

# **Barbers Hill Independent School District**

## **Barbers Hill Elementary South**

### **2023-2024 Campus Improvement Plan**

**Accountability Rating: A**



# Mission Statement

It is the fundamental purpose of Elementary School South to achieve high levels of learning and understanding for ALL (staff, students, and parents) in a safe, healthy, and supportive environment with respect to all cultures and demographics.

## Vision

Elementary School South will promote a campus culture that embraces PLCs as a way of life exemplified through collaboration, celebration, reflection, and calibration. We will be reflective in our practice and relentless in the pursuit of student success by prioritizing our values, or “Big Rocks;” quality instructional leadership, quality T1 instruction, social emotional learning, and effective classroom management.

<b>Quality Instructional Leadership</b> <ul style="list-style-type: none"> <li>• Be visible in classrooms and in PLCs</li> <li>• Provide resources</li> <li>• Offer feedback</li> <li>• Trust</li> <li>• Build relationships</li> <li>• Provide clarity</li> <li>• Be reflective in our practice</li> </ul>	<b>Quality T1 Instruction</b> <ul style="list-style-type: none"> <li>• Provide small group instruction daily</li> <li>• Hold effective PLCs</li> <li>• Provide explicit, data-driven instruction</li> <li>• Build TEKS knowledge</li> <li>• Utilize Fundamental 5 principles daily</li> <li>• Deliver differentiated instruction</li> <li>• Be reflective in our practice</li> </ul>
<b>Social Emotional Learning</b> <ul style="list-style-type: none"> <li>• Consistent guidance lessons</li> <li>• Maintain a physically and emotionally safe environment</li> <li>• Build relationships (adults to adults, students to students, and adult to students)</li> <li>• Model appropriate behavior</li> <li>• Be reflective in our practice</li> </ul>	<b>Effective Classroom Management</b> <ul style="list-style-type: none"> <li>• Be in Power Zone 75% of the time</li> <li>• Create and maintain effective routines and procedures</li> <li>• Offer positive reinforcement (PBIS)</li> <li>• Maintain consistency</li> <li>• Keep the 100% rule</li> <li>• Deliver consistent parent communication</li> <li>• Keep true to common procedures and expectations</li> <li>• Be reflective in our practice</li> </ul>

As a result of our shared mission and aspirational vision, the faculty and staff of Elementary South collectively commit to:

- Speaking the same language with clearly defined roles and responsibilities, terms, and expectations – when we are unsure we will ask
- Adhering to ESS' PLC Framework and Expectations
- Operating within norms and addressing situations when norms are broken with respect, trust, transparency, and vulnerability
- Creating opportunities conducive to effective collaboration, celebration, reflection, and calibration
- A supportive administration that is emotionally constant, responds timely, and is visible

- Keeping an open mind and setting aside pride for the greater mission of Elementary South
- Making professional and student growth the focus of faculty meetings
- Adhering to Southside's Instructional Tenets:
- Fundamental 5 Framework
- Small group instruction
- Data-driven instruction

#### Elementary South's PLC Framework & Expectations

PLCs must:

- Occur at the same day and time each week
- Be driven by an agenda with agreed upon norms with weekly roles assigned
- Focus on the four PLC questions:
  - Q1 - What is it we want our students to learn?
    - Essential Standards
  - Q2 - How will we know if each student has learned it?
    - Assessments, student product and/or artifacts
  - Q3 - How will we respond when some students do not learn it?
    - Intervention
  - Q4 - How can we extend and enrich the learning for students who have demonstrated proficiency?
    - Enrichment and extension activities
- Include active participation by all team members
- Include unpacking of standards prior to a new unit (see protocol)
- Plan backward with the "End in Mind"

# Instructional Leadership Team

Name	Committee Role	Term
Michelle James	Principal	Ongoing
Josh Painter	Administrator	
Brandy Royal	Administrator	
Megan Campbell	Teacher	
Courtney Orosco	Teacher	
Rachell Warren	Teacher	
Kristi Tucker	Teacher	
Julie Wylie	Teacher/Instr. Coach	
Christy Stewart	Teacher	
Jennifer Baggs	Instr. Coach	
Kelly Jones	Parent	
Stephanie Juarez	SPED Rep	
Fabiola Avena	Bilingual Rep	
Ashlee Boothe, Ed.D.	State and Federal Programs Coordinator	Ongoing
Jodie Meredith	LSC staff member	Ongoing
Laura Herrington	Teacher	
L. Bell & B. Onken	Counselors	

Haley Lamb Interventionist

Renee Carroll Interventionist

Hanna Odom Interventionist

Heather Louvier Interventionist

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# Comprehensive Needs Assessment

Revised/Approved: September 11, 2023

## Demographics

### Demographics Summary

BHES takes pride in understanding our faculty and staff as well as stakeholders.

