

Barbers Hill Independent School District

Barbers Hill Middle School South

2023-2024 Campus Improvement Plan

Accountability Rating: A



Mission Statement

Our mission is to educate, equip, and encourage students to become responsible and productive citizens of society.

Vision

Barbers Hill Middle School South is committed to providing a tradition of excellence to ensure that all students grow academically, socially, and emotionally.

Instructional Leadership Team

Name	Committee Role	Term
Cliff Horn	Principal	Ongoing
Stacey Owens	Administrator	Ongoing
Regan Rinando	Administrator	Ongoing
Nici Mendez	Teacher	Ongoing
Courtney Nunez	Teacher	Ongoing
Lori Meador	School leader	Ongoing
Kelly Gwynn	Parent	Ongoing
Alisha Pfitzner	Parent	Ongoing
Lori Posey	Paraprofessional	Ongoing
Ashlee Boothe, Ed.D.	State and Federal Programs Coordinator	Ongoing
Jennifer Stephens	LSC staff member	Ongoing

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment Overview

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.
6. 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.

Campus Goals

In addition, Middle School South identified four specific areas of focus for our campus:

1. 100 % of MSS students will be "plugged in."
2. To align ourselves with district academic goals and achieve 90% Approaches, 70% Meets, and 50% Masters on the STAAR test.
3. For all students to achieve growth on the STAAR test with a specific focus on students identified by the state as a "High Focus Group."
4. To make a positive impact on the lives of our students and staff by implementing the new SEL curriculum with fidelity.

Demographics

Demographics Summary

Barbers Hill Middle School South (BHMSS) is comprised of grades 7-8 with 624 students to date. One of eight campuses in Barbers Hill Independent School District, BHMSS opened its doors in 2014-2015 with 588 6th-8th grade students. The following reflects its demographics for the 2023-24 school year by grade, gender, ethnicity, and student groups.

Grade:	Gender:	Ethnicity:	Student Groups:
7th: 48.08%	Female: 50.64%	Hispanic: 33.34%	At risk: 21.04%
8th: 51.92%	Male: 49.36 %	Afr. American: 5.29%	EDA: 31.87%
		Am. Indian/Alaskan: .16%	504: 11.93%
		Asian: .96%	SPED: 8.01%
		White: 58.01%	GT: 6.91%
		2 or more races: 2.24%	ESL: 5.81%

Student Learning

Student Learning Summary

7th Reading:	Approaches:	Meets:	Masters:	Expected Growth:	Accelerated Growth:
All	89%	70%	46%	NA	NA
Eco Dis	84%	62%	33%	NA	NA
LEP	100%	29%	14%	NA	NA
SPED	40%	12%	4%	NA	NA

8th Reading:	Approaches:	Meets:	Masters:	Expected Growth:	Accelerated Growth:
All	88%	66%	38%	NA	NA
Eco Dis	78%	47%	22%	NA	NA
LEP	43%	14%	14%	NA	NA
SPED	42%	15%	3%	NA	NA

7th Writing:	Approaches:	Meets:	Masters:		
All	80%	57%	28%		
Eco Dis	72%	47%	14%		
LEP	71%	43%	0%		
SPED	27%	8%	0%		

7th Math:	Approaches:	Meets:	Masters:	Expected Growth:	Accelerated Growth:
All	91%	74%	47%	NA	NA
Eco Dis	90%	62%	28%	NA	NA
LEP	100%	57%	29%	NA	NA
SPED	36%	4%	0%	NA	NA

8th Math:	Approaches:	Meets:	Masters:	Expected Growth:	Accelerated Growth:
All	93%	74%	35%	NA	NA
Eco Dis	95%	68%	32%	NA	NA
LEP	71%	29%	14%	NA	NA
SPED	67%	33%	0%	NA	NA

Algebra 1:	Approaches:	Meets:	Masters:	Expected Growth:	Accelerated Growth:
All	100%	98%	79%	NA	NA
Eco Dis	100%	100%	75%	NA	NA
LEP	NA	NA	NA	NA	NA
SPED	NA	NA	NA	NA	NA

8th Science:	Approaches:	Meets:	Masters:		
All	82%	69%	45%		
Eco Dis	67%	56%	31%		
LEP	29%	0%	0%		
SPED	30%	18%	12%		

8th Social Studies	Approaches:	Meets:	Masters:		
All	75%	48%	26%		
Eco Dis	58%	35%	18%		
LEP	29%	0%	0%		
SPED	24%	9%	3%		

Student Learning Strengths

1. MSS had double-digit growth in our TELPAS scores.
2. MSS scored higher than the state in ALL areas on the STAAR test.
3. MSS (like the rest of the state) anticipated a drop in scores due to the new STAAR format, but actually saw growth in many areas, particularly in the approaches category.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Percentage of students in the "masters" category should be higher. **Root Cause:** The rigor of the new STAAR test coupled with the online format makes scoring in the "Masters" category more difficult.

