

Barbers Hill Independent School District

District Improvement Plan

2025-2026

Accountability Rating: A



Board Approval Date: October 27, 2025
Public Presentation Date: October 27, 2025

Mission Statement

The mission of the Barbers Hill ISD is to:

- Provide the highest level of instruction and learning opportunities that produce motivated and successful learners;
- Promote excellence, teamwork, and a commitment to continuous improvement;
- Reinforce the tradition of excellence to enhance unity, strengthen relationships, and foster cooperation among stakeholders.

Vision

The vision of the Barbers Hill ISD is academic excellence characterized by goal-driven, college/career ready graduates who are responsible, accountable, contributing members of society.

DEIC Committee List

BARBERS HILL INDEPENDENT SCHOOL DISTRICT			
District Educational Improvement Council			
2025-2026			
<u>Campus/Entity</u>	<u>Classification</u>	<u>Representative</u>	<u>Term</u>
Community	Parent	Kelly Jones	2023-2025
		Hannah Jackson	2021-2023
	Community Member	Diane Gregory	2023-2025
		Jodi Shipp	2024-2026
	Business Member	Fabiana Baum	2022-2024
		Taja Wilson	2022-2024

BARBERS HILL INDEPENDENT SCHOOL DISTRICT			
District Educational Improvement Council			
2025-2026			
Early Childhood Center	Classroom Teacher	Alan Boudreaux	2023-2025
		Libby Farabee	2024-2026
	Principal	Fatima Gonzalez	Ex-Officio
Elementary School North	Classroom Teacher	Jennifer Presnall	2022-2024
		Christina Wilburn	2024-2026
	Principal	Jackie Brown	Ex-Officio
Elementary School South	Classroom Teacher	Carl Gray	2024-2026
		Victoria Martinez	2024-2026
	Principal	Michelle James	Ex-Officio
Intermediate North	Classroom Teacher	Lacy White	2023-2025
		Bianca Whittaker	2024-2026
	Principal	Tina McCorkle	Ex-Officio
Intermediate South	Classroom Teacher	Mitchell Berg	2023-2025
		Brandi Brock	2024-2026
	Principal	Donna Billeaud	Ex-Officio
Middle School North	Classroom Teacher	Karlie Fregia	2024-2026
		Janet Tims	2023-2025
	Principal	Matt Barnett	Ex-Officio
Middle School South	Classroom Teacher	Jennet Deatherage	2024-2026
		Andrea Gorney	2023-2025
	Principal	Cliff Horn	Ex-Officio

BARBERS HILL INDEPENDENT SCHOOL DISTRICT District Educational Improvement Council 2025-2026			
High School	Classroom Teacher	Amy Hightower	2023-2025
		Patrick Pages	2024-2026
	Principal	Lance Murphy	Ex-Officio
DAEP	Classroom Teacher	Jennifer Bidy	2024-2026
	Classroom Teacher	Andre De Freitas	2024-2026
	Principal	Heron Thomas	Ex-Officio
All-Levels	Non-Teaching Professional (Elem.)	Brandy Onken	2024-2026
	Non-Teaching Professional (Elem.)	Alicia Gilbert	2024-2026
District Level	Assist. Superintendent C&I	Chloe Yowell	
	Superintendent	Dr. Greg Poole	

Table of Contents

Comprehensive Needs Assessment	6
Needs Assessment Overview	6
Demographics	8
Student Learning	9
District Processes & Programs	11
Perceptions	13
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	19
Goal 1: Barbers Hill ISD's curriculum, instruction, and assessment program will facilitate learning for all students in order to maintain the highest district rating in the state accountability system.	19
Goal 2: All Barbers Hill ISD students will graduate college, career or military ready.	30
Goal 3: A positive school-community relationship will support student success.	34
Goal 4: The district will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.	38
Goal 5: A qualified, diverse staff will support district success.	45
Goal 6: Barbers Hill ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.	49
Goal 7: A long range facility plan will be implemented and maintained.	51
RDA Strategies	52
State Compensatory	53
Budget for District Improvement Plan	53
Personnel for District Improvement Plan	53
Title I Personnel	55
Plan Notes	56
Assurances	57
Statutorily Required Assurances	57
District Funding Summary	58
Policies, Procedures, and Requirements	61

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment Overview

CNA meeting #1 was held on July 24, 2025 at 8:30 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 July 24, 2025 at 11:30 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:

1. Increase STAAR masters levels across all grade levels and content areas
2. Increase Emergent Bilingual TELPAS scores across all grade levels and content areas
3. Increase High Focus Group scores across all grade levels and content areas
4. Increase College, Career, and Military Readiness participation rate

District Board Goals

Academics

1. To maintain our tradition of excellence by strategically utilizing all necessary resources to ensure student and staff safety
2. 100% seniors graduate via State Accountability Program and will be college, career and military ready
3. 100% of all secondary students will be participates on a competitive team activity in order to ensure that all students are plugged in thus fostering stronger mental health and a safer school environment
4. Maintain and improve a comprehensive cybersecurity initiative aimed at preventing any monetary loss and confidentiality breaches
5. Maintain high standards in all student activities specifically including dress code and elimination of student vaping
6. 100% of eighth grade students will pass the STAAR Reading and STAAR Math tests to advance to the ninth grade

Finance

1. Diversity and enhance revenue by creating new revenue streams and/or finding more efficient ways to manage such resources that new revenue streams are created
2. Maintain and improve a comprehensive cybersecurity initiative aimed at preventing any monetary loss and confidentiality breaches
3. Evaluate surrounding 6A school districts athletic facilities for possible capital outlay recommendations
4. Formalize procedures for self-insurance initiative

Community

1. 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

Our school community is a vibrant and diverse group that includes students, staff, and the broader community. We are committed to understanding and supporting all student groups, taking into account race, ethnicity, gender, attendance, and mobility to ensure equitable opportunities for all.

We closely monitor graduation and completion rates, as well as dropout statistics, to identify areas where we can improve student outcomes and provide the necessary support to keep students on track. Discipline is another critical area we focus on, ensuring that our policies are fair and consistently applied to maintain a safe and conducive learning environment.

Enrollment in College, Career, and Military Readiness (CCMR) programs, advanced courses, special education, and other special programs is carefully tracked to ensure that students have access to the resources and opportunities they need to succeed. We strive to offer a wide range of programs to meet the diverse needs and interests of our students.

Teacher retention, recruitment, and experience are vital to maintaining a high-quality educational environment. We pay close attention to teacher-student ratios to ensure that each student receives the attention and support they need. Additionally, we value the qualifications of our paraprofessionals, recognizing their essential role in supporting our educational mission.

In all these areas, we are dedicated to continuous improvement and excellence, always seeking to provide the best possible education for our students.

Demographics Strengths

With the fast growth of our district, we are becoming more and more diverse, which will allow for multiple perspectives to be valued as a part of the learning process. One of our key strengths is our high teacher retention rates. This stability within our teaching staff ensures continuity in our educational programs and fosters strong, long-term relationships between teachers and students, which is essential for a supportive learning environment.

Additionally, we take pride in having a 100% highly qualified staff. Every member of our teaching team meets rigorous standards, ensuring that our students receive the highest quality education from professionals who are well-versed in their subject areas and teaching methodologies.

Moreover, our staff is not only highly qualified but also experienced. The wealth of knowledge and expertise that our experienced educators bring to the classroom enriches the learning experience, providing students with insights and guidance that only seasoned professionals can offer. This combination of high retention, qualifications, and experience positions our school to deliver exceptional educational outcomes.