### Demographics Strengths

We have strong involvement from all in campus life. Teachers understand the make up of their classes and procedures are in place to track data on all students for academics and attendance.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Lack of attendance for a small group of students within our High Focus Group (SPED, EB, & ED) is reaching high numbers therefore hindering their academic success. **Root Cause:** The importance of a student being present in school dropped during Covid and some parents have not yet recovered.

# Student Learning

## Student Learning Summary

BHES 2023 EOY Data:

### FIRST GRADE:

DIBELS

BOY - 59%

EOY - 88%

Value added = +29

DRA

MOY - 58%

EOY - 70%

Value added = +12

### SECOND GRADE:

DIBELS

BOY - 63%

EOY - 79%

Value added = +16

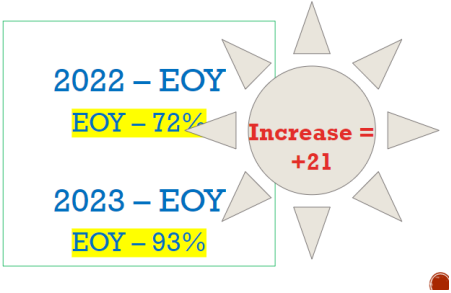
DRA

BOY - 57%

EOY - 70%

Value added = +13

### SECOND GRADE MATH:



Elementary School South third grade students take the STAAR Reading and STAAR Math Assessments. This year our teachers worked diligently to prepare our students for STAAR redesign which incorporated new item types as well as a writing component not seen before on the state assessment. Elementary South third grade students achieved the following results:

Elementary South Reading	307	91%	73%	36%
Economic Disadvantage	110	82%	58%	18%
Asian	5	60%	60%	20%
Black/African American	20	75%	65%	30%
Hispanic	104	93%	73%	31%
Two or More Races	13	92%	85%	23%
White	165	92%	73%	41%



<b>Elementary South Reading</b>	<b>307</b>	<b>91%</b>	<b>73%</b>	<b>36%</b>
Currently Emergent Bilingual	34	82%	68%	24%
Special Ed Indicator	43	56%	33%	23%

<b>Elementary South Math</b>	<b>307</b>	<b>89%</b>	<b>63%</b>	<b>31%</b>
Economic Disadvantage	110	84%	52%	18%
Asian	5	100%	60%	20%
Black/African American	20	70%	50%	20%
Hispanic	104	90%	61%	25%
Two or More Races	13	85%	77%	23%
White	165	90%	65%	36%
Currently Emergent Bilingual	34	85%	50%	9%
Special Ed Indicator	43	56%	35%	14%

### Student Learning Strengths

Our teachers analyze our formative data using the Benchmark test students complete in early Spring to help guide instruction and evaluate where students strengths and weaknesses may fall. This year our students grew multiplicatively in Reading with intentionality and direct instruction from the staff.

<b>Reading Benchmark to STAAR</b>			
	Approaches	Meets	Masters
Benchmark	75.4	37.7	20.45
STAAR	91	73	36
% gain	+15.6	+35.3	+15.55

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Our campus' Meets/Masters percentage did not fall at the long-term percentage for each category within Domain III, EBs and SPED in particular. **Root Cause:** There was little clarity on what small group instruction is and how it was to be implemented.

# School Processes & Programs

## School Processes & Programs Summary

BHES has clear processes for hiring, clear roles and responsibilities, good professional learning opportunities, support for new teaches, and we involve all stakeholders in the CIP process.

## School Processes & Programs Strengths

BHES has clear roles and responsibilities and we have campus autonomy to make decisions.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers struggle with classroom management. **Root Cause:** There are not enough opportunities throughout the school year for professional development.