School Processes & Programs

School Processes & Programs Summary

Barbers Hill Middle School South believes that in order for students to perform at the highest levels of learning, the focus needs to be on both the campus culture and the systems of the organization. Instructionally, our teachers are dedicated to the PLC process in which data drives instructions and best practices are shared. When both culture and systems are well-balanced and aligned, optimal learning conditions will be present.

School Processes & Programs Strengths

1. Excellence by any measure
2. Regular and ongoing opportunities to meet and plan for grade level and teams
3. Open lines of communication on campus and in departments
4. Parent communication
5. Professional development opportunities
6. Attendance incentives
7. School Board recognitions

Perceptions

Perceptions Summary

At Barbers Hill Middle School South, teachers and staff work together to support and motivate each student to perform at high academic levels. Intervention/enrichment opportunities are in place to encourage students to become self-directed learners. Daily morning tutorials, intervention/enrichment opportunities, Working Lunch, and after school MASH (Meaningful After School Help) are systems put in place to help all students. BHMSS recognizes that middle school can be a difficult time for adolescents, so a new Social/Emotional Learning piece called 7 Mindsets is being implemented to help the whole child and teach both social and academic behaviors that lead to a successful future.

Perceptions Strengths

Barbers Hill Middle School South is implementing a new SEL curriculum, 7 Mindsets, in order to serve the social and emotional needs of the campus. We have also adopted a new set of values as voted by the teachers and use it to guide our daily interactions with students and diligently work to teach students to interact with each other in the same way.

Excellence

Ambition

Growth mindset

Leadership

Encourage others

Students that are new to campus will have the opportunity to have a monthly "New To The Nest" breakfast where they are welcomed to the school. This will also allow us to share the history of success here on The Hill as well as make sure they are familiar with our expectations.

Communication with parents and the community is an emphasis of BHMSS. Weekly communication via ParentSquare to parents keep them informed and updated on campus happenings. Regularly updated Twitter posts share photos of students getting involved on campus. Each campus now has a communications liaison to help make our events and happenings made known to all stakeholders. Multiple clubs (Eagle Eyes, Lift Jr., Fellowship of Christian Athletes, Select Academic Team, National Junior Honor Society, etc.) in tandem with extra curricular activities such as UIL, athletics, Rodeo art, band, theater, and choir invite students to get engaged on campus.

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
- Accountability Distinction Designations

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
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Dyslexia 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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results



Goals







Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students enabling them to reach their highest learning potential.

Performance Objective 1: 90% or more of all MSS students will achieve the "approaches" performance standard on the STAAR.

High Priority

Evaluation Data Sources: STAAR data, CBA data, Benchmark data

Strategy 1 Details	Reviews			
<p>Strategy 1: A quality curriculum will be developed and lessons will be created that will be used instructional on a daily basis. PLCs will be utilized daily to analyze the effectiveness of these lessons and make necessary adjustments.</p> <p>Strategy's Expected Result/Impact: Provide a sequenced and logical curriculum that covers all TEKS before the STAAR administration.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Academic Dean, Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Instructional coaches - State Comp Funds - \$142,946.76</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Daily tutorials will be provided before school in order to provide supports and interventions for students who are struggling or who have been absent.</p> <p>Strategy's Expected Result/Impact: To prevent students from falling behind the curriculum map.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 3 Details	Reviews			
<p>Strategy 3: Focused supports and interventions will be provided for students with specific needs. This includes RTI, TELPAS, 504 accommodations, and SPED modifications/accommodations.</p> <p>Strategy's Expected Result/Impact: To provide students with the necessary resources to be successful on the STAAR. Student by student, skill by skill.</p> <p>Staff Responsible for Monitoring: Classroom teachers, RTI interventionists, inclusion support staff, TELPAS tutors, SPED department, Campus administration.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
	 70%			
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will implement "Frame the Lesson" effectively in order to increase the effectiveness of the "Close" portion of Fundamental Five.</p> <p>Staff Responsible for Monitoring: 5x5 walks, Informal walkthroughs, TTESS observations, Staff development during PLC's and teacher inservice</p>	Formative			Summative
	Nov	Jan	Mar	June
	 70%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students enabling them to reach their highest learning potential.

Performance Objective 2: 70% of all MSS students will achieve the "meets" performance standard on the STAAR.