Student Learning

Student Learning Summary

TELPAS Summary

Spring 2025

TELPAS Composite Rating - Kindergarten					
Campus	Number of Students Tested	% Beginning	% Intermediate	% Advanced	% Advanced High
ECC	55	40%	53%	7%	0%

TELPAS Performance								
Campus	Number of Students Tested	Listening % Increase by One or More Proficiency Levels	Speaking % Increase by One or More Proficiency Levels	Reading % Increase by One or More Proficiency Levels	Writing % Increase by One or More Proficiency Levels	Percent Target 2025 (Growth 2 of 4 Domains)	Percent Met 2025	Number of Students Reclassified
ESN	21	62%	33%	43%	43%	49%	65%	2
ESS	120	74%	48%	50%	43%	49%	64%	10
ISN	14	64%	79%	71%	71%	49%	100%	6
ISS	77	66%	47%	61%	57%	49%	76%	33
MSN	21	48%	38%	52%	33%	44%	50%	6
MSS	42	62%	36%	50%	31%	44%	55%	10
HS	89	51%	26%	46%	40%	34%	55%	15
Total Students Reclassified								82

Barbers Hill ISD STAAR Results

District Comparison of 2025 to 2024
Domain 1: Student Achievement

SPRING STAAR Results 2025

Reading				Mathematics				Science				Social Studies			
Grade	2025 (2024)			Grade	2025 (2024)			Grade	2025 (2024)			Grade	2025 (2024)		
	% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level		% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level		% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level		% Approaches Grade Level	% Meets Grade Level	% Masters Grade Level
3	94 (92)	79 (75)	46 (41)	3	91 (89)	75 (70)	40 (32)								
4	95 (93)	76 (71)	39 (39)	4	89 (87)	71 (65)	39 (37)								
5	92 (93)	77 (71)	50 (42)	5	93 (94)	74 (77)	43 (41)	5	87 (88)	57 (60)	31 (30)				
6	93 (91)	78 (77)	47 (36)	6	96 (92)	73 (71)	39 (33)								
7	89 (88)	72 (69)	42 (39)	7	85 (82)	70 (65)	36 (32)								
8	92 (91)	73 (74)	47 (41)	8	92 (89)	72 (60)	29 (23)	8	91 (88)	72 (65)	36 (27)	8	72 (78)	43 (46)	26 (26)
Eng I	88 (86)	78 (78)	29 (34)	Alg I*	96 (96)	79 (73)	51 (45)	Bio	97 (98)	82 (80)	31 (32)				
Eng II	89 (90)	78 (76)	15 (9)												
												USHist	97 (99)	85(89)	57 (61)

Note: All data is based on Spring administration only. STAAR-Alt2 is not included. * Algebra I scores include both middle school and high school.

Student Learning Strengths

Our school is committed to maintaining a standard of high excellence in all aspects of education. This dedication is reflected in our rigorous academic programs, which are designed to challenge and inspire students to reach their full potential. Our faculty is composed of highly qualified educators who are passionate about their subjects and are continuously seeking innovative methods to enhance the learning experience. We also prioritize the development of critical thinking and problem-solving skills, ensuring that our students are well-prepared for future academic and career endeavors. Through a combination of a supportive learning environment and a focus on excellence, we strive to cultivate a culture of achievement and success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While ongoing efforts have been made to enhance student performance on the State of Texas Assessments of Academic Readiness (STAAR), there remains an opportunity to further elevate mastery levels across all grade levels and content areas. Addressing this challenge will not only strengthen overall school ratings but also better prepare students for future academic success and support the district.

Root Cause: The primary causes contributing to low STAAR mastery levels may include insufficient differentiation in instruction, inadequate alignment of curriculum to STAAR standards, and limited interventions for students who are on the cusp of achieving mastery.

Problem Statement 2 (Prioritized): Special Education students across all grade levels and content areas have the potential for further improvement on the STAAR assessment, providing an opportunity to close the achievement gap between them and their general education peers. By focusing on enhancing their performance, we can create more pathways for academic growth and long-term success.

Root Cause: The underlying issues contributing to the low STAAR scores among Special Education students may include a lack of individualized, evidence-based interventions tailored to meet specific learning needs, insufficient training for teachers on differentiated instruction and special education accommodations, and challenges with the effective implementation of individualized education plans (IEPs).

Problem Statement 3 (Prioritized): Emergent Bilingual students across all grade levels and content areas have an opportunity for growth in both the STAAR and Texas English Language Proficiency Assessment System (TELPAS). By addressing this achievement gap, we can support their progress in academic content mastery and English language proficiency, enhancing their overall academic success.

Root Cause: The low performance of Emergent Bilingual students on STAAR and TELPAS can be attributed to several factors, including insufficient language acquisition support, inconsistent implementation of bilingual and ESL instructional strategies, and a lack of integration between language development and content instruction.

Problem Statement 4 (Prioritized): There is an opportunity to increase student participation in College, Career, and Military Readiness (CCMR) programs, which would further enhance their preparedness for post-secondary opportunities and success. By boosting engagement, we can improve overall CCMR accountability scores and provide students with the skills and experiences needed to thrive in their future academic and career paths.

Root Cause: The low participation rate in CCMR programs may stem from inadequate awareness and guidance on the available pathways, including dual credit courses, Advanced Placement (AP) classes, career certifications, and military enlistment opportunities. Additionally, scheduling conflicts contribute to reduced student engagement.

District Processes & Programs

District Processes & Programs Summary

At our school, we prioritize a robust curriculum and instruction framework that ensures our students receive a comprehensive and engaging education. Our curriculum is designed to meet diverse learning needs and is regularly updated to incorporate the latest educational research and methodologies. We strive to create an environment where students are encouraged to think critically and creatively, preparing them for future academic and career success.

Professional development is a cornerstone of our educational philosophy. We are committed to providing our teachers and staff with ongoing training and learning opportunities to enhance their skills and knowledge. By investing in our educators, we ensure that they are equipped with the latest teaching strategies and tools to effectively support student learning and growth.

Leadership and decision-making processes at our school are collaborative and inclusive. We believe in empowering our staff and stakeholders to contribute to the decision-making process, fostering a sense of ownership and accountability. Our leadership team is dedicated to making informed decisions that align with our school's mission and vision, always keeping the best interests of our students at the forefront.

Effective communication is essential to our school's success. We maintain open lines of communication with students, parents, and staff to ensure transparency and build trust within our community. By fostering a culture of open dialogue, we create a supportive environment where everyone feels heard and valued.

Our organization and context, including scheduling, support services, and extracurricular/cocurricular opportunities, are designed to meet the diverse needs of our students. We offer a range of support services to assist students in overcoming challenges and achieving their full potential. Additionally, our extracurricular and cocurricular programs provide students with opportunities to explore their interests and develop new skills outside the classroom.

Technology integration is a key component of our educational strategy. We have developed a comprehensive technology plan that ensures our students and staff have access to the latest digital tools and resources. By integrating technology into our curriculum, we enhance the learning experience and prepare our students for a technology-driven world.

In addition to these focus areas, we continuously seek other opportunities to improve and innovate. We are committed to creating a dynamic and responsive educational environment that adapts to the changing needs of our students and community. Our goal is to provide a well-rounded education that equips our students with the knowledge and skills they need to succeed in an ever-evolving world.

District Processes & Programs Strengths

Our district is proud to have a dedicated and highly qualified team of educators who are committed to fostering a nurturing and inclusive learning environment. Our teachers and staff continuously engage in professional development to ensure they are equipped with the latest educational strategies and tools, which directly benefits our students' learning experiences.

We have a robust curriculum that is designed to meet the diverse needs of our student population. Our curriculum is not only aligned with state standards but also incorporates innovative teaching methods that encourage critical thinking and creativity. This ensures that our students are well-prepared for future academic and career challenges.

Our district places a strong emphasis on community involvement and partnerships. We actively collaborate with local businesses, organizations, and families to create a supportive network that enhances educational opportunities for our students. These partnerships provide valuable resources and real-world experiences that enrich our educational programs.

We are committed to providing a safe and supportive school environment. Our district has implemented comprehensive safety protocols and support systems to ensure the well-being of all students and staff. This commitment to safety allows our students to focus on their learning in a secure and welcoming atmosphere.

Technology integration is a key strength of our district, as we strive to equip our students with the skills necessary for success in the digital age. Our schools are equipped with state-of-the-art technology, and we provide ongoing training for both students and staff to effectively utilize these tools in the classroom. This focus on technology enhances learning and prepares our students for a rapidly evolving world.

Perceptions

Perceptions Summary

As a district, we place a high value on parent engagement, and we regularly evaluate and gather feedback on their participation levels. This feedback is crucial in helping us understand how effectively we are involving parents in the educational process and where we can make improvements to foster a more inclusive and supportive environment for our students.

Our district culture, climate, and the values and beliefs we uphold are central to our identity. We strive to create a welcoming and nurturing atmosphere that reflects our commitment to diversity, respect, and academic excellence. By continuously assessing these elements, we ensure that our school remains a place where students, staff, and families feel valued and supported.

