

Barbers Hill Independent School District

Barbers Hill Elementary South

2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

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

Quality Instructional Leadership • Be visible in classrooms and in PLCs • Provide resources • Offer feedback • Trust • Build relationships • Provide clarity • Be reflective in our practice	Quality T1 Instruction • Provide small group instruction daily • Hold effective PLCs • Provide explicit, data-driven instruction • Build TEKS knowledge • Utilize Fundamental 5 principles daily • Deliver differentiated instruction • Be reflective in our practice
Social Emotional Learning • Consistent guidance lessons • Maintain a physically and emotionally safe environment • Build relationships (adults to adults, students to students, and adult to students) • Model appropriate behavior • Be reflective in our practice	Effective Classroom Management • Be in Power Zone 75% of the time • Create and maintain effective routines and procedures • Offer positive reinforcement (PBIS) • Maintain consistency • Keep the 100% rule • Deliver consistent parent communication • Keep true to common procedures and expectations • Be reflective in our practice

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

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

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

Elementary South's PLC Framework & Expectations

PLCs must:

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

Value Statement

Name	Committee Role	Term
Michelle James	Principal	Ongoing
Josh Painter	Administrator	
Julie Wylie	Administrator	
Taylor Johnson	Teacher	
Courtney Orosco	Teacher	
Rachell Warren	Teacher	
Kristi Tucker	Teacher	
Resa Borries	Teacher	
Brittany Barton	Teacher	
Jennifer Baggs	Instr. Coach	
Kelly Jones	Parent	
Stephanie Juarez	SPED Rep	
Fabiola Avena	Bilingual Rep	
Ashlee Boothe, Ed.D.	State and Federal Programs Coordinator	Ongoing
Jodie Meredith	LSC staff member	Ongoing
Jessica Ligon	Teacher	
L. Bell & B. Onken	Counselors	

Haley Lamb Intervntionist

Renee Carroll Interventionist

Hanna Odom Interventionist

Heather Louvier Interventionist

Table of Contents

Comprehensive Needs Assessment	7
Needs Assessment Overview	7
Demographics	10
Student Learning	11
School Processes & Programs	13
Perceptions	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: The curriculum, instruction, and assessment components of BHES will facilitate high levels of learning for all (i.e. - student mastery) which will contribute to the highest district rating within the state accountability system.	18
Goal 2: A positive school-community relationship will support student success.	23
Goal 3: The campus will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.	25
Goal 4: A qualified, diverse staff will support student success.	28
State Compensatory	30
Budget for Barbers Hill Elementary South	30
Title I Personnel	31
Instructional Leadership Team	32
Campus Funding Summary	33
Policies, Procedures, and Requirements	34

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 September 3, 2025 at 4:30 pm located in the Barbers Hill ESS Library. The committee examined data such as: STAAR results, TELPAS results, benchmarks, CBAs, CFAs, attendance, staff surveys, etc. The committee found targeted intervention that supports mastery goals to be a strength, and instructional consistency as a weakness. As a result of the data analysis, the committee has identified four focus areas:

1. Increase Reading Comprehension and Text-Level Growth
2. Increase Math Achievement and Data Use
3. Targeted Interventions, Enrichment, and Small-Group Instruction
4. Vertical Alignment and Instructional Consistency

Campus data analysis and committee feedback indicate both strengths and areas for growth in reading and math instruction. In reading, 1st-grade DIBELS results are in the upper 80% range. DRA data for both 1st and 2nd grades revealed a decline, signaling the need to adjust our instructional approach. Moving students into text sooner in 1st grade and providing closer attention to individual reading behaviors in 2nd grade small groups are targeted actions expected to positively impact comprehension and overall reading levels. Teachers also note the importance of monitoring programs such as Reading Horizons to ensure they are contributing to increased student growth.

In math, Imagine Math remains a consistent data source, though teachers value BOY/EOY assessments as stronger reflections of direct instruction. The first-grade Imagine Math data last year was not as strong as anticipated, but second grade reports students entering with stronger vocabulary and number sense, showing evidence of instructional impact. This year, the expectation for at least 30 minutes per week per student on Imagine Math, paired with intentional math instruction, should lead to improvement in student outcomes. Additional supplemental programs were also suggested to provide differentiation and scaffolded support.

