9-12 in all core areas, LOTE, CTE, Fine Arts, and electives. APs and Counselors are assigned to grade levels to support students in their well-rounded education.

The BHHS staff has access to a variety of systems that support student achievement including common planning time, professional development, teacher mentoring programs, and department leadership structures. The campus solicits and utilizes input from teachers, students, and the community to support student achievement.

The campus needs to continue to focus on creating and sustaining a post-high school learning culture so that all students are well prepared to pursue an entry into and successful completion of an undergraduate degree, a skilled and/or certification program, and/or entry into the military.

Additionally, based on stakeholder feedback, there is a need for written policies and practices along with consistent and clear communication.

Perceptions Strengths

- Community members and family members are actively involved and supportive of athletic, CTE, UIL academic, and fine arts programs. Barbers Hill High School has many active parent booster clubs. The entire community participates in the fall community pep rally, homecoming, and graduation in May.
- A variety of communications resources are used to disseminate information to stakeholders including grade-level specific emails, Parent Square, podcasts, BHISD YouTube channel, and the updated BHHS website.
- BHHS 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.
- Each counselor is engaging all freshman families in one on one parent meetings to discuss personal graduation plans, endorsements, and postsecondary planning.
- The college & career counselor is engaging all senior families in one on one parent meetings to discuss postsecondary plans - college, workforce, or military.
- All dual credit students and families were invited to attend a dual credit information meeting.
- Academic UIL, Academic Decathlon, National Honor Society, Open Doors, and the Select Academic team are all successful because of high levels of parental involvement and support.
- Families are supported with academic counseling through parent nights beginning in the 8th grade, a College & Career Night, a CTE Career Fair, a FASFA night, and other

- opportunities to support families through the academic guidance process.
- BHHS is hosting an Emergent Bilingual Parent Night to connect families to a better understanding of TELPAS and high school graduation requirements.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We must provide more online resources to help educate, promote, and inform our parents about any topics that may help their student's academic success.

Root Cause: When considering programs and meetings, we inform parents of details, but we do not offer online resources, videos, or articles to communicate information that could be very beneficial to parents.

Problem Statement 2: As our community continues to grow and diversify, we continue to communicate primarily through the English language. **Root Cause:** Our Emergent Bilingual population has been relatively small and communication in English has been effective in the past. Now that we have a more linguistically diverse population, it is important that we include all populations by translating our documents and utilizing communication platforms where parents can translate our messages in their native language.

Problem Statement 3: Raptor does not consistently work as a part of our safety plan with drills and real time accounting for students. **Root Cause:** When there is not a solid Internet connection, Raptor cannot be accessed. It is also difficult for a substitute to access rosters and check students in through Raptor.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: Barbers Hill High School will provide effective teaching and learning that results in the highest ratings in the state accountability system.

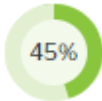
Performance Objective 1: 90% or more of all students and each student group will achieve the Approaches Grade Level performance standards on all state assessments.




70% or more of all students and each student group will achieve the Meets Grade Level performance standards on all state assessments.



50% or more of all students and each student group will achieve the Masters Grade Level performance standards on all state assessments.




Evaluation Data Sources: English, Math, Science, and Social Studies Curriculum-Based Assessments, Benchmarks, and STAAR EOC Assessments.