Community partnerships and volunteer data are integral to our school's success. We actively seek to build and maintain strong relationships with local organizations and volunteers, which enriches our educational programs and provides students with valuable real-world experiences. This collaboration is a testament to our commitment to being an active and engaged member of the community.

Staff surveys and feedback are essential tools for us to gauge the satisfaction and well-being of our educators and support staff. By listening to their insights and concerns, we can address any issues and create a positive working environment that promotes professional growth and job satisfaction.

Student feedback is a vital component of our continuous improvement efforts. We encourage students to share their thoughts and experiences, which helps us tailor our teaching methods and programs to better meet their needs and aspirations. This feedback loop is crucial in ensuring that our students feel heard and empowered in their educational journey.

Effective communication is the backbone of our school's operations. We regularly analyze communication data to ensure that information is being disseminated clearly and efficiently to all stakeholders. By doing so, we maintain transparency and foster trust within our school community.

Staff retention is a key indicator of our school's health and stability. We are committed to creating an environment where educators feel valued and supported, which in turn helps us retain talented and dedicated staff members. This stability is essential for providing consistent and high-quality education to our students.

In addition to these areas, we continuously explore other aspects of our operations to identify opportunities for growth and improvement. By maintaining a holistic approach to evaluating our performance, we ensure that our school remains a dynamic and responsive institution dedicated to the success of every student.

Perceptions Strengths

Our district is recognized for its strong academic programs, which are designed to challenge and engage students at every level. We have a dedicated team of educators who are committed to fostering a love of learning and ensuring that each student reaches their full potential. Our curriculum is comprehensive and continually updated to reflect the latest educational research and best practices, ensuring that our students are well-prepared for future academic endeavors.

In addition to our academic excellence, we pride ourselves on our inclusive and supportive school community. We believe that a positive school culture is essential for student success, and we work hard to create an environment where all students feel valued and respected. Our school is a place where diversity is celebrated, and students are encouraged to express themselves and learn from one another.

Our extracurricular programs are another area of strength, offering students a wide range of opportunities to explore their interests and develop new skills. From athletics to the arts, our programs are designed to complement our academic offerings and provide students with a well-rounded education. Participation in these activities helps students build confidence, teamwork, and leadership skills that will serve them well beyond their school years.

Finally, our district is committed to maintaining strong partnerships with parents and the wider community. We understand that education is a collaborative effort, and we actively seek to engage families in the educational process. Through regular communication and involvement in school activities, we strive to build a strong support network that benefits our students and enhances their educational experience.

Priority Problem Statements

Problem Statement 1: While ongoing efforts have been made to enhance student performance on the State of Texas Assessments of Academic Readiness (STAAR), there remains an opportunity to further elevate mastery levels across all grade levels and content areas. Addressing this challenge will not only strengthen overall school ratings but also better prepare students for future academic success and support the district.

Root Cause 1: The primary causes contributing to low STAAR mastery levels may include insufficient differentiation in instruction, inadequate alignment of curriculum to STAAR standards, and limited interventions for students who are on the cusp of achieving mastery.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Special Education students across all grade levels and content areas have the potential for further improvement on the STAAR assessment, providing an opportunity to close the achievement gap between them and their general education peers. By focusing on enhancing their performance, we can create more pathways for academic growth and long-term success,.

Root Cause 2: The underlying issues contributing to the low STAAR scores among Special Education students may include a lack of individualized, evidence-based interventions tailored to meet specific learning needs, insufficient training for teachers on differentiated instruction and special education accommodations, and challenges with the effective implementation of individualized education plans (IEPs).

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Emergent Bilingual students across all grade levels and content areas have an opportunity for growth in both the STAAR and Texas English Language Proficiency Assessment System (TELPAS). By addressing this achievement gap, we can support their progress in academic content mastery and English language proficiency, enhancing their overall academic success.

Root Cause 3: The low performance of Emergent Bilingual students on STAAR and TELPAS can be attributed to several factors, including insufficient language acquisition support, inconsistent implementation of bilingual and ESL instructional strategies, and a lack of integration between language development and content instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is an opportunity to increase student participation in College, Career, and Military Readiness (CCMR) programs, which would further enhance their preparedness for post-secondary opportunities and success. By boosting engagement, we can improve overall CCMR accountability scores and provide students with the skills and experiences needed to thrive in their future academic and career paths.

Root Cause 4: The low participation rate in CCMR programs may stem from inadequate awareness and guidance on the available pathways, including dual credit courses, Advanced Placement (AP) classes, career certifications, and military enlistment opportunities. Additionally, scheduling conflicts contribute to reduced student engagement.

Problem Statement 4 Areas: Student Learning

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)
- Planning and decision making committee(s) meeting data
- 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
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Equity data
- T-TESS data
- T-PSS data

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
- Other additional data

Goals

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

Performance Objective 1: 90% or more of all students and each student group will achieve the Approaches Grade Level performance standards on all state assessments. 80% 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: RLA, Math, Science, and Social Studies Curriculum-Based Assessments, Benchmarks and STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: PK-12 vertically aligned core academic teams will meet annually Strategy's Expected Result/Impact: Meetings occur, minutes, "hot spots" discussed in each curriculum area, student achievement increases Staff Responsible for Monitoring: Curriculum & Instruction Department	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers collaborate in professional learning communities to refine instructional practices, review data, discuss students in need of intervention, and plan intervention/enrichment strategies Strategy's Expected Result/Impact: Agendas, Meeting minutes, intervention activities occur Staff Responsible for Monitoring: Campus Personnel; Curriculum & Instruction Dept.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will be provided multiple professional development opportunities both in and out of the district focused on the areas of core curriculum, small group instruction, cross-curricular instruction, SEL, classroom management & safety, Emergent Bilinguals (EBs), and intervention strategies Strategy's Expected Result/Impact: Training will be offered and attended as needed. Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Technology; Staff Development Committee Funding Sources: - Local Funds - \$55,000, - Title II - \$89,000, - Title III - \$5,000, - IDEA - Spec Ed - \$20,000, - Title I - \$12,400	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: All student groups will be carefully monitored on each curriculum based assessment with particular attention to EBS, economically disadvantaged and special education students Strategy's Expected Result/Impact: Data meetings held, student tracking rosters are updated regularly Staff Responsible for Monitoring: Campus Personnel; Curriculum & Instruction Dept.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Tutorials and reteach opportunities will be provided to all students who fail an assessment such as CFA, CBA, benchmark, STAAR, and EOC data Strategy's Expected Result/Impact: Tutorials occur and reteach opportunities occur, increased student performance Staff Responsible for Monitoring: Campus Personnel Funding Sources: Tutorials - Local Funds - \$12,000, Tutorials - Title I - \$11,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Implement Campus Administrators PLC with case manager leads to identify areas of need in curriculum and instruction, as well as support in the form of training and development of processes. Strategy's Expected Result/Impact: Training occurs, ongoing support provided, student learning needs are met Staff Responsible for Monitoring: Assistant Superintendent of Special Services; Special Services Coordinators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide Training opportunities to ensure participation is occurring in the Least Restrictive Environment (LRE) Strategy's Expected Result/Impact: Training occurs on LRE, IEP documentation, increased inclusion time occurs Staff Responsible for Monitoring: Assistant Superintendent of Special Services; Campus Principals Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Provide training on instructional supports for paraprofessionals working with special education students Strategy's Expected Result/Impact: Increase in success rate of special education students Staff Responsible for Monitoring: Assistant Superintendent of Special Services Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Language acquisition training will be provided to target language acquisition strategies for all EB students Strategy's Expected Result/Impact: Training occurs Staff Responsible for Monitoring: Deputy Superintendent and the Bilingual/ESL Coordinator.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Provide assistance to all teachers to support students as new interactive item types are introduced for STAAR. Strategy's Expected Result/Impact: Agendas, Meeting minutes, increase in success rate of students Staff Responsible for Monitoring: Coordinator of Assessment & Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Administrators and C&I department will facilitate a continued focus on effective instructional strategies, including Fundamental 5, to increase student achievement Strategy's Expected Result/Impact: Walkthroughs and appraisals reflect an instructional focus, PLCs focus on instructional strategies, increase student achievement Staff Responsible for Monitoring: Curriculum and Instruction Department; Campus Administrators; Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Provide supplemental resources to improve academic performance of students to close the achievement gaps in math Strategy's Expected Result/Impact: Increase in student success in math Staff Responsible for Monitoring: Coordinators of Mathematics Funding Sources: - Technology Budget - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Provide professional development for teachers and campus leaders to build a foundation of vertical and horizontal alignment in mathematics Strategy's Expected Result/Impact: Training occurs, student achievement increases Staff Responsible for Monitoring: Coordinators of Mathematics	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Target specific Fact Fluency strategies in grades 1-6 and provide corresponding assessments Strategy's Expected Result/Impact: Increase automaticity of basic math facts Staff Responsible for Monitoring: Coordinators of Mathematics	Formative			Summative
	Nov	Jan	Mar	June