Across content areas, the committee agrees that intentional, data-driven small-group instruction remains critical. Performance Objective 1—to ensure 90% of students meet or exceed grade-level expectations on all screeners and assessments in grades 1–3—continues to be the central focus. Strategies such as targeted RTI support, push-in and pull-out interventions, and ongoing progress monitoring will be maintained and strengthened. Vertical alignment and cross-grade-level collaboration are also recognized as essential for reinforcing consistency and growth in both literacy and numeracy.

Finally, the committee emphasized the importance of being intentional with TEKS, dissecting standards, and aligning instructional practices to essential skills. The integration of Eagle Labs support for small groups in reading, math, and language development—paired with SEL mentoring—will further accelerate growth, particularly for students in special populations and those requiring additional support. With these priorities in place, and through consistent collaboration, our campus is positioned to meet its CIP goal of 90% student mastery.

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

We are a highly qualified group of educators who are committed to achievement and success for all students.

- Elementary School South has 948 students enrolled for the 2025-2026 school year. 1st-321 2nd- 317 3rd- 310
- Gender Stats: Female= 461 Male= 487
- Ethnicity Stats: Hispanic-Latino: 40.82%, American Indian: 0.21%, Asian 2.32%, Black-African American- 4.75%, Native Hawaiian - Pacific Islander: 0.11%, White: 48.73%, Two or More: 3.06%
- We are a closed enrollment district serving students living within BHISD boundaries south of I-10.
- Our stakeholders are the taxpayers. Parents of students participate as committee members as well as in the volunteer program, Watch Dogs, and school board.
- Our special programs align with the needs and desires of our students, parents, and community by serving general education, gifted education, and special education. In addition, ESS houses the district's bilingual program for grades 1-3, as well as a behavioral needs programs.
- Student Programs & Special Education Stats: Dyslexia: (11), Gifted and Talented: (13) Orthopedic Impairment (1), OHI (10), ID (4), ED (4), LD (29), Speech (50), Autism (29), TBI (2)
- Instructional Settings: Speech Therapy (47), Resource Room (60), Self-Contained (5).
- **Student behavior trends: (Number of incidents through 4/2026, 19 or more)) Classroom Misbehavior Major= Classroom Misbehavior Minor= Defiant Behavior=**
- Compared to last year, the number of referrals for students with behavioral challenges have reduced from **60 to 41**.
- Our community is composed of industry workers, educators, small business owners, and other professionals.
- BHISD interacts in a positive manner with major industry employers via partnerships and tax revenue. Industry partners sponsor some school events and make generous donations.
- BHISD has an increasingly positive relationship with Lee College, as a higher education campus is scheduled to be built within the next three years in Mont Belvieu.

Demographics Strengths

We are a highly qualified group of educators who are committed to achievement and success for all students, staff and parents with respect to all cultures and demographics.. Our campus has continued to achieve high levels of learning amongst changing demographics and district growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Some student groups (SPED, at-risk students, and English language learners) are not meeting grade-level expectations at the same rate as their peers.

Root Cause: Interventions are not always differentiated or consistently aligned with individual student needs, and supplemental programs to scaffold instruction are limited.

Student Learning

Student Learning Summary

Early Literacy: First grade student growth is trending upward due to aligned Tier 1 instruction and interventions, with fewer students performing below benchmark on DIBELS each window. However, a consistent decline is seen from 1st to 2nd grade, with data from DIBELS and DRA not aligning. This misalignment appears to stem from students’ difficulty transferring decoding skills to continuous text, likely caused by a lack of developed oral language and vocabulary. While foundational skills are prioritized in early instruction, vocabulary routines are limited and not well embedded in the curriculum, making it difficult for teachers to address language gaps effectively.

Accountability: Until this reporting year, STAAR scores have plateaued, reflecting a disconnect between the increased rigor of the assessment and the current level of classroom instruction. While the state test has evolved to demand deeper critical thinking and application, instructional practices and the teacher-developed curriculum have not kept pace. Major adjustments were made this year to support continued student growth and meet the demands of the updated STAAR. A shift in curriculum design and instructional approach is necessary for future growth.