Summative Evaluation: Some progress made toward meeting Objective






Strategy 1 Details	Reviews			
Strategy 1: All student groups will be carefully monitored with Domain 3 - Closing the Gaps for each curriculum based assessment with particular attention to EBs, economically disadvantaged, and special education students. Strategy's Expected Result/Impact: Improved student performance on classroom, CBA, Benchmark, and STAAR EOC assessments. Staff Responsible for Monitoring: Administration, Instructional Coaches, Team Leads, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Design a comprehensive review, remediation, and enrichment program for STAAR EOC testers based on Benchmark, CBA and previous EOC data for all students and student groups. Strategy's Expected Result/Impact: Improved student performance on STAAR EOC in all subjects: Algebra I, English I, English II, Biology, and US History. Improved student performance on Formative/Summative assessments, CBAs, Benchmarks, and course goals. Staff Responsible for Monitoring: Administration, Instructional Coaches, Team Leads, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Maximize our time during flex period in order to take advantage of tutorials during the school day and targeted intervention for accelerated instruction for all EOC re-testers and monitor using the Ediciency program. Strategy's Expected Result/Impact: Increased student performance on EOC tests. Staff Responsible for Monitoring: Administration, Technology IC, Instructional Coaches, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Ediciency - Technology Budget - \$7,200		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Flex scheduling will provide opportunities for student's academic growth and social emotional wellbeing with the weekly inclusion of SEL lessons. Strategy's Expected Result/Impact: Increase in Meets and Masters Grade Level performance. Staff Responsible for Monitoring: Administrators, Counselors, Teachers		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 5 Details	Reviews			
Strategy 5: Utilize an English tutor for the students in English 3 that have not yet met standard on English 1 and/or 2 EOCs to help fill gaps and provide targeted intervention. Strategy's Expected Result/Impact: Improved STAAR scores and increased progress measures Staff Responsible for Monitoring: Administration, English IC, English teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: English Tutor - State Comp Funds - \$3,200	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Schedule Special Education students so that effective, timely, and on-going Inclusion Support is provided through a Co-Teach model. Strategy's Expected Result/Impact: Improved academic performance of special education students on all assessments including STAAR EOC. Staff Responsible for Monitoring: Administration, Special Education IC, Case Managers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Ensure that all Special Education/504/EB students have access to, are taught how to use, and are provided opportunities to utilize supplemental aides during classroom instruction, when taking summative/formative classroom assessments, and when taking state tests. Strategy's Expected Result/Impact: Improved academic performance of targeted student groups on all assessments, including STAAR EOC. Differentiated Instruction Documentation of Supplemental Aid use Staff Responsible for Monitoring: All Teachers, Academic Dean of Testing Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Consistently use Summit K12's online, standards-based supplemental curriculum to close gaps and ensure growth for EB students. Strategy's Expected Result/Impact: Improved language acquisition and improved performance on campus, district, and state assessments. Staff Responsible for Monitoring: Dean of Testing, LPAC Administrator, Administration, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Ensure all BHHS English teachers are trained in language acquisition (sheltered instruction) and are ESL certified. Strategy's Expected Result/Impact: Improved student performance on classroom, CBA, Benchmark, and STAAR EOC assessments. Staff Responsible for Monitoring: Campus LPAC Administrator Administrators, English IC, English Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Teachers will continuously engage in the Fundamental Five to maximize instructional efforts; Administrators will conduct "Eagle Walks" each week and provide feedback to teachers on the Fundamental Five. Strategy's Expected Result/Impact: Improved student performance on Formative/Summative assessments, CBAs, Benchmarks, and course grades. Improved performance on STAAR EOC, AP, SAT, ACT Staff Responsible for Monitoring: Administrators, Instructional Coache, Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				



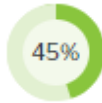

Strategy 11 Details	Reviews			
Strategy 11: Core teachers meet daily in professional learning communities to collaboratively design TEKS-based lessons, share and model best practices, data analysis (common assessments, CBA, Benchmark, STAAR, AP, six weeks passing rates), and to review the progress of campus and department goals. Strategy's Expected Result/Impact: Improved literacy skills for all students as demonstrated by improved EOC, AP, PSAT, SAT, ACT, and TSI scores. Improved student performance on Formative/Summative assessments, CBAs, Benchmarks, and course grades. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Team Leads, Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Implement the new BHISD Grading Guidelines to ensure grading practices support learning. Strategy's Expected Result/Impact: Reduction in course failure rates. Improved student performance on Formative/Summative assessments, CBAs, Benchmarks, and course goals. Improved performance on STAAR, EOC, AP, SAT, ACT. Staff Responsible for Monitoring: Administration, Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Engage students in critical thinking and writing using advanced instructional strategies and questioning strategies such as Depth of Knowledge, STAAR Levels of Questions, and Socratic Seminars. Strategy's Expected Result/Impact: Improved literacy skills for all students as demonstrated by improved EOC, AP, PSAT, SAT, ACT, and TSIA 2 scores. Improved student performance on Formative/Summative assessments, CBAs, Benchmarks, and course grades. Lesson Plan Review Observation Data Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
Strategy 14: All honors and AP teachers will receive the required training annually (six hour updates by the end of the year and 30 hour initials by December for a teacher new to the course) Strategy's Expected Result/Impact: Increase Meets and Masters Grade Level performance as well as Advanced Placement scores of 3's, 4's, and 5's. Staff Responsible for Monitoring: Director of Program & Curriculum Integration Associate Principal	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 15 Details	Reviews			
Strategy 15: Digital software will be evaluated annually to determine which softwares enhance our instruction and maximize impact without paying for duplicate softwares. Strategy's Expected Result/Impact: Increased engagement and consistency in usage to support learning and positive learning outcomes. Staff Responsible for Monitoring: Technology department, curriculum department, instructional technology coach, ICs, Associate Principal	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: Barbers Hill High School will provide effective teaching and learning that results in the highest ratings in the state accountability system.