Strategy 15 Details	Reviews			
Strategy 15: Provide science and social studies professional development for teachers and campus leaders to build a foundation of vertical and horizontal alignment. Strategy's Expected Result/Impact: Training occurs, student achievement increases Staff Responsible for Monitoring: Deputy Superintendent; Coordinator of Science and Social Studies	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: Provide supplemental resources for targeted process standards in grades K-12 social studies to increase masters level on STAAR. Strategy's Expected Result/Impact: Training occurs, student achievement increases Staff Responsible for Monitoring: Coordinator of Science and Social Studies	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: Increase the number of teachers trained in Advanced Academics (Ex.: Gifted and Talented annual updates, Advanced Placement Institutes, and Pre-AP Institutes) Strategy's Expected Result/Impact: Teachers attend training and submit certificates, increase Meets and Masters Grade Level performance Staff Responsible for Monitoring: Director of Curriculum and Program Integration; Campus Principals; Academic Deans; Counselors Funding Sources: - Advanced Academics Budget - \$7,400	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18 Details	Reviews			
Strategy 18: Enrichment opportunities will be provided for students close to achieving Meets and Masters Grade Level performance Strategy's Expected Result/Impact: Campus master schedule, increase Meets and Masters Grade Level performance Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19 Details	Reviews			
Strategy 19: GT Task Force will meet at least three times annually to identify training needs and address program alignment Strategy's Expected Result/Impact: GT Task Force meeting occur with documented minutes GT program is aligned to the state plan Staff Responsible for Monitoring: Director of Curriculum and Program Integration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 20 Details	Reviews			
Strategy 20: Provide supplemental resources for targeted process standards in grades K-12 science to increase masters level on STAAR. Strategy's Expected Result/Impact: Increased academic performance Staff Responsible for Monitoring: Assistant Superintendent of Curriculum; Coordinator of Social Studies	Formative			Summative
	Nov	Jan	Mar	June
Strategy 21 Details	Reviews			
Strategy 21: Increased opportunities will be provided for special education students to maintain participation is occurring in the Least Restrictive Environment (LRE) Strategy's Expected Result/Impact: Increased academic performance Staff Responsible for Monitoring: Assistant Superintendent of Special Services; Special Services Coordinators	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Students will set individual goals related to their academic progress with their teachers with the intent to "meet or beat" previous scores Strategy's Expected Result/Impact: Goals are set and monitored throughout the school year, students complete individual data tracking sheets, increase percentage of students meeting and exceeding the STAAR Progress Measure Staff Responsible for Monitoring: Campus Principals; Campus Personnel	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Attendance reports each six weeks

Strategy 1 Details	Reviews			
Strategy 1: Attention2Attendance will provide ongoing tracking of student attendance and increase communication to home and school regarding attendance Strategy's Expected Result/Impact: Attendance rate increases Staff Responsible for Monitoring: Deputy Superintendent; Director of Student Services Funding Sources: - Local Funds - \$31,200	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Parents will be called by the attendance clerk daily when students are absent Strategy's Expected Result/Impact: Calls occur and log is kept Six weeks reports are monitored and reviewed Attendance rate increases Staff Responsible for Monitoring: Campus Principals; Assistant Principals; Attendance Clerks; Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Each campus will incorporate campus incentives for perfect attendance on a regular basis Strategy's Expected Result/Impact: Incentives occur Six weeks reports are monitored and reviewed Attendance rate increases Staff Responsible for Monitoring: Campus Principals; Assistant Principals; Attendance Clerks; Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Campus administrators will hold attendance hearings for students with chronic absentee patterns Strategy's Expected Result/Impact: Six weeks reports are monitored and reviewed/Attendance rate increases Staff Responsible for Monitoring: Campus Principals; Assistant Principals; Counselors; Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Campus administrators will highlight the importance of attendance in newsletters and other communication avenues Strategy's Expected Result/Impact: Communications occur/Attendance rate increases Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Campus administrators will provide annual professional development relating to student attendance rates, procedures for monitoring attendance, and best practices. Strategy's Expected Result/Impact: Campus attendance rates will increase. Staff Responsible for Monitoring: Director of Student Services; Campus Principals; Assistant Principals over Attendance; Attendance Clerks	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: The percent of 3rd grade students that score Meets Grade Level or above on STAAR Math will increase from 74% to 79% by June 2026.

HB3 Goal
Evaluation Data Sources: STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Student performance will be monitored on each assessment Strategy's Expected Result/Impact: Data meetings held, student tracking rosters updated, student performance increases Staff Responsible for Monitoring: Coordinators of Mathematics	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: The percent of 3rd grade students that score Meets Grade Level or above on STAAR RLA will increase from 74 % to 80 % by June 2026.

HB3 Goal

Evaluation Data Sources: STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Every Kindergarten through 3rd grade student will be assessed with the mCLASS DIBELS beginning of year screener with the purpose of identifying students at-risk of future literacy difficulties Strategy's Expected Result/Impact: At-risk students will be identified early for intervention Staff Responsible for Monitoring: RLA Coordinators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Student academic performance will be monitored by CLI, DIBELS /Lectura (K-6), DRA/IDEL (Grades K-2), and CBAs. Strategy's Expected Result/Impact: Data meetings held, student tracking rosters updated, student performance increases Staff Responsible for Monitoring: RLA Coordinators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Literacy components, processes, and strategies will be identified and provided to all K-2 teachers through The Literacy Collaborative Strategy's Expected Result/Impact: Training occurs and increased performance Staff Responsible for Monitoring: RLA Coordinators	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: All Emergent Bilingual students will increase their TELPAS Composite Score each year until criteria for reclassification is met.

Evaluation Data Sources: TELPAS Composite Scores

Strategy 1 Details	Reviews			
Strategy 1: TELPAS Task Force will create an individual campus action plan for growth/student achievement on TELPAS composite from the previous year. Strategy's Expected Result/Impact: Increased performance level on TELPAS Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction; Director of Program & Curriculum Integration; and the Coordinator of Emergent Bilinguals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Linguistic accommodations will be provided routinely and effectively for independent use by Emergent Bilingual students. Strategy's Expected Result/Impact: Increase in EB student success rate on STAAR/TELPAS Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction; Director of Program & Curriculum Integration; the Coordinator of Emergent Bilinguals; Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Provide teacher professional development to facilitate an increase in the number of students 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: Ensure Honors/AP teacher have received appropriate College Board training Strategy's Expected Result/Impact: Trainings are monitored and attended, as needed Staff Responsible for Monitoring: Director of Program & Curriculum Integration; Academic Deans Funding Sources: - Advanced Academics Budget - \$7,400	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teacher training will be provided in courses that lead to industry-based certifications Strategy's Expected Result/Impact: Training will be offered and attended, as needed Staff Responsible for Monitoring: Director of Program & Curriculum Integration; CTE Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase college readiness exam training for teachers, with an emphasis in Desmos calculators, probability, and statistics Strategy's Expected Result/Impact: Training will be offered and attended, as needed Staff Responsible for Monitoring: College and Career Readiness Task Force	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: 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: Increase in programs and course offerings with increased participation

Strategy 1 Details	Reviews			
Strategy 1: Increase course offerings that lead to a complete program of study, endorsement, and/or certification Strategy's Expected Result/Impact: Course offerings are monitored Staff Responsible for Monitoring: College Career Ready Task Force	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase advanced academics course offerings (OnRamps, AP, Dual Credit, Level 4 CTE courses, etc.) Strategy's Expected Result/Impact: Increase participation in advanced courses, increase performance in advanced courses, increase students meeting CCMR criteria Staff Responsible for Monitoring: Director of Program & Curriculum Integration; College Career Ready Task Force	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase participation and quality of the STEM program Strategy's Expected Result/Impact: Number of STEM program students increases, STEM curriculum documents are developed, STEM team advances in competition Staff Responsible for Monitoring: Director of Program & Curriculum Integration; CTE Coordinator; STEM Teachers Funding Sources: - CTE Budget - \$55,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Increase college readiness exam prep, exam offerings, and ASVAB testing Strategy's Expected Result/Impact: Increase college and career readiness activities Staff Responsible for Monitoring: College and Career Readiness Task Force	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: 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 at the Middle Schools and High School Strategy's Expected Result/Impact: Career Exploration activities occur Staff Responsible for Monitoring: CTE Coordinator; College & Career Counselor; Middle School Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue financial literacy programs at the middle schools Strategy's Expected Result/Impact: Increase opportunities for career exploration, collaborate with the community Staff Responsible for Monitoring: Coordinator of Science and Social Studies	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 4: The percentage of graduates that meet the criteria for CCMR will reach 91% by August 2026.