Preliminary Data:

STAAR 3-8 Math	Approaches		Meets		Masters	
	2025	2024	2025	2024	2025	2024
3 rd District	91	89	75	70	40	32
ESS	91	87	74	61	36	23

STAAR 3-8 2025 Preliminary Results COMPARISON to 2024						
STAAR 3-8 RLA	Approaches		Meets		Masters	
	2025	2024	2025	2024	2025	2024
3 rd District	94	92	79	75	46	41
ESS	93	91	74	72	44	31

Student Learning Strengths

Early Literacy: 1st grade student growth continues to improve each testing window because Tier 1 instruction, in class intervention and pull out intervention are tightly aligned. The amount of students performing below and well below on DIBELS is decreasing each testing window because teachers are targeting foundational skills in 1st.

Accountability: A notable strength this year is that every STAAR-tested category showed an increase in performance, demonstrating that teachers are committed to student success and capable of driving growth. Despite the increased rigor of the assessment, student gains were evident across the board, highlighting the strength of classroom instruction, effective teacher collaboration, and the foundation already in place. This progress provides a strong starting point for evolving the curriculum to align more closely with the heightened expectations of the STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Foundational reading skills, reading comprehension, and text-level growth (DRA) lag behind. Similarly, math progress in early grades is inconsistent, with gaps in conceptual understanding. Lack of growth in both reading and math affects success rates on the 3rd grade reading and math STAAR tests.

Root Cause: Instruction has heavily emphasized foundational skills, but not always transitioned students quickly enough into authentic text and higher-level comprehension tasks. In math, limited data points and inconsistent practice with Imagine Math reduce opportunities to monitor and strengthen conceptual growth.

School Processes & Programs

School Processes & Programs Summary

In summary, our school benefits from a variety of structured programs, committees, and data-driven systems that support continuous improvement and ensure student achievement is regularly monitored through collaborative PLCs. Programs like PBIS effectively use conduct data to refine classroom practices, while initiatives such as Watch D.O.G.S. and district-wide safety measures contribute to a secure environment for both staff and students. The mission of ESS guides instructional planning, with a strong focus on Tier 1 and small group instruction to meet the needs of all learners. However, inconsistencies in behavior management policies across grade levels have led to uneven referral rates and recurring behavioral issues. Additionally, teachers have expressed a need for more ongoing, teacher-led professional development during the school year that is specific to their grade levels and content areas.

School Processes & Programs Strengths

There are many programs, committees, processes, and systems that are currently in place. Programs use data to guide their efforts in school improvement such as our PBIS committee using conduct data to guide the effectiveness of current classroom practices. PLC's that include gen ed teachers, interventionists, special education case managers, and administrators are utilized on each grade level team and ensure that we track student achievement on a regular basis. The mission of ESS drives our PLC's and teachers are held accountable to meet the needs of all learners through quality small group and Tier 1 instruction. Overall staff and students feel safe during school due to programs such as Watch D.O.G.S. and district level preventative measures such as door alarms and locked classroom doors at all times

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Current reliance on a narrow set of programs and/or resources (Imagine Math, Reading Horizons) provides inconsistent impact on student outcomes. Use and vertical alignment of instructional practices vary by grade level.

Root Cause: Teachers need more clarity on how programs and/or resources connect to essential standards and whether they are making a measurable difference in student performance. Cross-grade collaboration, while identified as valuable, is not fully embedded.

Perceptions

Perceptions Summary

Our campus is widely recognized as a highly qualified and dedicated team of educators committed to the success of all students, staff, and families—honoring and respecting the diverse cultures and demographics we serve. While this outward perception reflects our shared commitment and achievements, it often masks the internal challenges that naturally accompany growth and change.

Perceptions Strengths

Regardless of the potentially negative effects of outside change, our staff remains steadfast in the belief that *all means all* and continues to ensure high levels of learning for every student. Despite shifting demographics and rapid district expansion, our campus has consistently upheld strong academic performance, demonstrating the resilience, adaptability, and unwavering dedication of our team.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff express concerns about gaps between instructional expectations, program outcomes, and student data trends, leading to questions about effectiveness and long-term impact.

