

Barbers Hill Independent School District
Early Childhood Center
2023-2024 Campus Improvement Plan



Mission Statement

It is the mission of the Early Childhood Center to foster high levels of learning for all in a safe and supportive environment.

Vision

It is the vision of the Early Childhood Center to be known as the campus that begins the tradition of excellence in BHISD where students are on, above, or at grade level when they leave and are ready for the future... elementary, college, and beyond. We believe by teachers forming strong relationships with students, a safe and supportive environment will develop. Here, students are willing to learn from others, accept feedback, and are able to make informed decisions. Developing the whole child to be successful in all future endeavors including academics, social/emotional skills and community involvement.

Instructional Leadership Team

Name	Committee Role	Term
Donna Billeaud	Principal	Ongoing
Robin Waller	Administrator	
Fatima Gonzalez	Administrator	
Brandy Fadal	Teacher	
Maghen McJunkin	Teacher	
Kayce Prater	Teacher	
Nikole Reed	Teacher	
Ofie Wells	Teacher	
Leslie Mulkey	Teacher	
Erica Rangel	Teacher	
Stefanie Nowlin	Teacher	

Name	Committee Role	Term
Libby Farabee	Teacher	
Kelly Jones	Parent	
Kourtney Waller	Parent	
Elmo Camp	Community member	
Diane Coleman	Community member	
Dana Garcia	Paraprofessional	
Melissa Flores	Paraprofessional	
Ashlee Boothe, Ed.D.	State and Federal Programs Coordinator	Ongoing
Jodie Meredith	LSC staff member	Ongoing

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

CNA meeting #1 was held on September 20, 2023 at 9:30 am located in the Barbers Hill ISD LGI. The committee discussed the district mission and vision. Then, the committee discussed multiple points of data to be reviewed at CNA meeting #2. CNA meeting #2 was held on September 20, 2023 at 1:30 pm located in the Barbers Hill ISD LGI. The committee examined data such as: STAAR results, TELPAS results, benchmarks, CBAs, CFAs, attendance, staff surveys, etc. The committee found attendance to be a strength, and TELPAS scores as a weakness. As a result of the data analysis, the committee has identified four focus areas:

- Increase STAAR masters levels across all grade levels and content areas
- Increase Special Education students STAAR scores across all grade levels and content areas
- Increase Emergent Bilingual STAAR and TELPAS scores across all grade levels and content areas
- Increase College, Career, and Military Readiness participation rate

District Board Goals

Academics

1. To maintain our tradition of academic excellence by strategically utilizing all necessary resources to ensure student and staff safety.
2. 100% seniors graduate via State Accountability Program.
3. 100% of eighth grade students will pass the STAAR reading and STAAR math tests to advance to ninth grade.
4. Continue to evaluate and implement dress code and cell phone policy.

5. Continue to implement a 100% vape free educational setting.

5. Every Barbers Hill graduate will be college, career, or military ready.

Finance

1. To maintain our tradition of academic excellence by strategically utilizing all necessary resources to ensure student and staff safety.

2. Diversify and enhance revenue by creating new revenue streams and/or finding more efficient ways to manage such resources that new revenue streams are created.

3. Create a strategic initiative that utilizes all necessary resources and designating significant time and energy to producing a successful VATRE election.

Community

1. To maintain our tradition of academic excellence by strategically utilizing all necessary resources to ensure student and staff safety.

2. Strengthen and foster relationships with the City of Mont Belvieu, Cove, Beach City, Old River, Lee College, Chambers County and the legislature and help develop safety initiatives involving all parties.