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Increase enrollment of students in advanced academics and CTE courses Strategy's Expected Result/Impact: Course offerings and number of participants monitored monthly Staff Responsible for Monitoring: College and Career Ready Task Force	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase student industry-based certifications Strategy's Expected Result/Impact: Number of certifications for high school students increase Staff Responsible for Monitoring: CTE Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The failure rate of students in non-traditional 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; CTE Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Monitor the progression of high school students meeting college, career and military readiness indicators Strategy's Expected Result/Impact: Increase the number of students meeting CCMR accountability indicators Staff Responsible for Monitoring: Director of Program & Curriculum Integration; CTE Coordinator; High School Associate Principal; High School Counselors	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: All parents will participate in one or more school activities, organizations, trainings, meetings, and/or parent conferences

Evaluation Data Sources: Sign-in sheets at campus activities

Strategy 1 Details	Reviews			
Strategy 1: Technology support, discipline reports, progress reports, Family Access, campus/district websites will be available to parents Strategy's Expected Result/Impact: Technology resource use Staff Responsible for Monitoring: Assistant Superintendent of Technology; Director of Curriculum and Program Integration; Director of Communications Funding Sources: Skyward, ParentSquare, Finalsite - Technology Software Budget - \$184,924	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Media and publications, i.e. Barbers Hill website, email and text communications, Parent Square app, Facebook, newsletter, Eagle Insider podcasts, and press releases will provide important information to parents Strategy's Expected Result/Impact: Parent responses, increased social media followers Staff Responsible for Monitoring: Director of Community Relations Funding Sources: - Communications Budget - \$9,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Parent volunteer efforts will be encouraged Strategy's Expected Result/Impact: Documentation of parent volunteer activities Staff Responsible for Monitoring: Counselors Funding Sources: - General Campus Fund - \$6,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Parent Connections, such as the Eagle Insider Podcast, which will provide important topics on the latest trends and concerns for students. Strategy's Expected Result/Impact: Monthly Eagle Talk Updates Staff Responsible for Monitoring: Assistant Superintendent of Technology; Safe Schools Coordinator; Social Worker; Director of Communications	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Watch D.O.G.S. program will be utilized at all campuses Strategy's Expected Result/Impact: Increased participation of parents on campus Staff Responsible for Monitoring: Safe Schools Coordinator; Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: District Facebook page will serve as a supplemental and critical communication tool to provide important information to parents and the community, as well as showcasing the achievements of the District Strategy's Expected Result/Impact: Parent responses, increased social media followers Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Creation of a Photography & Videography schedule for the school year to assist in organizing the creative needs within the District and provide supplemental content for communication streams Strategy's Expected Result/Impact: Increased social media presence and enhance communication within the community Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Enhanced communication and organization with Campus Liaisons Strategy's Expected Result/Impact: Streamline communication between campuses and district regarding campus/district news and events Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Ensure clear, consistent, and welcoming communication that strengthens school-community relationships and supports student success

Evaluation Data Sources: Surveys, inventory of communication signage

Strategy 1 Details	Reviews			
Strategy 1: Thorough assessment of BHISD signage within facilities and campuses Strategy's Expected Result/Impact: Increase communication efforts Staff Responsible for Monitoring: Brand Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Creation and implementation of organized processes to update and maintain signage across the District Strategy's Expected Result/Impact: Increase communication efforts Staff Responsible for Monitoring: Brand Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Design and installation of branded creative designs Strategy's Expected Result/Impact: Enhance public spaces across the District Staff Responsible for Monitoring: Brand Specialist	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Expand and strengthen community partnerships through Partners in Education

Evaluation Data Sources: Surveys, number of events

Strategy 1 Details	Reviews			
Strategy 1: Partners in Education will provide a critical bridge between the District and businesses within the community Strategy's Expected Result/Impact: Fostering meaningful connections that enhance the district's brand, provide life skills training for students, and promote student success Staff Responsible for Monitoring: Brand Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Public District events, and the participation in community events/committees/etc, will provide a critical bridge between BHISD and the community, enhancing the BHISD brand and further strengthening relationships with key community partners Strategy's Expected Result/Impact: Fostering meaningful connections that enhance the district's brand, provide life skills training for students, and promote student success Staff Responsible for Monitoring: Brand Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Flight Academy will provide important life skills training to students, while also strengthening relationships between BHISD and community partners Strategy's Expected Result/Impact: Fostering meaningful connections that enhance the district's brand, provide life skills training for students, and promote student success Staff Responsible for Monitoring: Brand Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Hall of History field trips for 4th graders and "New to the Nest" Strategy's Expected Result/Impact: Increase student knowledge of important information pertaining to the history, traditions and culture of BHISD Staff Responsible for Monitoring: Brand Specialist; Coordinator of Social Studies	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Audits, drills, student surveys, staff/student training, and targeted services 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: Sexual Child Abuse training will be conducted at each campus Strategy's Expected Result/Impact: Training records SafeSchool training Staff Responsible for Monitoring: School Counselor; Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Counseling and School Social Worker Services will be available on each campus Strategy's Expected Result/Impact: Agendas and minutes of counselor meetings Weekly review meeting with school social worker Staff Responsible for Monitoring: Director of Safe Schools; Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Counselor training, i.e. 504 updates, will occur annually and as needed Strategy's Expected Result/Impact: 504 updates presented at campus annually and requirements are met Staff Responsible for Monitoring: Assistant Superintendent of Special Services	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: Training occurs Staff Responsible for Monitoring: Lead Nurse	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Bullying awareness intervention, safety, coping strategies, etc will be offered to students through character development lessons and assemblies Strategy's Expected Result/Impact: Programs and lessons occur and number of instances of bullying reduce Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Drug & Alcohol abuse awareness will occur throughout the year (Red Ribbon Week, Fall Fest, GREAT Program) Strategy's Expected Result/Impact: Records of services, programs, and information sharing Staff Responsible for Monitoring: Deputy Superintendent; Counselors; District Social Worker	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: The S4 committee (Safe Schools, Safe Students) will meet three times annually to address strategies, activities, and programs to promote a safe school environment Strategy's Expected Result/Impact: Meetings occur, plans developed, staff informed. Agendas and minutes of S4 meetings Staff Responsible for Monitoring: Safe Schools Coordinator; DAEP Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: CPR instruction will be provided to all students their 9th grade year Strategy's Expected Result/Impact: Train-the-Trainer for teachers occur; instruction occurs at High School Staff Responsible for Monitoring: Lead Nurse, Coordinator of Science and Social Studies	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Maintain a working district-wide SHAC (School Health Advisory Committee) Strategy's Expected Result/Impact: Agenda and minutes posted on district website Annual report to school board Staff Responsible for Monitoring: Lead Nurse; Social Worker	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: A dating violence policy, pursuant to HB121, will include training, counseling, and awareness education. Awareness information will be posted on district website Strategy's Expected Result/Impact: District Policy; resources on-line Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Homeless student/family identification & support occurs throughout the school year. Strategy's Expected Result/Impact: Records of homeless students. Logs and data from counselors, social worker and nurses. Staff Responsible for Monitoring: District Social Worker	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
Strategy 12: Foster student and families are identified and supported through campus counselor Strategy's Expected Result/Impact: Records of foster students. Logs and data from counselors, social worker and nurses. Staff Responsible for Monitoring: District Social Worker; Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Nursing services are provided by registered nurses at each campus: * Vision * Hearing * Spinal Screening * AN Screening * Communicable Diseases * Accidents/First Aid * Medication Administration * Medical Procedures Strategy's Expected Result/Impact: Health records are up to date and recommendations are made if further treatment is necessary. Staff Responsible for Monitoring: Lead Nurse	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Provide internal systems to monitor school safety Strategy's Expected Result/Impact: Safety protocols are developed, communicated, implemented, and reviewed Staff Responsible for Monitoring: Director of Safe Schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Safety audits will be conducted each semester at each campus Strategy's Expected Result/Impact: Results of audits are presented to the campus principal and the superintendent Staff Responsible for Monitoring: Assistant Superintendent of Planning and Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: A periodic security review of entrances and exits will be conducted at each campus Strategy's Expected Result/Impact: Review conducted and submitted to the superintendent Staff Responsible for Monitoring: Assistant Superintendent of Planning and Operations	Formative			Summative
	Nov	Jan	Mar	June

