

Barbers Hill Independent School District

Early Childhood Center

2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

Name	Committee Role	Term
Fatima Gonzalez	Principal	Ongoing
Nicole Grisham	Administrator	
Mike Kuroski	Administrator	
Desiree Hays	Teacher	
Melanie Nowlin	Teacher	
Angie Hollman	Teacher	
Patty Weaver	Teacher	
Julie Modisette	Teacher	
Amanda Waterloo	Teacher	
Meagan Monk	Teacher	
Jaclyn Fagg	Teacher	
Eden Meeks	Parent	

Name	Committee Role	Term
Ashley Kondo	Parent	
Elmo Camp	Community member	
Jerry Garcia	Community member	
Dana Garcia	Paraprofessional	
Patty Hernandez	Paraprofessional	
Ashlee Boothe, Ed.D.	State and Federal Programs Coordinator	Ongoing
Jodie Meredith	LSC staff member	Ongoing

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Barbers Hill Early Childhood Center conducted a comprehensive needs assessment to guide the development of the 2025–2026 Campus Improvement Plan. The purpose of this process is to identify strengths, challenges, and priority areas that will ensure all Pre-K and Kindergarten students receive high-quality instruction and support. Input was gathered from multiple sources, including staff surveys, parent feedback, student performance data, discipline/attendance reports, and campus walkthroughs.

Demographics and Enrollment

Our campus serves approximately 845 Pre-K and Kindergarten students, with diverse backgrounds and unique early learning needs. 36.92% (312) of our students are identified as economically disadvantaged, 10.77% (91) are Emergent Bilinguals, and 17.75% (150) receive special education services.

Student Achievement

DIBELS progress monitoring and BOY/MOY/EOY data indicate strengths in phonological awareness and oral language development, while continued growth is needed in alphabetic knowledge, early phonics, and vocabulary acquisition. Kindergarten readiness assessments demonstrate that many students enter school below grade level, requiring intentional Tier I instruction and targeted intervention. Enrichment opportunities for students performing above benchmark also remains an area of conversation. These are the focus areas of our campus:

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School Culture and Climate

Surveys and stakeholder feedback highlight a strong, supportive campus culture where students feel safe and connected. Staff collaboration and commitment to “The Eagle Way” are identified as key strengths. Areas for improvement include expanding parent engagement opportunities, supporting consistent classroom management practices, and addressing staff workload to maintain morale and retention.

Staff Quality, Recruitment, and Retention

Our staff is highly qualified and dedicated to early childhood instruction. Ongoing professional development in literacy, bilingual education, and differentiated instruction remains a need, particularly in supporting Tier II/Tier III interventions. Teacher recruitment in specialized areas such as bilingual and special education continues to be a challenge, reflecting statewide trends.

Curriculum, Instruction, and Assessment

Implementation of district curriculum is strong, with fidelity to scope and sequence. Teachers are successfully integrating strategies such as Teach Like a Champion techniques, and the Fundamental 5 framework. However, there is a need for more vertical alignment with elementary campuses, as well as continued refinement of progress monitoring systems to ensure interventions are data-driven and timely.

Family and Community Involvement

The campus enjoys strong community support, as seen through participation in events such as Fall Fest, Open House, and Eagle Launch. Opportunities exist to further engage families in literacy and numeracy at home, and to expand communication in both English and Spanish to meet the needs of our Emergent Bilingual

families.

Summary of Needs

Based on this assessment, the following areas will guide campus goals and strategies:

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- Provide professional development focused on differentiated instruction, classroom management, and supporting special populations.
- Increase family engagement opportunities, particularly for Emergent Bilingual and economically disadvantaged families.
- Continue fostering a positive school culture that supports staff retention and student well-being.