Demographics

Demographics Summary

2022- 23 YE	Entity Count 05/ 26/23	2023-24 CY	Entity Count 10/ 19/2023	% per grade	Breakdown by Ethnicity	Males	Females	Total	%
EE	91	EE	72	8.52%	Hispanic	164	146	310	36.69%
PK	212	PK	245	8.52%	American Indian/ Alaska	1	0	1	0.12%
KG	550	KG	528	62.49%	Asian	9	7	16	1.89%
TOTAL	853		845		Black	21	16	37	4.38%
					White	221	228	449	53.14%
		Male	428	50.65%	Native Hawaiian	0	0	0	0.00%
		Female	417	49.35%	Multi Race	12	20	32	3.79%
					Total	428	417	845	
		1st Day Entity		802					
		Present Day Entity		845					
			Mobility Rate	0.949112426					

Demographics Strengths

As our community and district are growing, staff are learning how to deal with the expanding population. More professional development is being offered to help with the needs of our students and families. The district recognizes needs for support in these areas.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lower attendance rates than in the years past. **Root Cause:** New families to our area do not understand the emphasis we direct toward attendance and the attendance laws constructed by the state of Texas. It seems numbers have declined since Covid.

Student Learning

Student Learning Summary

End Of Year Data

PK Data 22.23

ISIP Reading	BOY 21.22	BOY 22.23	MOY 21.22	MOY 22.23	EOY 21.22	EOY 22.23
Overall	82	73	88	82	91	82
Listening Comp	85	68	88	80	89	79
Letter Knowledge	78	74	83	73	89	80
Vocabulary	82	70	88	80	89	80
Letter Sounds	-	70	-	75	-	76
Letter recognition	-	76	-	74	-	80

ISTATION MATH	BOY 21.22	BOY 22.23	MOY 21.22	MOY 22.23	EOY 21.22	EOY 22.23
Overall	80	72	90	84	95	87
Comp & Alg.	74	67	85	73	83	79
Geometry	97	94	94	90	96	90
Measurement	88	88	95	93	98	98
Number Sense	85	76	89	85	95	88

Kindergarten DATA 2022-2023

DIBELS Subtest	BOY 21.22	BOY 22.23	MOY 21.22	MOY 22.23	EOY 21.22	EOY 22.23
Composite	48%	48%	76%	76%	88%	89%
LNF	48%	49%	80%	83%	91%	93%

DIBELS Subtest	BOY 21.22	BOY 22.23	MOY 21.22	MOY 22.23	EOY 21.22	EOY 22.23
PSF	51%	45%	75%	72%	72%	82%
CLS	36%	36%	71%	69%	86%	83%
NWF	14%	14%	71%	71%	84%	85%
WRF	14%	16%	70%	56%	69%	59%

ISTATION MATH	BOY 21.22	BOY 22.23	MOY 21.22	MOY 22.23	EOY 21.22	EOY 22.23
Overall	83%	74%	81%	76%	85%	91%
Comp & Alg.	48%	48%	61%	60%	70%	79%
Geometry	51%	49%	56%	54%	64%	77%
Measurement	54%	35%	64%	54%	77%	83%
Number Sense	58%	53%	67%	66%	82%	87%

Student Learning Strengths

With an intentional focus on Letter Naming Fluency, our students were able to show growth from 21 - 22 to 22 - 23. Through the Reading Academies, teachers changed direction in teaching in an effort to strategically pinpoint lessons that would teach the fundamentals of reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students continue to struggle in the areas of phonemic awareness. **Root Cause:** Students need foundational skills in naming letters and their corresponding sounds.

School Processes & Programs

School Processes & Programs Summary

Our district administrative teams have roles and responsibilities reflective of a sound structural process. C & I offers support in areas of ongoing professional development and seeks feedback from the district staff. Our college and career programs have recently added more offerings to students in the hopes that our college/career readiness reflects these efforts. The technology department is responsive to the needs on campuses and works hard to provide opportunities for growth and development.

School Processes & Programs Strengths

School administrators have the autonomy to make decisions at the campus level. These decisions are based on guidance from the district and are supported by our admin.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers continue to struggle with and ask for help in the area of classroom management. **Root Cause:** Professional development offered during the summer is not as strategic in what could be offered during the year when teachers are facing particular issues.

Perceptions

Perceptions Summary

Staff and community perceptions about our school are positive and supportive. Parents share that our campus is inviting and they are comfortable visiting.