Strategy 17 Details	Reviews			
Strategy 17: Maintain security cameras throughout the district. Strategy's Expected Result/Impact: Continuous access to working cameras/cameras used to identify situations of concern Staff Responsible for Monitoring: Assistant Superintendent of Technology; Director of Safe Schools; Safety Technical Analyst Funding Sources: - Technology Budget - \$12,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18 Details	Reviews			
Strategy 18: Monitor all public social media posts for threatening of harmful posts via Dark Trace. Strategy's Expected Result/Impact: Threats are addressed and reduced. Staff Responsible for Monitoring: Chief of Police; Director of Safe Schools; Safety Technical Analyst Funding Sources: - Technology Software Budget - \$23,750	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19 Details	Reviews			
Strategy 19: 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 protocols implemented and monitored. Staff Responsible for Monitoring: Director of Safe Schools Funding Sources: - Fall Fest Fund - \$1,000, - Personnel Budget - \$1,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 20 Details	Reviews			
Strategy 20: School safety, including monitoring and responding to discipline, will be conducted by Campus Administrators, not Police Officers. LE Duties A district peace officer, a school resource officer, and security personnel shall perform law enforcement duties for the school district that must include protecting the safety and welfare of any person in the jurisdiction of the peace officer, resource officer, or security personnel; and the property of the school district. BHISD Law Enforcement is tasked only with duties related to law enforcement intervention and not tasked with behavioral or administrative duties better addressed by other district employees. BHISD Law Enforcement ensures the security and protection of students, staff, and property. Their duties include: 1) Protect the safety and welfare of any person in the jurisdiction of the district and protect the property of the District. 2) Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, district police officers may serve search warrants in connection with district-related investigations in compliance with the Texas Code of Criminal Procedure. 3) Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure. 4) Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary. 5) Enforce District policies on District property, in school zones, at bus stops, or at District functions. 6) Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in administrative hearings concerning the alleged violations. 7) Carry weapons as directed by the chief of police and approved by the Superintendent. 8) Carry out all other duties as directed by the chief of police or Superintendent. Strategy's Expected Result/Impact: Safety protocols, including discipline will be implemented and monitored. Staff Responsible for Monitoring: Campus administrators, Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Address the needs of the whole child to increase social and emotional health and to lessen the severity and number of discipline infractions.

Evaluation Data Sources: SEL (Social-Emotional Learning) websites, 7 Mindsets programs district-wide, Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: Suicide prevention training will be provided pursuant to HB 2186. All new employees will receive training from SafeSchool.com. All continuing employees will receive training as recommended by school district. Strategy's Expected Result/Impact: All employees participate in training Staff Responsible for Monitoring: Director of Safe Schools; Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: PBIS, a tiered system for behavioral intervention, will be implemented at all campuses. Strategy's Expected Result/Impact: A multi-tiered support system is developed, communicated, and implemented at all campuses Staff Responsible for Monitoring: Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Specialized programs, such as BASE and FLECS, will retrain students experiencing behavior and social skills difficulties with replacement strategies, and provide on-going support by highly-trained professional and paraprofessional staff. Strategy's Expected Result/Impact: Reduction in frequency of high-level behaviors for identified students. Staff Responsible for Monitoring: Adaptive Behavior Coordinator; Campus Principals; District Behavior Team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Evaluate all threat assessments to maintain a safe, disciplined and health environment conducive to student learning and employee effectiveness. Strategy's Expected Result/Impact: A clear process is developed and implemented to complete, review, and respond to threat assessments. Staff Responsible for Monitoring: Director of Safe Schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Utilize anonymous reporting program for bullying and other threatening behavior. Strategy's Expected Result/Impact: STOPit!, a system to anonymously report suspicious behavior, will be implemented district-wide Staff Responsible for Monitoring: Assistant Superintendent of Technology; Director of Safe Schools; Safety Technical Analyst Funding Sources: - Technology Software Budget - \$5,100	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Professional development in social emotional learning & support will be provided for staff members (example: Tough Kids, Capturing Kids Hearts, Emotional Poverty, 7 Mindsets) Strategy's Expected Result/Impact: Training in SEL for staff occurs Staff Responsible for Monitoring: Deputy Superintendent; Staff Development Steering Committee; Director of Safe Schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Administrative teams will receive ongoing training on specialized programs, such as PASS and FLECS, to provide additional support and strategies to help reduce disciplinary removals. Strategy's Expected Result/Impact: Reduction in frequency of high-level behaviors for identified students. Staff Responsible for Monitoring: Adaptive Behavior Coordinator; Campus Principals; District Behavior Team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Special Education high focus group will be carefully monitored on each curriculum based assessment and benchmark to track growth Strategy's Expected Result/Impact: Increased academic growth Staff Responsible for Monitoring: Instructional Coaches, Principals,	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: No waivers requested for certification exceptions

Strategy 1 Details	Reviews			
Strategy 1: A variety of methods will ensure that quality staff are employed and retained using district website and Region IV job board Strategy's Expected Result/Impact: Multiple applicants for all posted positions, quality staff employed Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Criminal history and reference/credential checks of future employees will be conducted Strategy's Expected Result/Impact: Documentation of criminal history checks Staff Responsible for Monitoring: Secretary to Assistant Superintendent of Human Resources Funding Sources: - Personnel Budget - \$7,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Substitutes will be employed and trained to ensure quality instruction Strategy's Expected Result/Impact: 100% Fill Rate for all requested substitutes Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Professional development programs will be offered to instructional aides. Instructional aides have an opportunity to receive supplemental pay based on professional development hours, excellent attendance and outstanding performance. Strategy's Expected Result/Impact: Lead staff members & Special Education teachers will facilitate training Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Human Resources; Assistant Superintendent of Special Services	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Employee retention rate will be greater than 95%.

Evaluation Data Sources: TAPR Report and Mentoring Program

Strategy 1 Details	Reviews			
Strategy 1: A survey of districts with competitive pay for all staff members will be conducted Strategy's Expected Result/Impact: Salary survey will be shared with all district personnel & Board of Trustees Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: New teacher orientation and training will prepare new staff members for success. Strategy's Expected Result/Impact: Completion of induction. New Employee Survey will be shared with Leadership Team. Implementation of Mentor Program and New Employee Handbook Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Funding Sources: - Personnel Budget - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teacher attendance recognition programs will continue. Goal will be 97% attendance rate for teachers. Attendance incentive paid each semester. Strategy's Expected Result/Impact: Six weeks reports on teacher attendance. Goal-Setting with principals and individual staff members. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Funding Sources: - Personnel Budget - \$200,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: A comprehensive wellness program will be provided to all employees Strategy's Expected Result/Impact: 100% of staff will be given opportunity to participate in wellness activities. These include Eagle Pointe Membership, Eagle Pointe Golf Membership, on-sight exercise classes, annual health fair including flu shots, the concierge service at Omnipoint Health, and Healthy on the Hill Staff Responsible for Monitoring: Assistant Superintendent of Human Resources; Coordinator of Health Services; Director of Safe Schools Funding Sources: - Personnel Budget - \$185,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Mentors for new teachers or teachers new to the district will be utilized. Implementation of "The Eagle Way." Utilization of Campus Mentor Coaches. Strategy's Expected Result/Impact: Mentor logs and feedback. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Funding Sources: - Personnel Budget - \$24,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: State/Federal funds will be used to provide supplemental staff Strategy's Expected Result/Impact: Progress monitoring, CBA's to assess growth Staff Responsible for Monitoring: Assistant Superintendent of Finance; Assistant Superintendent of Human Resources; State & Federal Programs Coordinator Funding Sources: - Title I - \$365,956.24	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Evaluate & adjust, as needed, stipends for difficult positions to fill such as Bilingual & ESL Strategy's Expected Result/Impact: Evaluate any unfilled positions and determine if stipend is needed Staff Responsible for Monitoring: : Assistant Superintendent of Human Resources Funding Sources: - Payroll Budget - \$50,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: The student-teacher ratio will be lower than the state average.