Performance Objective 2: Increase the percentage of students who meet or exceed their projected STAAR Progress Measure.

Evaluation Data Sources: English and Math Curriculum-Based Assessments, Benchmarks, and STAAR Assessments.





Strategy 1 Details	Reviews			
Strategy 1: Administrators guide teachers in setting goals and developing strategies to help all students achieve greater than expected growth. Strategy's Expected Result/Impact: Increased percentage of students meeting and exceeding the STAAR Progress Measure. Staff Responsible for Monitoring: Administration Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will set individual goals related to their academic progress with their teachers. Strategy's Expected Result/Impact: Increased percentage of students meeting and exceeding the STAAR Progress Measure. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Data protocols will be provided and implemented to monitor student progress related to the Approaches, Meets, and Masters grade level performance levels. Strategy's Expected Result/Impact: Increased data analysis and student achievement. Staff Responsible for Monitoring: Administration, ICs, Team Leads, Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Intentional use of Frequent, Small Group, Purposeful Talk and Writing Critically will support student engagement and improved student learning outcomes. Strategy's Expected Result/Impact: Increased scores and progress Staff Responsible for Monitoring: Administration, ICs, and Teachers	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Data tracking tools will be utilized in PLCs to monitor student achievement throughout the year. Strategy's Expected Result/Impact: With virtual data walls, no student will go backwards without intervention and targeted support. Staff Responsible for Monitoring: Administration, ICs, Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Barbers Hill High School will provide effective teaching and learning that results in the highest ratings in the state accountability system.

Performance Objective 3: The BHHS attendance rate will be at least 96% and all students will meet attendance requirements.




Evaluation Data Sources: Attendance reports each six weeks.





Strategy 1 Details	Reviews			
Strategy 1: Attendance2Attendance will be implemented to provide ongoing tracking of student attendance and increase communication to home and school regarding attendance. Strategy's Expected Result/Impact: Increase in attendance rate. Staff Responsible for Monitoring: Administration and Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Parents will be called by the attendance clerk when students are absent. Strategy's Expected Result/Impact: Improved communication and relational capacity to show the importance of attendance Staff Responsible for Monitoring: Administration and Attendance Clerks	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Assistant Principals will hold attendance hearings for students with chronic absentee patterns. Staff Responsible for Monitoring: Campus Principal Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Campus Principal will highlight the importance of attendance in newsletters and other communication avenues. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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

Performance Objective 1: Provide teacher professional development for and monitor completion of students who are meeting the college, career, or military readiness requirements.

Evaluation Data Sources: Number of students receiving CCMR credit in the state accountability system.

