

Barbers Hill Independent School District

Intermediate South

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

Our mission at Barbers Hill Intermediate School South is to provide a safe and loving environment that fosters the development of every staff member and student, ensuring their success in all aspects of life.

Vision

Through our development of relationships, Barbers Hill Intermediate School South is dedicated to providing opportunities in emotional and academic growth for every individual that passes through our doors.

Value Statement

Wings Up...Leading the way with Passion, Pride and Purpose.

Name	Committee Role	Term
Donna Billeaud	Principal	Ongoing
Sarah Stone	Administrator	
Brett Farrell	Administrator	
Jerrett Fabain	Administrator	
Melissa Flores	Secretary	
Janice Romaine	Teacher	
Lyndsey Hartrick	Teacher	
Jennifer Zotti	Teacher	
Mayra Cazares	SPED Teacher	
Carly Chaney	School leader	
Megan McLendon	School leader	
Jenny Clement	Parent	
Stephanie Almarez	Paraprofessional	
Ashlee Boothe, Ed.D.	State and Federal Programs Coordinator	Ongoing

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

As part of the Barbers Hill ISD in Chambers County, Barbers Hill Intermediate School South opened its doors in 2022 - 2023. The campus houses 964 students in grades 4th - 6th. Since its opening, there have been several changes in administration, leaving the school in a state of "survival." The staff has come together in support of one another, putting students and their needs first. However, several changes were made this year in an effort to make a fresh start with everyone being on the same page. Our district is known for its dedication to tradition and excellence. Our high expectations in academics, athletics, SEL participation, and respect precedes our reputation. Therefore, as a campus, we strive to include our local stakeholders as well as our district admin in all decisions pertaining to the education of our students. We use our vision, mission and values to help guide those decisions as well.

As an interim principal took the lead in the fall of 2023, our school recognized the need for more student engagement. With that, National Elementary Honor Society and Club Day began. These programs, along with Student Council and Eagle Ambassadors encourage students to become involved in activities outside of their everyday academics. Being "plugged in" allows students to find peers with similar interests as them where they can begin to build relationships and strengthen their social-emotional development.

Although our students excelled academically, outperforming the state in all grades and content areas, we still recognize the work that needs to be done in order to close the gaps within our district. Because of this, our focus this year will be with our two lowest groups (African American and Hispanic) as well as moving student's from meets to masters or maintaining the master's level. In addition, we will continue to work toward the district goal of 90% approaches, 80% meets and 50% masters in all areas. Our TELPAS scores were worthy of praise as we far surpassed our goal of 49% at 76% and reclassified 34 students for the 25-26 school year. The campuses dedication and hard work with our EB population paid off. This will continue to be a goal for the current school year.

Our campus lost Title 1 status in the Spring semester of the 2023-2024 school year. We will still encourage parent involvement through programs such as the Veterans Day Program, Fall Fest, Watch DOGS, Christmas Parade, Eagle Launch, Open House, Book Fairs, field trip chaperones, and classroom volunteers.

CNA meeting #1 was held on July 24, 2025 in the LGI during Leadership Academy. The committee discussed the campus values, mission, and vision. Then, the committee discussed multiple points of data and areas of growth opportunities as well as areas of success. Attendees were asked to meet and review data with their teams, while focusing on our campus/district goals for the year.

CNA meeting #2 was held on September 22, 2025 in the Conference Room. The committee examined the prior year's CIP and made changes

and adjustments based on data from STAAR, TELPAS, attendance, involvement, safety and goals. Our areas of focus for 2025 - 2026 will be:

- Attendance - 96%
- Academics - Targeted focus in all areas to reach 90%/80%/50% on STAAR, with a focus on our high focus population (African American and Hispanic), TELPAS success in composite to composite ratings which will reclassify more students, intentional small group tutorials, implementation of MTSS (R.I.S.E.) time during RLA, RTI engagement with PLCs to build stronger discourse among professional communities, resulting in higher academic success
- Instructional - Implementation and evidence of Kagan Structures, Fundamental 5 and began to incorporate 7 Strategies for a Language Rich Classroom to encourage better student discourse and engagement
- SEL - Rich Social/Emotional opportunities where all students value the importance of relationships and kindness as they are encouraged to recognize it in every day conversations and interactions.
- OHI - Priority Dimension ~ ADAPTATION - the ability to tolerate stress and maintain stability while changing to meet the unique needs of their stakeholders - Our goal is to equip our staff with the resources and confidence to adapt to the ever-changing demographics and responsibilities that may come their way. We believe all decisions should be consistent with our mission and goals, should be data-based, should be anchored in sound theory and practice, and should be focused on what is best for the short and long-term interests of all students.

In late August, representatives were sent the updated CIP to review with their grade level teams. During October Staff Development, we will review the CNA and CIP in teams. Teachers will be able to ask clarifying questions and discuss additional areas that needed to be updated. Their feedback will be captured and edits will be made.

ISS staff will continue to monitor and adjust strategies if necessary as we support progress towards these goals. We will complete all formative and summative reviews, beginning in November.

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. Diversify and enhance revenue by creating new revenue streams and/or finding more efficient ways to manage such resources that new revenue streams are created.
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 emphasizing safety initiatives involving all parties.

Demographics

Demographics Summary

Grade:	Gender:	Ethnicity:	Student Groups:
4th: 304	Male: 479	Hispanic: 34.9%	FLECS: .004%
5th: 303	Female: 477	Afr. American: 6.7%	EB: 5.4%
6th: 347		Am. Indian/Alaskan: 0%	504: 11.1%
		Asian: 2.1%	SPED: 17.6%
		White: 51.7%	GT: 4.4%
		2 or more races: 4.6%	At Risk: 27.4%
			ESL: 1.7%

Demographics Strengths

- The campus houses highly qualified teachers and staff, dedicated to student development.
- High student involvement in both curricular and extracurricular activities.
- High rate of community involvement.
- Programs centered around student needs.
- Programs designed to meet district growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our teachers feel overwhelmed with the amount of special education and high focus groups we have on our campus, as the students we serve has grown rapidly over the past several years. Because of the amount of work and time teachers have to put in, they speak of becoming burnt out and tired. We have to find ways to keep them on track for success.

Root Cause: Teachers are not accustomed to the time and resources it takes to reach students with high behavior and educational needs. The change is sudden and drastic and calls for immediate intervention and engagement. Our teachers work around the clock to make this happen. They need help with resources to make the changes needed.

Student Learning

Student Learning Summary

2025 STAAR Reading 4th Grade					2025 STAAR Reading 5th Grade					2025 STAAR Reading 6th Grade				
Intermediate School South	318	94%	75%	34%	Intermediate School South	338	91%	76%	44%	Intermediate School South	329	90%	74%	43%
Economic Disadvantage	114	93%	63%	22%	Economic Disadvantage	96	84%	65%	28%	Economic Disadvantage	97	85%	60%	29%
American Indian/Alaskan Native	1	100%	-	-	Black/African American Asian	27 6	89% 100%	67% 83%	26% 83%	American Indian/Alaskan Native	1	0%	0%	0%
Asian	7	86%	86%	57%	Hispanic	112	90%	77%	40%	Asian	4	100%	100%	100%
Black/African American	17	88%	59%	35%	Two or More Races	14	93%	79%	36%	Black/African American	17	88%	47%	29%
Hispanic	119	95%	73%	30%	White	179	91%	77%	49%	Hispanic	113	90%	73%	35%
Two or More Races	13	92%	77%	23%	Currently Emergent Bilingual	18	94%	78%	44%	Two or More Races	5	100%	80%	60%
White	161	95%	78%	37%	Special Ed Indicator	56	62%	32%	12%	White	188	91%	78%	49%
Currently Emergent Bilingual	15	93%	53%	7%	2025 STAAR Math 5th Grade					Currently Emergent Bilingual	15	87%	47%	7%
Special Ed Indicator	44	75%	32%	9%	Intermediate School South	339	91%	70%	36%	Special Ed Indicator	55	64%	31%	2%
2025 STAAR Math 4th Grade					Economic Disadvantage	96	82%	53%	24%	2025 STAAR Math 6th Grade				
Intermediate School South	317	87%	67%	37%	Black/African American Asian	27 6	89% 100%	44% 100%	26% 83%	Intermediate School South	329	94	70%	38%
Economic Disadvantage (free)	113	84%	60%	28%	Hispanic	113	90%	66%	28%	Economic Disadvantage	97	92%	56%	27%
American Indian/Alaskan Native	0	0%	0%	0%	Two or More Races	14	93%	71%	21%	American Indian/Alaskan Native	1	0%	0%	0%
Asian	7	86%	86%	86%	White	179	92%	74%	42%	Asian	4	100%	100%	75%
Black/African American	17	82%	65%	20%	Currently Emergent Bilingual	19	100%	53%	16%	Black/African American	17	94%	41%	18%
Hispanic	119	88%	61%	35%	Special Ed Indicator	56	70%	36%	14%	Hispanic	113	95%	64%	32%
Two or More Races	13	92%	69%	38%	2025 STAAR Science 5th Grade					Two or More Races	5	60%	60%	40%