Evaluation Data Sources: TAPR Report, STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Analyze demographic information to project enrollment for subsequent year Strategy's Expected Result/Impact: Demographic information from cohort group is used to staff. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources; Assistant Superintendent of Finance	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Meet with campus principals and directors to assess staffing needs and share formula projections to accommodate anticipated growth. Strategy's Expected Result/Impact: Document meetings and written requests from administrators. Utilize a comprehensive, formula-based model when determining staffing needs. Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Human Resources; Assistant Superintendent of Finance; Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Special Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Analyze TAPR Report to assess student-teacher ratios Strategy's Expected Result/Impact: TAPR Report shows below student teacher ratios as compared to the state Staff Responsible for Monitoring: Assistant Superintendent of Human Resources; Assistant Superintendent of Finance	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Present staffing plan to Board of Trustees for approval Strategy's Expected Result/Impact: Board action in February. Supplemental needs for staff will be taken to the Board in April after course selection is completed at the secondary campuses. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources; Assistant Superintendent of Finance	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Barbers Hill ISD will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

Performance Objective 1: Student performance will increase in key performance areas while maintaining district expenditures per student.

Evaluation Data Sources: Annual Financial Audit; STAAR results; Bond Credit Ratings

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a plan to ensure the district maintains or enhances bond credit ratings, or any other financial instrument that has equal rigor. Strategy's Expected Result/Impact: Bond Credit Rating of AA+ S&P Aa2 Moody's or Higher Staff Responsible for Monitoring: Assistant Superintendent of Finance	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Analyze financial and other relevant data of comparison districts and identify potential areas for improvement Strategy's Expected Result/Impact: Inclusion in annual budget notebook Staff Responsible for Monitoring: Assistant Superintendent of Finance; Business Manager	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Explore and utilize diversification of district revenue Strategy's Expected Result/Impact: Annual Financial Audit Board Goal Evaluation Staff Responsible for Monitoring: Assistant Superintendent of Finance	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Develop and implement a process to ensure use of district resources is aligned with the district goals Strategy's Expected Result/Impact: Annual budget development process Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Finance	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Monitor trend of student performance as compared with cost per student Strategy's Expected Result/Impact: Annual budget development process Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Finance	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Review district/campus needs in order to develop plans for technology upgrades and to purchase equipment. Strategy's Expected Result/Impact: Equipment purchased for classroom and district needs during annual budget development process Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent of Finance; Assistant Superintendent of Technology Funding Sources: Network Upgrades, Firewall - Capital Projects - \$196,706	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Utilize consultant services to assist with ERATE compliance and to maximize benefits. Strategy's Expected Result/Impact: Supplemental funds for technology Staff Responsible for Monitoring: Assistant Superintendent of Technology; CRW Consulting ERATE Services, LLC Funding Sources: - Technology Budget - \$4,300	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: A long range facility plan will be implemented and maintained.

Performance Objective 1: Using available data, facility additions and expansions will meet the needs of a growing student population.

Evaluation Data Sources: Campus master schedules, enrollment tracking charts, updated facility conditions assessment data base, and current construction updates

Strategy 1 Details	Reviews			
Strategy 1: Through current demographic surveys, cohort survival analysis, and building usage surveys, existing district facilities and classroom needs will be determined Strategy's Expected Result/Impact: Development of campus surveys of room usage as well as updated cohort survival analysis reports on a quarterly basis Staff Responsible for Monitoring: Director of Facilities & Planning; Assistant Superintendent of Finance Funding Sources: every 5 years - Capital Projects - \$60,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: A new District Facility Conditions Assessment will be used to plan capital projects and maintenance district-wide Strategy's Expected Result/Impact: Prioritization of projects from Facility Condition Assessment to prepare Summer, Fall, and Spring facility improvement project packages for board approval Staff Responsible for Monitoring: Director of Facilities & Planning, Bond Construction Manager, Construction Manager Funding Sources: Bond 2020 - District	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Update Cohort Survival Model study annually to estimate the next 3-5 years' enrollment growth Strategy's Expected Result/Impact: New PASA updated demographic study for 2024-25 Staff Responsible for Monitoring: Director of Facilities & Planning, Bond Construction Manager, Construction Manager	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

RDA Strategies

Goal	Objective	Strategy	Description
1	1	7	Provide Training opportunities to ensure participation is occurring in the Least Restrictive Environment (LRE)
1	1	8	Provide training on instructional supports for paraprofessionals working with special education students

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,565,668.00

Total FTEs Funded by SCE: 21

Brief Description of SCE Services and/or Programs

SCE pays for two teacher aides, one secretary, 17 teachers, and one social worker throughout the district. Targeted instructional programs are provided for students who are struggling with key subjects like reading, math, and writing. These sessions are designed to focus on the specific areas where students are falling behind. These programs offer remediation for students who have not passed state assessments, helping them to catch up and improve their skills before the next round of tests.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Andrea Paskievich	Teacher	1
Anna West	Teacher	1
Audrey Gomez	Teacher	1
Blake Boudreaux	Teacher	1
Candice McKee	Teacher	1
Heather Young	Teacher	1
Jennifer Simmons	Teacher	1
Jessica Silcox	Teacher	1
Julie McLendon	Teacher	1
Kimberly Benavides	Teacher	1
Lesley Greshmel	Social Worker	1
Lisa Rankin	Teacher	1
Mary Young	Teacher	1
Meagan Hill	Aid	1
Misty Yeager	Teacher	1
Olivia Belt	Teacher	1
Patty Weaver	Teacher	1
Sandra Isas	Instructional Aide	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Sonia Quiroga	Secretary	1
Stephanie Allen	Teacher	1
Tara Franco	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amber Lakey	Teacher	RTI	1
Haley Lamb	Teacher	RTI	1
Hanna Odom	Teacher	RTI	1
Libby Farabee	Teacher	RTI	1

Plan Notes

Supplement Not Supplant Acknowledgement: Barbers Hill ISD follows state and federal guidelines regarding grant funds. Grant funds will supplement and not supplant state mandates or State Board of Education rules. State and local funds may not be decreased or diverted for other purposes merely because of the availability of the funds. Program services and activities to be funded from grants will be supplementary to existing services and activities and will not be used for any other services required by state law, State Board of Education rules, or local policy.

Grant Guidelines: Title 1, 2, 3, 4, and Perkins grant expenditures follow local, state, and federal guidelines and policies. Funding for professional development sessions, supplies and materials, and other allowable activities are aligned to state academic standards.

Title I, Part A: School attendance criteria is based on campus residing students.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Barbers Hill ISD

District Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$5,000.00
Sub-Total					\$5,000.00
General Campus Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$6,000.00
Sub-Total					\$6,000.00
IDEA - Spec Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$20,000.00
Sub-Total					\$20,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$12,400.00
1	1	5	Tutorials		\$11,000.00
5	2	6			\$365,956.24
Sub-Total					\$389,356.24
Personnel Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	19			\$1,000.00
5	1	2			\$7,000.00
5	2	2			\$3,000.00
5	2	3			\$200,000.00
5	2	4			\$185,000.00
5	2	5			\$24,000.00
Sub-Total					\$420,000.00

Technology Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			\$20,000.00
4	1	17			\$12,000.00
6	1	7			\$4,300.00
Sub-Total					\$36,300.00
Fall Fest Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	19			\$1,000.00
Sub-Total					\$1,000.00
Communications Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$9,500.00
Sub-Total					\$9,500.00
District					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	Bond 2020		\$0.00
Sub-Total					\$0.00
CTE Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$55,000.00
Sub-Total					\$55,000.00
Advanced Academics Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	17			\$7,400.00
2	1	1			\$7,400.00
Sub-Total					\$14,800.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$89,000.00
Sub-Total					\$89,000.00