# Perceptions

## Perceptions Summary

The perception of our learning environment is that it is a caring one - weekly celebrations, growth mindset, and data driven.

## Perceptions Strengths

We have processes in place to support staff - instructional coaches, enrichment teachers, data talks. The overall perception is that we are strong and improving!

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Enrichment schedules and uncommon conferences are causing growing pains. **Root Cause:** Growth through change hurts. Teachers desire tangible proof it will work.

# 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
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results

## **Student Data: Student Groups**

- Dyslexia data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data



- Other additional data








# Goals

**Goal 1:** The curriculum, instruction, and assessment components of BHES will facilitate learning for all students which will contribute to the highest rating in the state accountability system.

**Performance Objective 1:** 90% or more of all students and each student group will "meet grade level" on all state screeners and assessments in grades 1 - 3.

**Evaluation Data Sources:** CBAs, District Benchmarks, STAAR, DRA, DIBELS, and Imagine Math

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will meet weekly in PLCs to reflect on current practices and to discuss targeted skills, data, and best practices as well as to identify students' needs and plan for intervention and enrichment <b>Strategy's Expected Result/Impact:</b> Detailed PLC agendas and meeting minutes developed, appropriate interventions occur, teachers' TEKS knowledge and student achievement increases <b>Staff Responsible for Monitoring:</b> Administrators, CIA Leaders, Instructional Coach, Homeroom Teachers & Interventionists  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Instructional Coach - State Comp Funds - 91665.86, RTI Teacher - Title I - \$82,775.91	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Consistent, targeted, research-based interventions will be provided for all students that are not on grade level and that do not pass the CBAs, benchmark assessments, or are reading below grade level as evidenced by DIBELS and/or DRA data. <b>Strategy's Expected Result/Impact:</b> Differentiated, skills-based small group lessons occur, student achievement increases <b>Staff Responsible for Monitoring:</b> Instructional Coach, CIA leaders, Classroom Teachers, Interventionists, Administrators, and Enrichment Teachers	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Professional development will be provided on campus, for the campus, that aligns with BHES' values: quality instructional leadership, quality Tier 1 Instruction (Fundamental 5), social emotional learning, and effective classroom management. <b>Strategy's Expected Result/Impact:</b> Training agendas, sign-in sheets, observation & walk-through data will show evidence of the above values. <b>Staff Responsible for Monitoring:</b> Administrators, Interventionists, Instructional Coach, District Admin	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Appropriate enrichment will be provided for students meeting and mastering grade-level standards <b>Strategy's Expected Result/Impact:</b> Masters percentage increases, distinctions are earned <b>Staff Responsible for Monitoring:</b> Administrators, Interventionists, Instructional Coach, Homeroom Teachers, and Enrichment Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> BHES will implement, monitor, and support small group instruction based on student data and teacher reflection. <b>Strategy's Expected Result/Impact:</b> Student mastery of skills will increase as noted on all state and local assessments <b>Staff Responsible for Monitoring:</b> All ESS faculty and staff	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 1:** The curriculum, instruction, and assessment components of BHES will facilitate learning for all students which will contribute to the highest rating in the state accountability system.

**Performance Objective 2:** Both High Focus Group (SPED, EB, & ED) and Priority Demographics (Hispanic & African American) will master grade-level expectations in relation to Closing the Achievement Gap, Domain III.








**Evaluation Data Sources:** DIBELS, DRA, STAAR, & TELPAS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase opportunities for placement in inclusion and/or co-teach settings will be provided for Special Education students. <b>Strategy's Expected Result/Impact:</b> Master schedule, IEP meeting deliberations, SPED PLC minutes <b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers, SPED Res/Inclusion teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Consistent, targeted, research-based interventions will be provided for all students that are not on grade level and that do not pass the CBAs, benchmark assessments, or are reading below grade level as evidenced by DIBELS and DRA data. <b>Strategy's Expected Result/Impact:</b> Increase as noted in all state and local assessments, Closing the Gaps percentage, and distinctions earned <b>Staff Responsible for Monitoring:</b> Classroom teachers, Admin, Interventionists, Enrichment Teachers, and Instructional coaches	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> BHES will implement, monitor, and support differentiated small group instruction based on student data and teacher reflection. <b>Strategy's Expected Result/Impact:</b> Increase as noted in all state and local assessments, Closing the Gaps percentage, and distinctions earned <b>Staff Responsible for Monitoring:</b> Classroom teachers, CIAs, Interventionists, Instructional Coach, Enrichment Teachers, and Admin	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** The curriculum, instruction, and assessment components of BHES will facilitate learning for all students which will contribute to the highest rating in the state accountability system.