2025 STAAR Reading 4th Grade					2025 STAAR Reading 5th Grade					2025 STAAR Reading 6th Grade				
White	161	86%	70%	37%	Intermediate School South	339	85%	54%	26%	White	188	95%	77%	44%
Currently Emergent Bilingual	15	87%	73%	40%	Economic Disadvantage	96	77%	39%	14%	Currently Emergent Bilingual	15	100%	73%	27%
Special Ed Indicator	44	52%	27%	5%	Black/African American	27	81%	30%	11%	Special Ed Indicator	55	78%	27%	5%
					Hispanic	113	81%	49%	21%					
					Two or More Races	14	93%	64%	43%					
					White	179	87%	60%	30%					
					Currently Emergent Bilingual	19	79%	32%	5%					
					Special Ed Indicator	56	55%	27%	11%					

Student Learning Strengths

- All Tests at Approaches or Above - 91%
- All Tests at Meets or Above - 71%
- All Tests at Masters - 36% (except 5th Science)
- 4th-6th RLA - Grew in Approaches, Meets & Masters and met the district targets in Approaches (90%) & Meets (70%)
- 4th-6th Math - Grew in Approaches, Meets & Masters and 5th/6th met the district targets in Approaches (90%) & Meets (70%)
- 5th Science - Our High Focus, EB, SPED, & Eco Dis students grew in Approaches, Meets & Masters from 2024 to 2025

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): African American and Hispanic students are the high focus groups for our campus, scoring lower than other populations especially in meets to masters.

Root Cause: Many of these students are new to our district and come from districts where the educational opportunities are not as rich. We will continue to include them in intentional tutoring sessions, rich, frontline instruction and special programs as needed.

School Processes & Programs

School Processes & Programs Summary

Our curriculum and instruction team has designed, implemented, and monitored an educational plan at a high level here at ISS. We will continue with this tradition as we add new systems put in place by our district-level curriculum team. Barbers Hill Intermediate School South believes that in order for students to perform at the highest levels of learning, the focus needs to be on both the campus culture and the systems of the organization. Instructionally, our teachers are dedicated to the PLC process in which data drives instructions and best practices are shared.

School Processes & Programs Strengths

1. Daily content planning and weekly department PLCs drive instruction and assessment.
2. Providing time for intervention/enrichment in all grades for math/reading with science/social studies.
3. Tracking student progress by looking at target goal for all student groups.
4. Teams sharing PLC and/or instructional best practices campus wide.
5. Technology availability for all subject areas.
6. Horizontal and vertical alignment improvements.
7. Strong RTI structure which supports classroom teachers and students with high needs.
8. Fundamental 5 implementation at the district/campus levels to ensure intentional lesson planning and delivery.
9. Eagle Walks by admin with intentional feedback for teachers.
10. MTSS offered at the end of RLA blocks for intentional small group interventions/extensions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are still requiring more intervention in addition to the RTI interventions offered. To support a MTSS framework, R.I.S.E. time will be implemented during the last 30 minutes of the RLA block in all three grade levels. Teachers will provide interventions based on specific needs recognized during CFAs and exit tickets.