Strategy 1 Details	Reviews			
Strategy 1: Identify students with AP Potential from teacher recommendations, AP Potential report, PSAT 8/9, PSAT/NMSQT, and STAAR data. Strategy's Expected Result/Impact: Increased AP participation and performance. Increase in masters grade level EOC scores. Staff Responsible for Monitoring: Dean of Instruction Instructional Coaches Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in AP/PAP/DC training. All current AP/PAP/DC teachers will participate in the appropriate advanced academics training to be compliant with district training requirements. Strategy's Expected Result/Impact: Increased AP participation and performance. Increase in masters grade level EOC scores. Staff Responsible for Monitoring: Coordinator for Advanced Academics Principal Dean of Instruction Instructional Coaches Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Offer additional AP and CTE course offerings. Strategy's Expected Result/Impact: Increased AP participation and performance and Increase in masters grade level EOC scores. Increased enrollment in CTE classes and Increase in the number of certifications earned. Staff Responsible for Monitoring: Administration, CTE coordinators, AP Teachers, CTE teachers	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 4 Details	Reviews			
Strategy 4: Utilize CollegeBoard student performance reports to identify and correct weaknesses in our instructional program. Strategy's Expected Result/Impact: Increased AP participation and performance. Increase in masters grade level EOC scores. Staff Responsible for Monitoring: AP Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide SAT and TSIA 2.0 training and resources for Instructional Coaches, English, and Math teachers. Strategy's Expected Result/Impact: Increased SAT overall and subject area performance scores. Staff Responsible for Monitoring: Principal Dean of Instruction Department Administrators Mathematics Teachers English Teachers Curriculum Coordinators Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Teacher training will be provided in courses that lead to student certifications. Strategy's Expected Result/Impact: Training will be offered and attended as needed. Staff Responsible for Monitoring: Director of Program and Curriculum Integration CTE Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: The failure rate of students in CTE courses will be tracked each six weeks and student remediation will occur as needed. Strategy's Expected Result/Impact: Increased completion rate of CTE students. Staff Responsible for Monitoring: CTE Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				




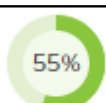




Strategy 8 Details	Reviews			
Strategy 8: Monitor the progression of students meeting college, career, and military readiness indicators and provide opportunities when appropriate to meet CCMR criteria. Strategy's Expected Result/Impact: Increase the number of students meeting CCMR accountability indicators. Staff Responsible for Monitoring: Kari Sager College and Career Counselor Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 2: Provide multiple assessments opportunities for students to demonstrate college, career, or military readiness.

Evaluation Data Sources: Number of students participating in college, career, or military readiness assessments with satisfactory performance.




Strategy 1 Details	Reviews			
Strategy 1: Provide students in grades 9-11 with the opportunity to take the PSAT test at no expense to the student during the regular school day. 9th graders will be included if they have any honors course, all 10th graders will be included, and 11th graders that had accelerated math in the middle school will be included in the schoolday administration of the PSAT. Strategy's Expected Result/Impact: Measure readiness for college, access scholarships, and practice for the SAT. Staff Responsible for Monitoring: Director of Program and Curriculum Integration Dean of Testing	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide students in grade 11 with the opportunity to take the SAT test at no expense to the student during the regular school day. Strategy's Expected Result/Impact: Measure readiness for college and access scholarships. Staff Responsible for Monitoring: Director of Program and Curriculum Integration Dean of Testing	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Offer and provide SAT and PSAT course preparation to students in grades 9-12. The following individual groups will receive test prep at no cost from the school: Select Academic Team Open Doors Team (Title 4 Student Group) Strategy's Expected Result/Impact: Increased SAT overall and subject area performance scores. Staff Responsible for Monitoring: Coordinator of State and Federal Funding Curriculum Coordinators Director of Program Integration Administration Select Academic Team Sponsor Open Doors Team Sponsor	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 4 Details	Reviews			
Strategy 4: Administer TSIA 2.0 in the fall to seniors not making progress on meeting CCMR criteria and again in the Spring for DC kids trying to qualify for fall courses, exiting seniors that need it for college placement purposes, and to support CCMR needs. Strategy's Expected Result/Impact: Increase in students meeting CCMR criteria. Staff Responsible for Monitoring: College and Career Counselor Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Administer AP exams for students enrolled in AP courses. Staff Responsible for Monitoring: Director of Program and Curriculum Integration College and Career Counselor AP Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: The ASVAB will be administered annually. Strategy's Expected Result/Impact: Increase in students meeting CCMR criteria. Staff Responsible for Monitoring: College and Career Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Increase the number of students certified in specific areas related to workforce development in the CTE department. Strategy's Expected Result/Impact: Continued increase in the number of CTE certifications earned and completed pathways within courses of study. Staff Responsible for Monitoring: CTE Coordinator, CTE teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




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







Performance Objective 3: Initiate courses and/or programs based on student interests and needs that allow for successful and equitable access to college, career, and military readiness activities.

Evaluation Data Sources: Course offerings and participation data.