**Performance Objective 3:** Each BHES Emergent Bilingual student will increase in English proficiency for listening, speaking, reading and writing.








**Evaluation Data Sources:** TELPAS Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Bilingual/ESL teachers will meet monthly as a PLC to discuss best instructional practices, lesson planning, and strategic interventions as well as receive monthly updates from district TELPAS Task Force. <b>Strategy's Expected Result/Impact:</b> Task Force attendance, campus PLCs held <b>Staff Responsible for Monitoring:</b> Administrators, Bilingual & ESL Teachers, TELPAS Coaches, and Enrichment Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide ongoing and timely professional development to Bilingual/ESL teachers to facilitate skill acquisition needed to deliver effective differentiated instruction in relation to developing English proficiency. <b>Strategy's Expected Result/Impact:</b> Increase in TELPAS Composite rating for all EBs <b>Staff Responsible for Monitoring:</b> Administrators, Eagle Labs, Bilingual & ESL Teachers, TELPAS Coaches, and Enrichment Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Consistent, targeted research-based interventions will be provided for all EB students that did not show growth on TELPAS Composite Rating. <b>Strategy's Expected Result/Impact:</b> Adjusted Eagle Flex schedule <b>Staff Responsible for Monitoring:</b> Admin, Eagle Labs, Bilingual & ESL teachers, TELPAS Coaches, and Enrichment Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** The curriculum, instruction, and assessment components of BHES will facilitate learning for all students which will contribute to the highest rating in the state accountability system.

**Performance Objective 4:** The campus attendance rate will be at least 98% and all students will meet state attendance requirements







**Evaluation Data Sources:** Attendance reports each six weeks








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parents will be called when students are absent by homeroom teacher on the third consecutive day (Day #3). <b>Strategy's Expected Result/Impact:</b> Phone call logs <b>Staff Responsible for Monitoring:</b> Attendance Clerks, classroom teachers, and admin	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> BHES will incorporate incentives for highest grade-level attendance weekly as well as for perfect attendance at middle and end of year. <b>Strategy's Expected Result/Impact:</b> Attendance monitored each nine weeks, attendance rate increases <b>Staff Responsible for Monitoring:</b> Administrators, classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students with problematic attendance will be reviewed in Eagle Support Team and receive a plan specific to their needs. <b>Strategy's Expected Result/Impact:</b> Attendance monitored each six weeks, attendance rate increases <b>Staff Responsible for Monitoring:</b> Administrators, attendance clerk	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** A positive school-community relationship will support student success.