Root Cause: Lack of implementation at the basic level.

Perceptions

Perceptions Summary

Barbers Hill Intermediate South provides a safe and loving environment that fosters the development of every student, ensuring their success in all aspects of life.

Through our development of relationships, we are dedicated to providing opportunities in emotional and academic growth for every individual that passes through our doors.

Through partnerships with all stakeholders, we can guarantee that feedback reflects the needs of both our community and students.

Perceptions Strengths

1. Community service
2. Community/school activities
3. Student academic opportunities
4. Opportunities to volunteer
5. Engaging parents in student's education
6. Campus and District teams/organizations
7. 100% Plugged In Initiative (Club Days)
8. NEHS/Student Council
9. Student Ambassadors
10. Parent Volunteer
11. Watch Dogs
12. Social-Emotional Learning
13. Common Good Club

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): At the secondary level, more students are experiencing social-emotional issues.

Root Cause: Our district believe that students who are "plugged in" and part of something greater, have friends and a community of like-minded peers to engage with, thus creating a safe and loving environment in which to thrive. We offer Club Days at the ISS to plug in all students.

Priority Problem Statements

Problem Statement 1: African American and Hispanic students are the high focus groups for our campus, scoring lower than other populations especially in meets to masters.

Root Cause 1: Many of these students are new to our district and come from districts where the educational opportunities are not as rich. We will continue to include them in intentional tutoring sessions, rich, frontline instruction and special programs as needed.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: At the secondary level, more students are experiencing social-emotional issues.

Root Cause 2: Our district believe that students who are "plugged in" and part of something greater, have friends and a community of like-minded peers to engage with, thus creating a safe and loving environment in which to thrive. We offer Club Days at the ISS to plug in all students.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Students are still requiring more intervention in addition to the RTI interventions offered. To support a MTSS framework, R.I.S.E. time will be implemented during the last 30 minutes of the RLA block in all three grade levels. Teachers will provide interventions based on specific needs recognized during CFAs and exit tickets.

Root Cause 3: Lack of implementation at the basic level.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our teachers feel overwhelmed with the amount of special education and high focus groups we have on our campus, as the students we serve has grown rapidly over the past several years. Because of the amount of work and time teachers have to put in, they speak of becoming burnt out and tired. We have to find ways to keep them on track for success.

Root Cause 4: Teachers are not accustomed to the time and resources it takes to reach students with high behavior and educational needs. The change is sudden and drastic and calls for immediate intervention and engagement. Our teachers work around the clock to make this happen. They need help with resources to make the changes needed.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Observation Survey results

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

- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance 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-P ESS 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
- Action research results

Goals

Goal 1: Curriculum, instruction, and assessment 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 will meet "approaches grade level," 80% or more will meet "meets grade level," and 50% or more will meet "masters grade level" on all state assessments in grades 4 - 6.

High Priority
Evaluation Data Sources: CBA, District Benchmarks, STAAR assessment results.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will meet to review data, students in need of intervention/acceleration, and intervention strategies. Teachers will closely analyze student strengths and deficits skill by skill. Strategy's Expected Result/Impact: Data review will occur after CBAs and Benchmarks are administered. Staff Responsible for Monitoring: Administrators, RTI specialists/coaches, teachers TEA Priorities: Build a foundation of reading and math Funding Sources: Instructional coaches - State Comp Funds - \$278,323	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: The campus will implement a Multi-Tiered System of Supports (MTSS) to ensure all students are supported in achieving at high levels. Teachers will use assessment data to identify student learning needs and provide timely interventions for students not yet meeting grade-level expectations, while also accelerating learning opportunities for high-performing students. Strategy's Expected Result/Impact: Regular progress monitoring through formative and summative assessments. Targeted Tier 2 and Tier 3 interventions for students performing below grade level. Enrichment and extension opportunities for advanced students to move from Meets to Masters. Collaborative data meetings to adjust instruction, track growth, and ensure alignment of curriculum, instruction, and assessment. Ongoing professional development to strengthen teacher capacity in differentiating instruction and delivering effective interventions. Staff Responsible for Monitoring: RtI, Teachers, Dyslexia Specialists, Counselors TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students in order to maintain the highest district rating in the state accountability system.