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$55,000.00
1	1	5	Tutorials		\$12,000.00
1	3	1			\$31,200.00
Sub-Total					\$98,200.00
Technology Software Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Skyward, ParentSquare, Finalsite		\$184,924.00
4	1	18			\$23,750.00
4	2	5			\$5,100.00
Sub-Total					\$213,774.00
Capital Projects					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	6	Network Upgrades, Firewall		\$196,706.00
7	1	1	every 5 years		\$60,000.00
Sub-Total					\$256,706.00
Payroll Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	7			\$50,000.00
Sub-Total					\$50,000.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Mandy Malone	8/1/2025	Ashlee Boothe	8/1/2024
Child Abuse and Neglect	Lori May	8/1/2025	Ashlee Boothe	8/1/2024
Coordinated Health Program	Lori May	8/1/2025	Ashlee Boothe	8/1/2024
Decision-Making and Planning Policy Evaluation	Barbara Ponder	8/1/2025	Ashlee Boothe	8/1/2024
Disciplinary Alternative Education Program (DAEP)	Mandy Malone	8/1/2025	Ashlee Boothe	8/1/2024
Dropout Prevention	Mandy Malone	8/1/2025	Ashlee Boothe	8/1/2024
Dyslexia Treatment Program	Stephanie Martin	8/1/2025	Ashlee Boothe	8/1/2024
Pregnancy Related Services	Lori May	8/1/2025	Ashlee Boothe	8/1/2024
Post-Secondary Preparedness	Chloe Yowell	8/1/2025	Ashlee Boothe	8/1/2024
Recruiting Teachers and Paraprofessionals	Barbara Ponder	8/1/2025	Ashlee Boothe	8/1/2024
Student Welfare: Crisis Intervention Programs and Training	Lori May	8/1/2025	Ashlee Boothe	8/1/2024
Student Welfare: Discipline/Conflict/Violence Management	Mandy Malone	8/1/2025	Ashlee Boothe	8/1/2024
Texas Behavior Support Initiative (TBSI)	Stephanie Martin	8/1/2025	Ashlee Boothe	8/1/2024
Technology Integration	Kristen Davis	8/1/2025	Ashlee Boothe	8/1/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Barbara Ponder	8/1/2025	Ashlee Boothe	8/1/2024
HB3 Reading Academy Requirements	Chloe Yowell	8/1/2025	Ashlee Boothe	8/1/2024
Physical Fitness Assessment	Chloe Yowell	8/1/2025	Ashlee Boothe	8/1/2024
CTE Advisory Council	Chloe Yowell	8/1/2025	Ashlee Boothe	8/1/2024
Student Code of Conduct	Mandy Malone	8/1/2025	Mandy Malone	9/4/2024
Financial Reporting	Becky McManus	8/1/2025	Ashlee Boothe	9/19/2024

DIP Addendum- Bullying

Person responsible: Mandy Malone

Additional information: Bullying awareness intervention, safety, coping strategies, etc will be offered to students through character development lessons and assemblies.

DIP Addendum- Coordinated Health Program

Person responsible: Lori May

Additional information:

- Maintain a working district-wide SHAC (School Health Advisory Committee)
- CPR Training will be offered twice annually for all employees
- Drug & Alcohol abuse awareness will occur throughout the year (Red Ribbon Week, Fall Fest, GREAT Program)
- CPR instruction will be provided to all students their 9th grade year
- Nursing services are provided by registered nurses at each campus: Vision, Hearing, Spinal Screening, AN Screening, Communicable Diseases, Accidents/First Aid, Medication Administration, Medical Procedures

DIP Addendum- DAEP

Person responsible: Mandy Malone

Additional information:

- Random Drug testing program will be conducted at each secondary campus
- Drug & Alcohol abuse awareness will occur throughout the year (Red Ribbon Week, Fall Fest, GREAT Program)

DIP Addendum- Dropout Prevention

Person responsible: Mandy Malone

Additional information:

- A wide variety of school activities will be offered at each campus to facilitate a positive home/school connection (when safe & appropriate)
- All parents will be provided information to assist them in supporting their child's success
- Open Houses and orientations will occur at each campus
- A district Social-Emotional (SEL) Task Force will meet regularly to monitor implementation of SEL curriculum strategies
- Student growth will be monitored throughout the year using universal screeners for required grade levels
- Homeless student/family identification & support occurs throughout the school year.
- Foster student and families are identified and supported through campus counselor
- Provide supplemental resources to improve academic performance of students to close the achievement gaps in math
- Student performance will be monitored on each assessment

DIP Addendum- Dyslexia Treatment Program

Person responsible: Stephanie Martin

Additional information:

- All parents will be provided information to assist them in supporting their child's success
- Target phonics and spelling with systematic and sequential instruction using a research-based program for K-3 as defined by House Bill 3.
- Student growth will be monitored throughout the year using universal screeners for required grade levels
- Student performance will be monitored on each assessment

DIP Addendum- Post-Secondary Preparedness

Person responsible: Chloe Yowell

Additional information:

- A College and Career Ready Task Force will meet monthly to oversee status of CTE Program, Advanced Academics, and College-Ready activities
- Continue implementation of College and Career Ready Task Force initiatives
- GT Task Force will meet at least three times annually to identify training needs and address program alignment
- Ensure Honors/AP teacher have received appropriate College Board training
- Student performance will be monitored on each assessment

DIP Addendum- Recruiting Teachers and Paraprofessionals

Person responsible: Barbara Ponder

Additional information:

- An on-line application process will be utilized
- Training for substitutes
- Evaluate & adjust, as needed, stipends for difficult positions to fill such as Bilingual & ESL
- A competitive salary structure will attract and retain highly qualified staff
- A salary study will occur to ensure a competitive pay structure is maintained and shared with staff

DIP Addendum- Child Abuse

Person responsible: Lori May

Additional information: Sexual Child Abuse training will be conducted at each campus.

DIP Addendum- Student Welfare: Crisis Intervention Programs and Training

Person responsible: Lori May

Additional information:

- Watch D.O.G.S. program will be utilized at all campuses
- Counseling and School Social Worker Services will be available on each campus
- The S4 committee (Safe Schools, Safe Students) will meet three times annually to address strategies, activities, and programs to promote a safe school environment
- Safety Assessment Monitors located at all campuses to assist in safety awareness and training of substitutes on safety protocols.
- Suicide prevention training will be provided pursuant to HB 2186. All new employees will receive training from SafeSchool.com. All continuing employees will receive training as recommended by school district
- Counselor training, i.e. 504 updates, will occur annually and as needed

DIP Addendum- Student Welfare: Discipline/Conflict/Violence Management

Person responsible: Lori May

Additional information:

- Watch D.O.G.S. program will be utilized at all campuses
- Counseling and School Social Worker Services will be available on each campus
- The S4 committee (Safe Schools, Safe Students) will meet three times annually to address strategies, activities, and programs to promote a safe school environment
- Safety Assessment Monitors located at all campuses to assist in safety awareness and training of substitutes on safety protocols
- Safety audits will be conducted each semester at each campus
- A periodic security review of entrances and exits will be conducted at each campus
- A district Social-Emotional (SEL) Task Force will meet regularly to monitor implementation of SEL curriculum strategies
- A periodic security review of entrances and exits will be conducted at each campus

DIP Addendum- Technology Integration

Person responsible: Kristen Davis

Additional information:

- Technology support, discipline reports, progress reports, Family Access, campus/district websites will be available to parents
- Provide an adequate bandwidth and network infrastructure to support campus/district equipment and software for instruction daily.

DIP Addendum- HB3 Reading Academy Requirements

Person responsible: Chloe Yowell

Additional information:

- Target phonics and spelling with systematic and sequential instruction using a research-based program for K-3 as defined by House Bill 3.
- Student growth will be monitored throughout the year using universal screeners for required grade levels
- Student performance will be monitored on each assessment

DIP Addendum- CTE Advisory Council

Person responsible: Chloe Yowell

Additional information:

- A College and Career Ready Task Force will meet monthly to oversee status of CTE Program, Advanced Academics, and College-Ready activities
- Continue implementation of College and Career Ready Task Force initiatives
- Teacher training will be provided in courses that lead to industry-based certifications
- Career exploration activities will occur annually at the Middle Schools and High School
- The failure rate of students in non-traditional CTE courses will be tracked each six weeks and student remediation will occur as needed

DIP Addendum- Code of Conduct

Person responsible: Mandy Malone

Additional information:

- Code of Student Conduct will be revised annually and communicated to all stakeholders