Demographics

Demographics Summary

Gender		
Female	387	45.80%
Male	458	54.20%
Ethnicity		
Hispanic-Latino	311	36.80%
Race		
American Indian - Alaskan Native	4	0.47%
Asian	19	2.25%
Black - African American	37	4.38%
Native Hawaiian - Pacific Islander	1	0.12%
White	435	51.48%
Two-or-More	38	4.50%

Student Programs	Count	Percent
Dyslexia	0	0.00%
Gifted and Talented	0	0.00%
Regional Day School Program for the Deaf	1	0.12%
Section 504	10	1.18%
Special Education (SPED)	150	17.75%
Bilingual/ESL		
Emergent Bilingual (EB)	91	10.77%
Bilingual	44	5.21%
English as a Second Language (ESL)	44	5.21%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
Title I Part A		
Schoolwide Program	845	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators	Count	Percent
At-Risk	443	52.43%
Foster Care	1	0.12%
IEP Continuer	0	0.00%
Immigrant	2	0.24%
Intervention Indicator	0	0.00%
Migratory	0	0.00%
Military Connected	23	2.72%
Transfer In Students	12	1.4201%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	312	36.92%
Free Meals	282	33.37%
Reduced-Price Meals	30	3.55%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	2	0.24%
Shelter	0	0.00%
Doubled Up	2	0.24%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	1	0.12%
Is Unaccompanied Youth	1	0.12%

Demographics Strengths

1. **Diverse Student Population:** The Early Childhood Center serves a rich and diverse student body, bringing a variety of cultural backgrounds and experiences into the classroom. This diversity enhances the learning environment, promoting cultural awareness and inclusivity among our youngest learners.
2. **Strong Community Support:** ECC benefits from the robust support of the Barbers Hill community, with families actively involved in school events and activities. This high level of engagement fosters a collaborative atmosphere and strengthens the home-school connection.
3. **Inclusive Programs:** ECC offers a variety of programs designed to meet the needs of all students, including special education services, bilingual education, and early intervention resources. These programs ensure that every child receives the support they need to succeed.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Inclusive Programs ECC offers a range of programs such as bilingual education, special education, and early intervention services. However, staffing shortages, increasing student needs, and the growing Emergent Bilingual and special education population present challenges in ensuring timely, individualized support for every child.

Root Cause: While teachers are highly committed, our goal is to continue providing targeted training in differentiated instruction, behavior supports, and language acquisition strategies to address the wide range of student needs.

Student Learning

Student Learning Summary



Student Learning Strengths

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Problem Statements Identifying Student Learning Needs

Problem Statement 1: The campus is working toward stronger consistency in instructional practices, but gaps remain in several key areas. Fidelity to Tier I phonics instruction with Reading Horizons varies across classrooms, campus-wide data discussions and Tier II interventions need to be intentional and data-driven, and classroom management procedures differ across the grade level.

Root Cause: Teachers need additional support and training to ensure consistent implementation of Reading Horizons phonics, common protocols for data collection and discussion, targeted planning for Tier II interventions, and unified expectations for classroom management and procedures.

School Processes & Programs

School Processes & Programs Summary

The district maintains well-defined administrative structures, with roles and responsibilities that ensure sound processes across campuses. The Curriculum and Instruction (C&I) department provides ongoing professional development and actively seeks feedback from staff to guide continuous improvement. College and career readiness programs have expanded to offer a wider range of opportunities, reflecting the district's commitment to preparing students for post-secondary success. Additionally, the Technology Department is highly responsive to campus needs and works diligently to provide tools, resources, and training that support both instructional growth and staff development.

School Processes & Programs Strengths

High-Quality Instructional Programs

ECC provides a comprehensive, developmentally appropriate curriculum designed to meet the diverse needs of our youngest learners. Instruction emphasizes hands-on exploration, social-emotional development, and the foundational skills of early literacy and numeracy that set the stage for long-term success.

Collaborative Professional Learning

Our teachers and staff engage in ongoing professional development and function as a collaborative learning community. Regular planning, data discussions, and sharing of best practices ensure that instructional strategies remain innovative, effective, and aligned with campus goals.