Root Cause: -Teachers perceive that raw data (DRA, DIBELS) may not reflect true student learning when accommodations are not factored in. -Inconsistent student performance in certain areas creates doubt about program effectiveness (e.g., Reading Horizons, Imagine Math). -High expectations (90% mastery goal) are motivating but can feel challenging when gaps remain for specific student groups.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Goals

Goal 1: The curriculum, instruction, and assessment components of BHES will facilitate high levels of learning for all (i.e. - student mastery) which will contribute to the highest district rating within the state accountability system.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Implement ESS Framework for Teaching & Learning: During collaborative team meetings staff will reflect on current practices through data talks and the review of targeted skills. As a team, staff will also identify students' needs and plan for intervention and enrichment. Units will be designed based on The 15 Day Challenge with an emphasis on talking, writing, and small group instruction. Strategy's Expected Result/Impact: Detailed PLC agendas and meeting minutes developed, appropriate interventions occur, teachers' TEKS knowledge and student achievement increases Staff Responsible for Monitoring: Administrators, CIA Leaders, Instructional Coach, Homeroom Teachers & Interventionists through formal/informal observations such as Instructional Rounds and T-TESS. TEA Priorities: Build a foundation of reading and math Funding Sources: Instructional Coach - State Comp Funds - \$97,961, RTI Teacher - Title I - \$175,829.94	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Consistent, targeted, research-based interventions will be provided for all students that are not on grade level and that do not pass the CBAs, benchmark assessments, or are reading below grade level as evidenced by DIBELS and/or DRA data. Strategy's Expected Result/Impact: Differentiated, skills-based small group lessons occur, student achievement increases Staff Responsible for Monitoring: Instructional Coach, CIA leaders, Classroom Teachers, Interventionists, Administrators, and LabsTeachers.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Professional development will be provided on campus, for the campus, that aligns with BHES' values: quality instructional leadership, quality Tier 1 Instruction (Fundamental 5), social emotional learning, and effective classroom management. Strategy's Expected Result/Impact: Training agendas, sign-in sheets, observation & walk-through data (T-TESS and Instructional Rounds) will show evidence of the above values. Staff Responsible for Monitoring: Administrators, Interventionists, Instructional Coach, District Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The campus will implement targeted high-impact reading strategies and foster cross-grade collaboration to ensure aligned instruction, deeper student understanding, and consistent growth toward mastery across all grade levels in both reading and math. Strategy's Expected Result/Impact: Masters percentage increases, distinctions are earned Staff Responsible for Monitoring: Administrators, Interventionists, Instructional Coach, Homeroom Teachers, and Labs Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: BHES will implement, monitor, and support small group instruction based on student data and teacher reflection. Strategy's Expected Result/Impact: Student mastery of skills will increase as noted on all state and local assessments Staff Responsible for Monitoring: All ESS faculty and staff	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: The curriculum, instruction, and assessment components of BHES will facilitate high levels of learning for all (i.e. - student mastery) which will contribute to the highest district rating within the state accountability system.

Performance Objective 2: Both High Focus Groups (SPED, EB, & Eco. Dis.) and Priority Demographics (2 or more races & African American) will meet grade-level expectations in relation to Closing the Achievement Gap, Domain III.

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

Strategy 1 Details	Reviews			
Strategy 1: To meet the evolving needs of our growing student population, the campus will prioritize increased training and support for staff, while expanding access to programs and resources that better serve our students and families. Strategy's Expected Result/Impact: Master schedule, training agendas, student data Staff Responsible for Monitoring: Administrators, Classroom Teachers, SPED Res/Inclusion teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: To improve reading comprehension and academic success across all subject areas, the campus will implement a structured and intentional approach to direct vocabulary instruction. Strategy's Expected Result/Impact: Increase as noted in all state and local assessments, Closing the Gaps percentage, and distinctions earned Staff Responsible for Monitoring: Classroom teachers, Admin, Interventionists, Enrichment Teachers, and Instructional coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: BHES will implement, monitor, and support differentiated small group instruction based on student data and teacher reflection. Strategy's Expected Result/Impact: Increase as noted in all state and local assessments, Closing the Gaps percentage, and distinctions earned Staff Responsible for Monitoring: Classroom teachers, CIAs, Interventionists, Instructional Coach, Enrichment Teachers, and Admin	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: The curriculum, instruction, and assessment components of BHES will facilitate high levels of learning for all (i.e. - student mastery) which will contribute to the highest district rating within the state accountability system.