Strategy 1 Details	Reviews			
Strategy 1: CTE course offerings will be aligned to current industry standards. Strategy's Expected Result/Impact: Increased course offerings. Staff Responsible for Monitoring: CTE Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: A coherent sequence of courses will be offered that lead to an endorsement and/or certification. Strategy's Expected Result/Impact: Course offerings are monitored. Staff Responsible for Monitoring: CTE Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide the necessary hardware/software/basic supplies for the CTE courses. Strategy's Expected Result/Impact: Meet requirements for all course offerings. Staff Responsible for Monitoring: CTE Coordinator Director of Technology Funding Sources: Additional equipment - CTE Budget	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Continue the focus of expanding certification opportunities for CTE students. Strategy's Expected Result/Impact: Expansion of CTE certification opportunities Staff Responsible for Monitoring: CTE Coordinator CTE Teachers Principal Dean of Instruction College and Career Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Collaborate with Lee College, CMEF, and local industry to meet the needs of a community workforce program, and seek funding sources for training equipment. Strategy's Expected Result/Impact: Increase enrollment in CTE courses. Increase the number of licenses and/or certifications earned by students enrolled in CTE courses. Staff Responsible for Monitoring: CTE Coordinator CTE Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Increase participation and quality of the STEM, Health Science, Ag, A/V Technology, Construction, and Business programs. Strategy's Expected Result/Impact: Increase enrollment in CTE courses. Increase the number of licenses and/or certifications earned by students enrolled in CTE courses. CTE curriculum documents are developed. Staff Responsible for Monitoring: Associate Director of Curriculum & Advanced Academics CTE Coordinator CTE Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Develop a plan to improve CTE Nontraditional Course Completion Rate for males and females. Strategy's Expected Result/Impact: Expansion of CTE programs and inclusion of nontraditional placements for male and female students. Staff Responsible for Monitoring: CTE Coordinator CTE Teachers	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 8 Details	Reviews			
Strategy 8: Use the evaluation of the CTE program conducted during the previous year to make decisions regarding the addition/deletion/revision of CTE programs for the 22-23 school year. Strategy's Expected Result/Impact: Increase in student enrollment in CTE courses. Increase in CTE course offerings. Completion of CTE strands. Staff Responsible for Monitoring: College and Career Task Force CTE Coordinator Campus Principal Lead Counselor Dean of Instruction CTE Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Support a Select Academic Team (grades 9-11) to foster and grow National Merit and AP Scholars. Strategy's Expected Result/Impact: Increased number of National Merit and AP Scholars. Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction Assoc. Director of Curriculum & Advanced Academics Dean of Instruction Select Academic Team Sponsors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Increase advanced course offerings (OnRamps, AP, DC, advanced CTE, etc.) Strategy's Expected Result/Impact: Increased participation and performance in advanced courses. Increase in students meeting CCMR criteria. Staff Responsible for Monitoring: Director of Program and Curriculum Integration Dean of Instruction CTE Coordinator College and Career Counselor	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 11 Details	Reviews			
Strategy 11: Continue the Open Doors program to identify and support underrepresented populations of students in advanced courses. Strategy's Expected Result/Impact: Advanced Academic courses will increase in enrollment and diversity. Staff Responsible for Monitoring: Deputy Superintendent of Curriculum and Instruction Director of Program and Curriculum Integration State/Federal Programs Coordinator Dean of Instruction Open Doors Sponsors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Increase the participation and quality of the Computer Science courses. Strategy's Expected Result/Impact: Computer Science enrollment increases, Computer Science curriculum documents are developed, AP Computer Science course is offered. Staff Responsible for Monitoring: Deputy Superintendent of Curriculum and Instruction Assoc. Director of Curriculum & Advanced Academics CTE Coordinator Computer Science Teacher	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: Promote college, career, and military readiness programs within the campuses and throughout the community.

Evaluation Data Sources: Increased enrollment and interest in college, career, and military readiness programs.