**Performance Objective 1:** BHES will encourage open communication between home and school.

**Evaluation Data Sources:** Feedback through surveys and communication logs




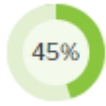




Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct an "Eagle Launch" orientation session prior to the opening of school to familiarize students and parents with campus and classroom rules and campus/classroom procedures. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets, parent feedback, handouts <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Parent engagement opportunities will be implemented to increase communication with parents about school programs, testing, student progress, and volunteer programs. <b>Strategy's Expected Result/Impact:</b> Events scheduled, sign-in sheets, agendas <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> BHES will use a variety of methods to communicate with parents such as Dojo, Parent Square, student agendas and campus newsletters to keep parents informed. <b>Strategy's Expected Result/Impact:</b> Parents remain informed of upcoming events <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> BHES will utilize our campus website and other social media to highlight on-going activities, successes, links to resources and contact information. <b>Strategy's Expected Result/Impact:</b> Campus website remains updated, the community feels informed <b>Staff Responsible for Monitoring:</b> Campus Webmaster, Admin	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> BHES will conduct at least 4 school-wide events that include parent participation (Turkey Trot, Veterans' Day Program, 1st Grade Field Day, Bilingual Family Night, Art & Writing Show, STAAR Night, Awards Ceremonies, etc.). <b>Strategy's Expected Result/Impact:</b> Sign-in sheets will show an increase in event attendance, event agendas will identify important topics, parents will provide positive feedback. <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Team Leaders, Classroom Teachers  <b>Funding Sources:</b> - General Campus Fund - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Implement an effective structure for Parent Volunteers with specific roles and responsibilities. <b>Strategy's Expected Result/Impact:</b> An increase of parent support on campus <b>Staff Responsible for Monitoring:</b> Volunteer Coordinator, Admin, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> BHES will incorporate Watch D.O.G.S. to increase parent involvement and to provide positive male role models for students. <b>Strategy's Expected Result/Impact:</b> Increased parent involvement, greater connection between home and school. <b>Staff Responsible for Monitoring:</b> Counselors, Admin, office staff	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** The campus will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.


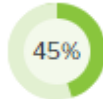






**Performance Objective 1:** Implement SEL and character programs that teach and highlight appropriate student behavior and citizenship.

**Evaluation Data Sources:** Feedback through surveys and evaluations.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Eagle of the Month student incentive program to identify and reward students for outstanding work and good citizenship. <b>Strategy's Expected Result/Impact:</b> An increase in good citizenship and decrease in discipline referrals. <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Homeroom Teachers, and Eagle Labs Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Identify, teach, and reinforce a character trait each month through grade-level guidance lessons, announcements, on-going instruction, and Red Ribbon Week. <b>Strategy's Expected Result/Impact:</b> Lesson plans, newsletters inform parents of character traits & upcoming information <b>Staff Responsible for Monitoring:</b> Counselor, Admin, Homeroom Teachers, Character Lab Teacher	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct on-going reward days (Dojo Prize Cart) for positive student behavior. <b>Strategy's Expected Result/Impact:</b> Participant list increases in correlation to positive Dojo points. <b>Staff Responsible for Monitoring:</b> Administrators, counselors, Homeroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement programs to provide students in need with necessary items (Backpack Buddies, clothing vouchers, school supply program, Eagle Clothing Outlet, Holiday Helpers, etc... ). <b>Strategy's Expected Result/Impact:</b> Students' performance data and well-being increases, office and counselor referrals decrease <b>Staff Responsible for Monitoring:</b> Admin, Counselors, Homeroom Teachers, and Social Workers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** The campus will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.









**Performance Objective 2:** Incorporate and implement a campus-wide PBIS model.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PBIS lesson plans and posters around campus as a visual reminder for students and staff <b>Strategy's Expected Result/Impact:</b> A reduction in discipline referrals. Session roster, student behaviors/coping strategies improve, office referrals decrease <b>Staff Responsible for Monitoring:</b> Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Initiate the Eagle Support Team (EST) as a method of teacher referral for persistent behaviors, absences, and/or other outlying student concerns. <b>Strategy's Expected Result/Impact:</b> Session rosters, number of office referrals decrease <b>Staff Responsible for Monitoring:</b> Administrators, Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct PBIS Team meetings to discuss data trends, interventions, and strategies for improvement. <b>Strategy's Expected Result/Impact:</b> Meetings agendas, minutes, & sign-in sheets; discipline referrals decrease <b>Staff Responsible for Monitoring:</b> PBIS Campus Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Students will maintain a voice level zero in the hallways and during transitions. <b>Strategy's Expected Result/Impact:</b> Reduced number of referrals submitted from off-task behavior during transitions. <b>Staff Responsible for Monitoring:</b> All faculty and staff	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** The campus will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