Perceptions Strengths

Staff Communication - PLCs, Eagle Eye Newsletter (weekly), Pink Sheet Questions & Answers, CIA/Team Leader/PBIS/Hospitality/SEL meetings are held throughout the month.

Parent Communication - Weekly Parent Square messages with upcoming dates, need-to-know information, events, volunteer opportunities, and Tuesday Folder items.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Special Ed teachers feel they could use more paraprofessional support in the special ed and general ed settings due to high numbers. **Root Cause:** Sudden growth and a limit on hiring paraprofessionals has caused this concern.

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data


Goals




Goal 1: The ECC's curriculum, instruction, and assessment program will facilitate learning for all students in order to support the district in maintaining the highest rating within the state accountability system.









Performance Objective 1: 90% or more of all students in each student group will attain "Masters Grade Level" performance standards on all state screeners and district assessments.

HB3 Goal

Evaluation Data Sources: mCLASS - DIBELS screener
Imagine Math
CLI (PreK)

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided with direct instruction, modeling of skills, research-based teaching strategies, and opportunities for deliberate practice.</p> <p>Strategy's Expected Result/Impact: Pre K 100% of students will recognize at least 20 letters by the end of year</p> <p>KINDERGARTEN: 90% Meets Composite Score 95% Letter Naming Fluency 82% Phoneme Segmentation Fluency 85% Correct Letter Sounds 85% Nonsense Word Fluency 70% Word Reading Fluency</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, and Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: RTI teacher - Title I - \$96,581.06, Teachers - State Comp Funds - \$503,402.59</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Standards-based, grade-level content-specific curriculum is written by CIAs and reviewed weekly in planning. Teachers meet in professional learning communities (PLCs) weekly to refine instructional practices, review data, discuss students in need of intervention, and develop intervention strategies.</p> <p>Strategy's Expected Result/Impact: Students will be given certain access to a guaranteed and viable curriculum delivered by highly qualified teachers with equitable content, knowledge, and skills delivered in every classroom.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Interventionists</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students working below grade-level will be provided consistent, targeted, research-based intervention two to three times per day by the classroom teacher and/or interventionists. Instructional materials used to support intervention include Neuhaus Reading Readiness, Heggerty Phonemic Awareness, Reading Horizons, daily rapid recognition practice as well as Math Fact Fluency.</p> <p>Strategy's Expected Result/Impact: Teachers will meet with students in small groups two to three times per day to practice letter identification. Students' letter naming fluency and decoding skills will be directly impacted as will be their math fact fluency.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Instruction will be differentiated for all student populations such as GT, SPED, and LEP.</p> <p>Strategy's Expected Result/Impact: SPED students will make progress toward IEP Goals/Objectives. Instruction will be differentiated for students working above grade-level, and 100% of students identified as GT will participate in the Texas Performance Standards Project (TPSP). Spanish will be the primary language of instruction in KG and will be scaffolded as appropriate to meet the needs of each LEP student.</p> <p>Staff Responsible for Monitoring: Teachers, GT teacher, ABLE & Resource teachers, Bilingual/ESL teachers, Administrators, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 5 Details	Reviews			
<p>Strategy 5: Language acquisition training and support for Bilingual/ESL teachers will be provided to target language acquisition strategies for all EL students</p> <p>Strategy's Expected Result/Impact: Vertical planning will occur for KG and 1st bilingual Increased performance on Spanish IDEL and EDL Increased TELPAS results</p> <p>Staff Responsible for Monitoring: LPAC Administrator, Academic Dean, Instructional Coach, and Bilingual/ESL Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Ongoing professional development will be provided to teachers to help them acquire the skills needed to deliver effective instruction in all content areas.</p> <p>Strategy's Expected Result/Impact: Increased success rate on screeners and CBAs</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide monitoring of student progress through assessments that are aligned to grade level standards and grade level curriculum.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Instructional Coach and Interventionists</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide consistent, targeted, research-based intervention for all students who are performing below grade-level expectations academically and behaviorally.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Instructional Coach and Interventionists</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

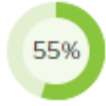


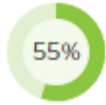




Goal 2: A positive school-community relationship will support student success.