Strategy 1 Details	Reviews			
Strategy 1: Career exploration activities will occur annually. Strategy's Expected Result/Impact: Increased awareness of opportunities in College and Career fields. Staff Responsible for Monitoring: CTE Coordinator College and Career Counselor Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Military recruiting agents will visit the campus. Strategy's Expected Result/Impact: Increased awareness and military interest. Staff Responsible for Monitoring: College and Career Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Conduct an annual college fair. Strategy's Expected Result/Impact: Increased opportunities to students. Staff Responsible for Monitoring: College and Career Counselor Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Collaborate with Lee College and local industry to meet the needs of CTE programs. Strategy's Expected Result/Impact: Increased enrollment in CTE courses, increased number of licenses and/or certifications earned by students enrolled in CTE courses, increased number of students meeting CCMR criteria. Staff Responsible for Monitoring: CTE Coordinator CTE Teachers	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 5 Details	Reviews			
Strategy 5: Conduct an elective fair for grades 9-11 during registration that includes CTE courses and programs. Strategy's Expected Result/Impact: Increased enrollment in CTE courses, increased number of licenses and/or certifications earned by students enrolled in CTE courses, increased number of students meeting CCMR criteria. Staff Responsible for Monitoring: CTE Coordinator CTE Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Conduct an annual career day with community partnerships. Strategy's Expected Result/Impact: Increase community involvement with CTE programs in our district. Staff Responsible for Monitoring: CTE Coordinator College and Career Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Goal 3: Barbers Hill High School personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: All parents will have at least opportunity to participate in school activities, organizations, trainings, meetings, and/or parent conferences.

Evaluation Data Sources: Meeting attendance data

Strategy 1 Details	Reviews			
Strategy 1: Implement the use of Parent Square for all campus communications, along with Skyward Message Center, Twitter, or other platforms, such as SportsYou, to create personalized emails and phone calls/text to parents regarding important events. Strategy's Expected Result/Impact: Increased parent and student involvement and feedback. Staff Responsible for Monitoring: Campus administration Counselors Teachers	Formative			Summative
	Nov	Jan	Mar	June
				


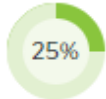
Strategy 2 Details	Reviews			
Strategy 2: The counseling office will offer the following services this year: Senior Parent Night Financial Aid Nights SAT/ACT Boot camp Junior Parent Night Freshman Orientation Incoming Freshman Parent Night Sophomore Parent Night Scheduling Presentations Four Year Planning Four Year Revise and Edit Endorsement Update Advanced Academics Parent Night Mentor Coordination College Applications TACRO College Night Career Fair - CTE Dual Credit TSIA 2.0 Testing TSIA 2.0 Testing for Seniors Top 10% Banquet Coffee with the Counselors Rank Dissemination New to the Nest Strategy's Expected Result/Impact: Increased communication, clarification, and awareness of all opportunities, requirements, and services provided by the school. Staff Responsible for Monitoring: Counselors Dean of Instruction Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Meet the Teacher Night and Open House will take place to invite parents into our school and to begin building positive relationships. Strategy's Expected Result/Impact: Increase in teacher and parent communication. Staff Responsible for Monitoring: Deputy Superintendent of Curriculum and Instruction	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 4 Details	Reviews			
Strategy 4: Watch D.O.G.S. program will be utilized. Strategy's Expected Result/Impact: Increased participation of parents on campus. Staff Responsible for Monitoring: Assistant Principal over Safety 9th Grade Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Parent Square will be utilized so that families can translate our communication to the language that is spoken in the home. Strategy's Expected Result/Impact: Improved access to important communication and increased partnerships with parents Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Teachers will engage families in true partnerships with two way communication to support student learning and well rounded growth, including phone calls and parent conferences when needed. Strategy's Expected Result/Impact: Positive parent partnerships resulting in student success Staff Responsible for Monitoring: Teachers, Administration	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 4: Barbers Hill High School will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 1: Implement PBIS Initiative at Barbers Hill High School

Evaluation Data Sources: The number of discipline referrals and student placements in ISS, DAEP, and High Point.

Strategy 1 Details	Reviews			
Strategy 1: Provide multiple PBIS updates throughout the year for all high school staff. Strategy's Expected Result/Impact: Reduction in number of ISS, DAEP, and High Point placements. Staff Responsible for Monitoring: Campus Principal PBIS Administrator PBIS Team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide on-going support for the PBIS committee to ensure effective implementation. Strategy's Expected Result/Impact: Reduction in number of ISS, DAEP, and High Point placements. Staff Responsible for Monitoring: Campus Principal PBIS Administrator PBIS Team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide guest speakers and special presentations to encourage positive and productive decision-making. Strategy's Expected Result/Impact: Improved student behavior as reflected in the number of class tardies, improvement in student attendance rate, and reduction in the number of discipline referrals. Staff Responsible for Monitoring: Campus Administrators Counselors S4 Committee	Formative			Summative
	Nov	Jan	Mar	June
	N/A			