Family and Community Engagement

We recognize families as vital partners in early education. Through Open House events, family workshops, and consistent two-way communication, ECC fosters strong home-school connections that support student growth and strengthen our campus community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Although ECC has strong instructional programs, professional learning structures, and family engagement initiatives in place, inconsistencies remain in how these processes are implemented. Alignment in Tier I instruction, the use of data to drive Tier II interventions, and campus-wide classroom management procedures vary across grade levels and teachers.

Root Cause: Teachers need additional training and support to implement curriculum frameworks (such as Reading Horizons phonics) with fidelity, as well as clear protocols for using data to guide small-group instruction and intervention. In addition, campus-wide expectations for classroom management need greater consistency.

Perceptions

Perceptions Summary

At ECC, we prioritize transparency, collaboration, and continuous improvement in the way we conduct business. Feedback from surveys, interviews, and focus groups is regularly used to guide decision-making and refine our practices. Parent engagement evaluations show strong participation in events such as Open House, workshops, and family nights, reflecting the value our families place on being partners in their child's education.

The culture and climate of our campus are rooted in shared values and beliefs centered on student success, safety, and belonging. Community partnerships and volunteer involvement further strengthen our school, providing both resources and role models for our students. Staff surveys and feedback highlight a supportive work environment, with staff retention rates reflecting the dedication and stability of our team. Student feedback and communication data indicate that our efforts to keep families informed and connected are effective and appreciated.

Overall, ECC conducts business with a strong focus on stakeholder input, a commitment to building positive relationships, and practices that ensure our students and staff are supported both academically and socially.

Perceptions Strengths

ECC is recognized by families, staff, and the community as a campus that operates with transparency and open communication. Parents consistently share that they feel well-informed through regular updates, clear messaging, and opportunities to ask questions or provide feedback.

Our school culture is built on strong family values, where relationships, respect, and trust are prioritized. This emphasis fosters a sense of belonging for both students and staff, creating an environment where everyone feels supported.

ECC is also known for leading with grace approaching challenges with understanding, patience, and a problem-solving mindset. This quality strengthens the perception of our campus as a nurturing and caring place for young learners to grow.

Together, these strengths in communication, values, and grace reflect the heart of our school and reinforce the positive reputation ECC holds within the Barbers Hill community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some families express concern that current school hours are not age-appropriate for early childhood students, with dismissal times resulting in children getting home later than is developmentally ideal.

Root Cause: The delay in students arriving home is primarily due to the district's tiered transportation system, which results in buses running later routes for ECC students.

Priority Problem Statements

Problem Statement 1: Although ECC has strong instructional programs, professional learning structures, and family engagement initiatives in place, inconsistencies remain in how these processes are implemented. Alignment in Tier I instruction, the use of data to drive Tier II interventions, and campus-wide classroom management procedures vary across grade levels and teachers.

Root Cause 1: Teachers need additional training and support to implement curriculum frameworks (such as Reading Horizons phonics) with fidelity, as well as clear protocols for using data to guide small-group instruction and intervention. In addition, campus-wide expectations for classroom management need greater consistency.

Problem Statement 1 Areas: School Processes & Programs

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 9, 2025

Goal 1: Goal 1: Strengthen Tier I Instruction

Ensure 100% of Kindergarten classrooms implement Reading Horizons phonics instruction with fidelity to strengthen Tier I instruction and improve foundational literacy outcomes.

Performance Objective 1: By May 2025, ECC will increase the percentage of students meeting benchmark in NWF-CLS and NWF-WRC by 10% from BOY to EOY.

HB3 Goal

- Evaluation Data Sources:** DIBELS Benchmark & Progress Monitoring Data
Reading Horizons Fidelity Checks
PLC Documentation
Lesson Plans & Observations
Student Work Samples
Teacher Feedback & PD Records

Strategy 1 Details	Reviews			
Strategy 1: Instructional Coaching & Modeling Partner with district C&I specialists or instructional coaches to model Reading Horizons lessons and co-teach with teachers needing additional support. Conduct peer observations so teachers can learn from each other's effective phonics instruction practices.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Goal 2: Align Data Discussions and Progress Monitoring

Establish a campus-wide system for consistent data discussions and progress monitoring to drive instructional decisions and interventions.