**Performance Objective 3:** 100% of BHES students will be accounted for 100% of the time.

**Evaluation Data Sources:** Safety drill report







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review Crisis Management Plan and conduct required emergency drills. <b>Strategy's Expected Result/Impact:</b> Emergency drill report remains updated and complete <b>Staff Responsible for Monitoring:</b> Administrators, Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Safety folders/materials, staff training and SAMs (Safety Assessment Managers) will be used to prepare staff and substitutes for emergencies. <b>Strategy's Expected Result/Impact:</b> Sign-in sheet, students are prepared for emergency drills/situations <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Promote the use of Watch D.O.G.S. and BHES campus police officer to conduct frequent, on-going security checks. <b>Strategy's Expected Result/Impact:</b> Follow-up emails to staff members, work orders placed remedy facility concerns, pass district/intruder audits, drills <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Ensure all visitors and district employees are checked through the Raptor system and wearing a badge on campus. <b>Strategy's Expected Result/Impact:</b> 100% of visitors, staff and students are wearing a badge, pass district/intruder audits <b>Staff Responsible for Monitoring:</b> Administrators, Receptionists, all faculty and staff	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 4:** A qualified, diverse staff will support student success.

**Performance Objective 1:** Employee retention rate at BHES will be greater than 95%.







**Evaluation Data Sources:** End of year contract renewals and returning commitment for staff members

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the New Teacher Mentor Program with mentor teacher assignment, meetings with principal, and teacher survey. <b>Strategy's Expected Result/Impact:</b> Meeting agendas & sign-in sheets, new teacher & mentor feedback <b>Staff Responsible for Monitoring:</b> Administrators, Campus Mentor Coaches	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize timely surveys, and year-end OHI results to target campus needs in order to create and implement systems and processes for campus-wide improvement. <b>Strategy's Expected Result/Impact:</b> OHI power point presentations, meeting minutes, staff survey feedback <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 4:** A qualified, diverse staff will support student success.

**Performance Objective 2:** 100% of classroom teachers and instructional aides will be highly qualified.

**Evaluation Data Sources:** Teacher certification records and instructional aide certification records and/or college course-work records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional development opportunities for staff members via: book studies, PLCs, demonstration lessons, beginning of year training sessions, etc. <b>Strategy's Expected Result/Impact:</b> PD attendance reports, training agendas & sign-in sheets, PD certificates, observation & walk-through reports show use of best practices <b>Staff Responsible for Monitoring:</b> Administrators, CIA Leaders	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Meet with instructional aides on a monthly basis to discuss instructional strategies and needed support. <b>Strategy's Expected Result/Impact:</b> Meeting minutes & sign-in sheets, instructional aide & teacher feedback guides discussions, student support improves <b>Staff Responsible for Monitoring:</b> Admin, SPED Case Managers	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# State Compensatory

## Budget for Barbers Hill Elementary South

**Total SCE Funds:** \$91,665.86

**Total FTEs Funded by SCE:** 1

**Brief Description of SCE Services and/or Programs**

One teacher is paid with SCE.

## Personnel for Barbers Hill Elementary South

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jennifer Baggs	Teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Haley Lamb	Teacher	RTI	1

# Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Michelle James	Principal
Administrator	Josh Painter	Assistant Principal
Administrator	Brandy Royal	Assistant Principal
Non-classroom Professional	Lisa Bell	Counselor
Non-classroom Professional	Brandy Onken	Counselor
Non-classroom Professional	Jennifer Baggs	Instructional Coach
District-level Professional	Ashlee Boothe	Federal Programs Coordinator
Parent	Kelly Jones	Parent
Classroom Teacher	Stephanie Juarez	SPED Representative
Classroom Teacher	Courtney Orosco	1st Team Lead
Classroom Teacher	Megan Campbell	1st Team Lead
Classroom Teacher	Rachel Warren	2nd ELA Team Lead
Classroom Teacher	Kristi Tucker	2nd Math Team Lead
Non-classroom Professional	Julie Wylie	3rd ELA Team Lead/IC
Classroom Teacher	Christy Stewart	3rd Math Team Lead
Classroom Teacher	Laura Herrington	Eagle Labs Team Lead
Non-classroom Professional	Heather Louvier	Interventionist
Non-classroom Professional	Hanna Odom	Interventionist
Non-classroom Professional	Haley Lamb	Interventionist
Non-classroom Professional	Renee Carroll	Interventionist
Classroom Teacher	Esmeralda Cantu	Bilingual Representative

# Campus Funding Summary

General Campus Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$1,000.00
Sub-Total					\$1,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	RTI Teacher		\$82,775.91
Sub-Total					\$82,775.91
State Comp Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach	91665.86	\$0.00
Sub-Total					\$0.00