Performance Objective 1: Every student will have at least one parent participate in one or more student campus event/program and attend one or more parent/teacher conferences.

HB3 Goal

Evaluation Data Sources: Sign-In Sheets, Raptor Reports, Conference Logs, Parent Square

Strategy 1 Details	Reviews			
<p>Strategy 1: We will have a variety of opportunities to include/invite parents to be a part of our campus. Examples: Watch DOGS Parent Volunteers Parties Artsonia Lunch Visitors Book Fair Parent/Teacher Conferences Eagle Launch Awards/Graduation Field Trips Bilingual Night</p> <p>Strategy's Expected Result/Impact: Parents and members of our community will feel welcomed and will be encouraged to participate whereby increasing campus and student support.</p> <p>Staff Responsible for Monitoring: Teachers, Art Teachers, Office Personnel, Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Newsletter will be distributed weekly to parents by way of Parent Square.</p> <p>Strategy's Expected Result/Impact: Parents and members of our community will feel welcomed and well-informed and will be encouraged to participate whereby increasing campus and student support.</p> <p>Staff Responsible for Monitoring: Administration, School Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of ECC parents will participate in parent conferences and will connect with classroom teachers through Parent Square, Dojo, SeeSaw, and/or Artsonia.</p> <p>Strategy's Expected Result/Impact: Strengthened parent/school relationships Increased parental support and student learning outcomes</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Art Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Staff will participate in outside events such as plays, Christmas Parade, Book Fairs, etc... to strengthen the relationship between school and community.</p> <p>Strategy's Expected Result/Impact: Improvement of school climate through community involvement</p> <p>Staff Responsible for Monitoring: Administrators, All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: The ECC will connect with the community and other campuses through Eagle Teacher Interns, PALS, and BH Varsity Athlete Greeters & Readers.</p> <p>Strategy's Expected Result/Impact: Students will be directly impacted by positive role models in our community Discipline referrals will decrease Requests for counseling will decrease</p> <p>Staff Responsible for Monitoring: Admin, Teachers, District Personnel</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: ECC students will be given the opportunity to be 100% plugged in by way of "shout-outs" shared by parents to administration.</p> <p>Strategy's Expected Result/Impact: Administrators will "shout-out" personal accomplishments of students as shared by parents via Google Doc. This gives our students the opportunity to hear their accomplishments read on the intercom and celebrate their successes with peers.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				







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

Performance Objective 1: Safety Drills will be conducted monthly to ensure student and staff safety.

Evaluation Data Sources: Drill Log

100% of students and staff will be accounted for on Raptor







Connectivity to Barbers Hill ISD wifi

Strategy 1 Details	Reviews			
<p>Strategy 1: Safety Chart, ongoing staff training and SAMs (Safety Assessment Managers) will be used to prepare staff and students for emergencies.</p> <p>Strategy's Expected Result/Impact: All staff connected to and trained on raptor All staff will have access and be connected to Barbers Hill ISD wifi Substitutes will be prepared in case of an emergency</p> <p>Staff Responsible for Monitoring: Campus Safety Coordinator, Teachers, SAMs, Campus Police Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of outside doors are secured and maintained throughout the day.</p> <p>Strategy's Expected Result/Impact: All staff will check to make sure all campus doors completely close upon entering and exiting the building.</p> <p>Staff Responsible for Monitoring: Campus Safety Coordinator, All Staff, Campus Police Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: A PBIS Tier 1 system will be implemented with fidelity.