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

Evaluation Data Sources: TELPAS Data

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

Goal 1: The curriculum, instruction, and assessment components of BHES will facilitate high levels of learning for all (i.e. - student mastery) which will contribute to the highest district rating within the state accountability system.

Performance Objective 4: The campus attendance rate will be at least 97% and all students will meet state attendance requirements

Evaluation Data Sources: Attendance reports each six weeks

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

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

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

Evaluation Data Sources: Feedback through surveys and communication logs

Strategy 1 Details	Reviews			
Strategy 1: Parent engagement opportunities will be implemented to increase communication with parents about school programs, testing, student progress, and volunteer programs. Strategy's Expected Result/Impact: Events scheduled, sign-in sheets, conduct calendars, and Parent Square notifications. Staff Responsible for Monitoring: Administrators, Counselor, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: BHES will use a variety of methods to communicate with parents such as Parent Square, student take-home folders, and campus newsletters to keep parents informed. Strategy's Expected Result/Impact: Parents remain informed of upcoming events Staff Responsible for Monitoring: Administrators, Counselors, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: BHES will utilize our campus website and other social media to highlight on-going activities, successes, links to resources, and contact information. Strategy's Expected Result/Impact: Campus website remains updated, the community feels informed Staff Responsible for Monitoring: Campus Webmaster, Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: BHES will conduct at least 4 school-wide events that include parent participation (Turkey Trot, Veterans' Day Program, 1st Grade Field Day, Bilingual Family Night, Art & Writing Show, STAAR Night, STEM Night, GT Showcase, Multicultural Night, Fall Fest, Awards Ceremonies, etc.). Strategy's Expected Result/Impact: Sign-in sheets will show an increase in event attendance, event agendas will identify important topics, parents will provide positive feedback. Staff Responsible for Monitoring: Administrators, Counselors, Team Leaders, Classroom Teachers Funding Sources: - General Campus Fund - \$1,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Implement an effective structure for Parent Volunteers, Mentors and PALS to include specific roles and responsibilities. Strategy's Expected Result/Impact: An increase of parent support on campus Staff Responsible for Monitoring: Volunteer Coordinator, Admin, Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: BHES will incorporate Watch D.O.G.S. to increase parent involvement and to provide positive male role models for students. Strategy's Expected Result/Impact: Increased parent involvement, greater connection between home and school. Staff Responsible for Monitoring: Counselors, Admin, office staff	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Implement SEL, with a focus on The 7 Mindsets, that teach and highlight appropriate student behavior and citizenship.

Evaluation Data Sources: Feedback through surveys and evaluations.

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

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

Performance Objective 2: Continue a campus-wide PBIS model with revisions based on staff feedback.

Evaluation Data Sources: Benchmark of Quality (BoQ)

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

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

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

Evaluation Data Sources: Safety drill report

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

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

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

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

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

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

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

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

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

State Compensatory

Budget for Barbers Hill Elementary South

Total SCE Funds: \$83,345.90

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>
Haley Lamb	Teacher	RTI	1
Hanna Odom	Teacher	RTI	1
Tara Franco	Teacher		1

Instructional Leadership Team

Committee Role	Name	Position
Lead	Amanda Aslin	Principal
Member	Josh Painter	AP
Member	Julie Wylie	AP
District Rep.	Ashlee Boothe	State & Fed. Programs Coordinator
District Rep.	Jodie Meredith	ELA Coordinator
Member	Alondra Ochoa	Teacher - Bilingual
Labs Rep	Shelli Gill	Teacher
3rd Rep	Kelsie Worthan	Teacher
2nd Rep	Amanda Arabie	Teacher
1st Rep	Macy Breaux	Teacher
SPED Rep	Lauren Vargas	Teacher
Parent Rep	Kelly Jones	Parent
Member	Tara Franco	Instructional Coach
Member	Jherica Evans	Counselor
Member	Lisa Bell	Counselor
Member	Rachell Collums	Paraprofessional
Member	Jenifer Witcher	Paraprofessional

Campus Funding Summary

General Campus Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$1,000.00
Sub-Total					\$1,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	RTI Teacher		\$175,829.94
Sub-Total					\$175,829.94
State Comp Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$97,961.00
Sub-Total					\$97,961.00

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 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