Strategy 4 Details	Reviews			
Strategy 4: Share resources and information regarding the dangers of cyber bullying, dating violence, sexual harassment, and teenage tobacco/drug/alcohol use with students and parents through SEL time, Coffee with Counselors, and updates through Parent Square. Strategy's Expected Result/Impact: Increased awareness and understanding of problems and situations faced by high school students. Staff Responsible for Monitoring: Counselors Campus Administrators School Nurse	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Create and display signage throughout the school and classrooms furthering behavioral expectations. Strategy's Expected Result/Impact: Improved student behavior as reflected in the number of class tardies, improvement in student attendance rate, and reduction in the number of discipline referrals. Staff Responsible for Monitoring: Principal PBIS Administrator PBIS Team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Use STOPit! anonymous reporting program for bullying and other threatening behavior. Strategy's Expected Result/Impact: Decrease in unwanted behavior across the campus. Staff Responsible for Monitoring: Safe Schools Coordinator Director of Technology Principal Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Safety Assessment Monitors located at all campuses to assist in safety awareness and training of substitutes on safety protocols. Strategy's Expected Result/Impact: Safety Staff Responsible for Monitoring: Safe Schools Coordinator Principal Assistant Principal over Safety	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: SEL lessons delivered to classes every Wednesday. Strategy's Expected Result/Impact: Helps students to better comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others. Improve the school environment by increasing awareness of the struggles others may be facing. Staff Responsible for Monitoring: Principal Campus Administrators Counselors Social Worker Teachers SEL Task Force	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







Goal 4: Barbers Hill High School will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 2: Audits, drills, student surveys, and staff/student training will occur regularly to ensure student/employee safety.

Evaluation Data Sources: S4 meeting minutes, training records, testing documents, sign-in sheets.

Strategy 1 Details	Reviews			
Strategy 1: Random drug testing program will be conducted. Strategy's Expected Result/Impact: Decrease in drug use. Staff Responsible for Monitoring: DAEP Principal, Principal, and Principal's Secretary	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Sexual Child Abuse training will be conducted annually. Strategy's Expected Result/Impact: Increased awareness of warning signs and procedures for reporting. Staff Responsible for Monitoring: Counselors Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Counseling and School Social Worker services will be available on campus. Strategy's Expected Result/Impact: Needs of all students will be met. Staff Responsible for Monitoring: Deputy Superintendent Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: CPR training will be offered twice annually for all employees. Strategy's Expected Result/Impact: Ability to help students/staff in need. Staff Responsible for Monitoring: Lead Nurse	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 5 Details	Reviews			
Strategy 5: 504 updates will occur annually and as needed. Strategy's Expected Result/Impact: Requirements are met. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Drug and Alcohol abuse awareness will occur throughout the year (Red Ribbon Week, Fall Fest) Strategy's Expected Result/Impact: Decrease in drug and alcohol use. Staff Responsible for Monitoring: Deputy Superintendent Counselors District Social Worker	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: CPR instruction will be provided to all students during their 9th grade year. Strategy's Expected Result/Impact: Ability to help those in need. Meet state requirements. Staff Responsible for Monitoring: Lead Nurse Biology Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: SEL lessons will address dating violence prevention, bullying awareness intervention, safety, coping strategies, and respecting differences to support well rounded development and promote a safe learning environment. Strategy's Expected Result/Impact: No incidents of dating violence. Staff Responsible for Monitoring: Counselors Safe Schools Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Identify homeless students through registration and provide ongoing support throughout the school year. Strategy's Expected Result/Impact: Identification of students and allocation of resources. Staff Responsible for Monitoring: District Social Worker Counselors	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
Strategy 10: Support foster students and families throughout the year. Strategy's Expected Result/Impact: Ability to support all students in need. Staff Responsible for Monitoring: District Social Worker Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Raptor will be used for all safety drills so that staff can become familiar with the platform and we can identify troublespots to address proactively. Strategy's Expected Result/Impact: Improved communication during any safety drill or crisis. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Barbers Hill High School will employ, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 1: Promote Professional Learning Communities in all departments on campus.