- Evaluation Data Sources:** Training of campus behavior expectations
 Viewed social stories
 Posters with expectations on walls (hall and classroom)
 Monthly PBIS meetings
 Reduced office referrals

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will align Dojo data with report cards. Strategy's Expected Result/Impact: Consistent use of Dojo for positive reinforcement Conduct grades reflect Dojo Data Staff Responsible for Monitoring: Campus Safety Coordinator, All Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: A multi-tiered approach is implemented to support on-going instruction in social/character development. Strategy's Expected Result/Impact: Eagle Support Team Behavior intervention Positive Behavior Lab PASS FLECS SEL Staff Responsible for Monitoring: Administrators, Counselors, All Staff	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: The ECC will address the needs of the whole child to lessen the severity and number of discipline infractions. Opportunities will be provided for students to master the SEL trait of each month through guidance lessons, in-class support, and individual counselor visits.






Evaluation Data Sources: SEL (Social-Emotional Learning) website and Twitter page, Weekly Family Dares, Character Strong and Purpose Full People programs campus and district-wide
Reduced discipline referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate all threat assessments to maintain a safe, disciplined and healthy environment conducive to student learning and employee effectiveness.</p> <p>Strategy's Expected Result/Impact: The district process will be followed and implemented to complete, review, and respond to threat assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Police Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus personnel will participate in district Social-Emotional (SEL) Task Force meetings monthly to monitor implementation of SEL curriculum strategies.</p> <p>Strategy's Expected Result/Impact: District information will be disseminated to campus Training in SEL for staff occurs A plan for on-going character development is developed for each campus</p> <p>Staff Responsible for Monitoring: Administration and Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 4: To create a supportive culture for staff to be "seen and heard."

Evaluation Data Sources: Monthly staff "temperature checks"
 Staff Recognition Board
 Participation in campus-wide events
 Parent Square




Strategy 1 Details	Reviews			
<p>Strategy 1: A variety of special events will be provided throughout the school year allowing for multiple opportunities for participation.</p> <p>Strategy's Expected Result/Impact: Staff join and feel part of our ECC family</p> <p>Staff Responsible for Monitoring: Campus Hospitality Committee, all staff</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				









Goal 4: A qualified, diverse staff will support campus and district success.

Performance Objective 1: 100% of classroom teachers and instructional aides will be highly-qualified according to state guidelines and district expectations.

HB3 Goal

Evaluation Data Sources: No waivers needed for certifications
 Texas Reading Academies
 Employees applications
 Mentor Coaches/Mentor Program

Strategy 1 Details	Reviews			
<p>Strategy 1: A variety of methods will ensure that quality staff are employed and retained. Strategy's Expected Result/Impact: Multiple applicants for all posted positions, quality staff employed. Staff Responsible for Monitoring: Human Resources Dept. Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Specific professional development will be provided for first year teachers, and those needing additional support, through instructional coaching. Strategy's Expected Result/Impact: First year teachers will have a specialized system of support Staff Responsible for Monitoring: Principal Assistant Principal over Academics and Instruction Mentor Coach and Mentors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The BHISD New Teacher Induction Program will prepare new staff members for success Strategy's Expected Result/Impact: Completion of induction New Employee Survey will be shared with, and reviewed by, Leadership Team. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: All Administrators and Kindergarten teachers will participate in, and complete, Texas Reading Academies pursuant to House Bill 3 and according to district timeline.</p> <p>Strategy's Expected Result/Impact: Improved instructional strategies and practices - the Science of Teaching Reading applied to daily instruction Improved student success</p> <p>Staff Responsible for Monitoring: Campus Administration District TRA Cohort Leader</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teacher's will be recognized for attendance with a goal of 97%.</p> <p>Strategy's Expected Result/Impact: Weekly positive reports on teacher attendance. Goal-Setting with appraisers</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Campus Administration - Teacher appraisers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Early Childhood Center

Total SCE Funds: \$503,402.59

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

6 teachers are paid with SCE funds.

Personnel for Early Childhood Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Blake Boudreaux	Teacher	1
Jennifer Cervantes	Teacher	1
Mackenzie Schiffbauer	Teacher	1
Misty Yeager	Teacher	1
Nikole Reed	Teacher	1
Patty Weaver	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Libby Farabee	Teacher	RTI	1

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	RTI teacher		\$96,581.06
Sub-Total					\$96,581.06
State Comp Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teachers		\$503,402.59
Sub-Total					\$503,402.59