High Priority

Evaluation Data Sources: STAAR data, CBA data, Benchmark data






Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive training on instructional techniques and best practices. Professional development workshops and seminars will be offered each summer and teachers will attend based on their individual needs. These trainings will be focused on practically preparing teachers to provide the most efficient and effective instruction to our students in order to show growth for each student.</p> <p>Strategy's Expected Result/Impact: Students will not simply show they can attain "approaches" level, but will continue to grow from year to year on their state based assessments.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches, Campus administration.</p> <p>TEA Priorities: Build a foundation of reading and math</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 1: Curriculum, instruction, and assessment will facilitate learning for all students enabling them to reach their highest learning potential.

Performance Objective 3: 50% of all MSS students will achieve the "Masters" performance standard on the STAAR.

High Priority








Evaluation Data Sources: STAAR data, CBA data, Benchmark data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive training on instructional techniques and best practices. Professional development workshops and seminars will be offered each summer and teachers will attend based on their individual needs. Teachers with honors courses will also receive specific training on enriching and extending the learning of students in order to prepare them to achieve the highest standards of the STAAR.</p> <p>Strategy's Expected Result/Impact: Students will not simply show they can attain "approaches" level, but will show understanding of the information at the highest level and achieve the performance standard of "masters."</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches, Campus administration.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: The campus will maintain a safe, disciplined, and responsive environment so that optimal student learning may occur.

Performance Objective 1: A new SEL curriculum, 7 Mindsets, will be implemented and quality instruction will be delivered with fidelity.

Evaluation Data Sources: 7 Mindsets dashboard







Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a dedicated block of time each week for SEL learning as well as providing the curriculum for this instructional time (7 Mindsets).</p> <p>Strategy's Expected Result/Impact: Increase students knowledge and awareness of how their Social and Emotional health impacts their learning.</p> <p>Staff Responsible for Monitoring: District Admin; Campus Admin</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development in social and emotional learning and support will be provided for staff members.</p> <p>Strategy's Expected Result/Impact: Training in SEL for staff occurs</p> <p>Staff Responsible for Monitoring: District Admin; Campus Admin</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teamwork and camaraderie will be built within the SEL classroom by participating in campus level competitions, sharing during SEL lessons, and collaborating on projects.</p> <p>Strategy's Expected Result/Impact: To foster a sense of belonging on campus and build trust between students.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Counselors, Campus Admin</p> <p>TEA Priorities: Improve low-performing schools</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: A positive school-community relationship will support student success.

Goal 4: The systems on campus will efficiently and effectively support and improve the learning organization.

Performance Objective 1: Attendance will continue to be a focus and additional supports will be put into place to increase attendance for all students.

Evaluation Data Sources: Attendance rates as provided by the Campus Attendance Clerk








Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance incentives will be offered each six weeks for those students with perfect attendance. Strategy's Expected Result/Impact: Increased motivation to come to school. Staff Responsible for Monitoring: Attendance Clerk, Campus Admin</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students with perfect attendance will be given point via the PBIS Rewards program which can be redeemed for prizes in the school "store" as well as in each individual teacher's "store." TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: The systems on campus will efficiently and effectively support and improve the learning organization.

Performance Objective 2: 100% of MSS students will be plugged in.

High Priority

Evaluation Data Sources: Student participation data.

Strategy 1 Details	Reviews			
<p>Strategy 1: All extra-curricular activities will be adequately staffed and funded. Strategy's Expected Result/Impact: Campus activities will have the resources they need to be successful and to include as many students as appropriate to the activity. Staff Responsible for Monitoring: Extra-curricular staff, Campus Admin, District level directors. TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: A number of clubs will be offered and appropriately maintained to encourage student participation. Strategy's Expected Result/Impact: To give students who are not involved in mainstream activities the opportunity to be involved in campus level groups. Staff Responsible for Monitoring: Campus Administration, Club Sponsors TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The Rise Mentor Program will be offered in order to build connections for all students on campus. Strategy's Expected Result/Impact: To prevent students from becoming disenfranchised. Staff Responsible for Monitoring: Campus Admin, Classroom teachers, Counselors TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Technology implementation will strengthen and inspire student learning.

State Compensatory

Budget for Barbers Hill Middle School South

Total SCE Funds: \$142,946.76

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

1.5 teachers are paid from SCE.

Personnel for Barbers Hill Middle School South

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Healthier Young	Teacher	0.5
Jennifer Simmons	Teacher	1

Campus Funding Summary

State Comp Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional coaches		\$142,946.76
Sub-Total					\$142,946.76