Performance Objective 1: By May 2025, 100% of grade-level PLCs will utilize a standardized data protocol every 4 weeks, resulting in increased accuracy and consistency of intervention groupings.

- HB3 Goal**
- Evaluation Data Sources:** PLC Agendas & Sign-in Sheets - Evidence that data discussions are occurring consistently and on schedule.

PLC Minutes/Notes - Documentation of student progress monitoring, instructional adjustments, and next steps discussed.

Progress Monitoring Reports - DIBELS/Acadience data every 4-6 weeks showing student growth trends.

Student Data Trackers - Classroom-level tracking sheets showing updates after each progress monitoring period.

Intervention Logs - Records showing which students received Tier II support and the frequency/duration of interventions.

Walkthrough & Observation Data - Admin notes confirming alignment of instruction to data decisions.

End-of-Year Benchmark Results - Comparison of BOY/MOY/EOY scores to determine growth and impact of data-driven practices.

Staff Feedback Surveys - Qualitative input from teachers about the effectiveness and consistency of the data discussion process.

Strategy 1 Details	Reviews			
Strategy 1: Schedule Regular Data Meetings: Establish a recurring calendar of data discussions every 4-6 weeks. Ensure participation of administration, interventionists, and teachers to analyze student progress together.	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Strengthen Tier II Interventions

Implement intentional, data-driven Tier II small group instruction for students performing below benchmark.

Performance Objective 1: By May 2025, ECC will decrease the percentage of students in the "Intensive Support" category on the Composite DIBELS score by 15% from BOY to EOY through targeted interventions.

- HB3 Goal**
- Evaluation Data Sources:** DIBELS Progress Monitoring Data - BOY, MOY, EOY composite and subtest growth
 - Intervention Logs - Frequency and fidelity of Tier II groups (documented by teachers/interventionists)
 - PLC Data Discussion Notes/Minutes - Evidence of student grouping decisions and adjustments based on data
 - Student Growth Tracking Sheets - Individual student progress toward benchmark goals
 - Classroom Walkthrough Data - Evidence of small-group instruction aligned to targeted skills
 - RTI Documentation - Students moving between tiers based on data review
 - Teacher Feedback/Reflections - Anecdotal notes on intervention effectiveness and needed supports

Strategy 1 Details	Reviews			
Strategy 1: Use Data to Form Flexible Groups: Conduct data discussions every 4-6 weeks to review DIBELS and classroom assessment data. Regroup students based on current performance to ensure instruction remains targeted and responsive.	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Goal 4: Campus-Wide Classroom Management Alignment

Develop and implement consistent classroom management expectations and procedures across all grade levels to ensure a safe, structured, and engaging learning environment.

Performance Objective 1: By May 2025, ECC will see a 10% decrease in office discipline referrals and an increase in positive behavior acknowledgments, as measured by campus PBIS data and teacher reports.

- Evaluation Data Sources:** Office Discipline Referral Data - Track frequency, types, and locations of incidents (compare BOY vs. MOY vs. EOY).
Positive Behavior Data / Dojo Store Points - Monitor increases in positive acknowledgments and incentives given.
Teacher Feedback Surveys - Collect perceptions of classroom management consistency and support.
Walkthrough Data - Use administrator walkthroughs to look for alignment in posted expectations, routines, and procedures.
Attendance Data - Monitor for improvements if behavior and engagement increase.

Strategy 1 Details	Reviews			
Strategy 1: Provide Professional Development on Classroom Management: Host training sessions on proactive behavior management strategies, Teach Like a Champion techniques, and PBIS practices. Incorporate role-play and collaborative planning to model consistent routines and transitions.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Early Childhood Center

Total SCE Funds: \$485,546.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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. Additionally, 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.

Title I Personnel

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

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 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