Evaluation Data Sources: Department and team meeting agendas, decisions, and attendance.






Strategy 1 Details	Reviews			
Strategy 1: Provide a common planning period for all state tested content/grade level teams to allow for collaboration, planning, data analysis, and curriculum alignment (vertical/horizontal). Strategy's Expected Result/Impact: Increased student and teacher performance in all areas. Staff Responsible for Monitoring: Principal Dean of Instruction Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Assign team leaders to facilitate PLC efforts within a given team. Strategy's Expected Result/Impact: Increased student and teacher performance in all areas. Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Barbers Hill High School will employ, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 2: Provide all campus staff with a minimum of two professional development opportunities each school year.

Evaluation Data Sources: Professional development attendance data. Professional development plan.





Strategy 1 Details	Reviews			
Strategy 1: Encourage enrollment for teachers and staff in upcoming professional development opportunities through careful communication and ensure all understand the process for registration if needed. Strategy's Expected Result/Impact: Continual growth of professional staff. Staff Responsible for Monitoring: Principal Campus Administrators CTE Coordinator Department Chairs	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Embedded professional development opportunities into Faculty Meetings and PLCs to promote professional growth aligned to the goals of the campus. Strategy's Expected Result/Impact: Continual growth of professional staff. Staff Responsible for Monitoring: Principal Campus Administrators CTE Coordinator Department Chairs	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Monitor staff participation in the district required trainings, such as the Fundamental Five, to ensure ongoing professional learning is aligned to district focus areas. Strategy's Expected Result/Impact: Staff professional learning that will benefit instruction to improve learning outcomes for all students Staff Responsible for Monitoring: Campus Administration, ICs	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 4 Details	Reviews			
Strategy 4: Provide access to the PLC institute until all ICs and team leads have received training to effectively lead their teams in PLCs. Strategy's Expected Result/Impact: Increased productivity in PLCs to improve student learning outcomes for all students Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide teachers training with the "STAAR Re-Design" and the new item types so we can align instruction and assessment with the new ways students will be assessed on state assessments. Strategy's Expected Result/Impact: Consistent use of these tools in instruction and assessment will result in success on state EOCs Staff Responsible for Monitoring: Administration, ICs, Team Leads, Teachers	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Barbers Hill High School will employ, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 3: Cultivate multiple opportunities for leadership in all areas on the campus.

Evaluation Data Sources: Department and Campus structures.

Strategy 1 Details	Reviews			
Strategy 1: Maintain an organizational structure in all departments that includes a supervising administrator, a department chairperson, and/or content team leaders so that communication is accurate, timely, relevant, purposeful, and meaningful to all stakeholders. Strategy's Expected Result/Impact: Effective and timely communication. Staff Responsible for Monitoring: Principal Administrators Department Chairpersons	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Support the efforts of aspiring leaders and advanced degree pursuits through provision of observation hours, leadership assignments, and inclusion in leadership roles. Strategy's Expected Result/Impact: Development of campus leaders. Staff Responsible for Monitoring: Principal Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase opportunities for leadership for all teachers/staff by offering responsibilities in departments, committees, site teams, and content teams. Strategy's Expected Result/Impact: Development of campus leaders. Staff Responsible for Monitoring: Principal Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Administrators will meet weekly or biweekly with department chairpersons and instructional coaches to ensure open lines of communication and to provide opportunities to problem-solve and provide input to administration. Strategy's Expected Result/Impact: Development of campus leaders. Staff Responsible for Monitoring: Principal Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Improve relational capacity between mentors and mentees with the use of the New Teacher Handbook in order to provide ongoing support of new staff while empowering current staff. Strategy's Expected Result/Impact: Successful onboarding and increased retention of new teachers Staff Responsible for Monitoring: Mentor coaches, mentors, administration	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Barbers Hill High School

Total SCE Funds: \$43,287.28

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

One aide is paid for from SCE.

Personnel for Barbers Hill High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Megan Hill	Aide	1

Campus Funding Summary

Technology Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Edficiency		\$7,200.00
Sub-Total					\$7,200.00
CTE Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	3	Additional equipment		\$0.00
Sub-Total					\$0.00
State Comp Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	English Tutor		\$3,200.00
Sub-Total					\$3,200.00