Performance Objective 2: Campus EB student will increase one level in all areas on STAAR assessments, as well as on TELPAS.

High Priority

Evaluation Data Sources: CBA, District Benchmarks, STAAR, and TELPAS assessment results

Strategy 1 Details	Reviews			
Strategy 1: Regularly scheduled data meetings will include discussions about EB student population, individual TEK/skill and language proficiency needs, and intervention/tutorial plan. (PLCs, faculty meetings, ILT) Strategy's Expected Result/Impact: Increased academic performance Staff Responsible for Monitoring: Bilingual/ESL teachers; general education teachers; interventionist; administrators TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus plan will target individual EB student needs in listening, writing, and speaking. Incorporation of built-in enrichment time outside of direct instruction. Teachers will utilize the K12Summit program to strengthen learning in these three areas. Strategy's Expected Result/Impact: Increased academic performance Staff Responsible for Monitoring: Bilingual/ESL teachers; general education teachers; interventionist; administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Parent outreach/involvement, with a focus on staff/student/parent communication and shared goal. (parent night, EB night, parent square, parent/teacher conferences) Strategy's Expected Result/Impact: Increased academic performance Staff Responsible for Monitoring: Bilingual/ESL teachers; general education teachers; interventionist; administrators	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students in order to maintain the highest district rating in the state accountability system.

Performance Objective 3: 90% of special education students will show one level of growth on STAAR.

Evaluation Data Sources: Summative assessment results

Strategy 1 Details	Reviews			
Strategy 1: Teachers documentation to track accommodations and use of supplemental aids for SPED students. Teachers request to have PD to learn how to use trackers. Strategy's Expected Result/Impact: Increased academic performance Staff Responsible for Monitoring: General education and special education teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Regularly scheduled SPED PLC, team PLC, para meetings, staffing with teachers/aides to discuss student growth and performance. Strategy's Expected Result/Impact: Increased academic performance Staff Responsible for Monitoring: General education and special education teachers	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students in order to maintain the highest district rating in the state accountability system.

Performance Objective 4: Staff will focus on high focus groups (African American and Hispanic) to ensure growth in STAAR scores.

High Priority

Evaluation Data Sources: CBA, District Benchmarks, STAAR, screeners

Strategy 1 Details	Reviews			
Strategy 1: Teachers and Interventionists will track data of high focus groups and plan for intentional tutorials and pull-out/push-in tutorials. Strategy's Expected Result/Impact: Increased data from Formative Assessments, CBAs, Benchmarks and STAAR tests. Staff Responsible for Monitoring: Teachers, Admin, RtI, Case Managers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students in order to maintain the highest district rating in the state accountability system.

Performance Objective 5: Staff will ensure students with meets on previous STAAR move to masters and those at masters will meet or beat their master's score.

High Priority
Evaluation Data Sources: CBA, District Benchmarks, STAAR, screeners

Strategy 1 Details	Reviews			
Strategy 1: Intentional goal setting, progress monitoring and planned instruction will result in students meeting or beating their prior year's assessment scores. Strategy's Expected Result/Impact: Students will meet or beat prior year's STAAR scores. Staff Responsible for Monitoring: Teachers, Admin, RtI Interventionists TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: MTSS will be utilized to strengthen core instruction with STAAR-aligned practices, provide small group reteach for students with gaps and individualize intensive remediation of essential skills. Strategy's Expected Result/Impact: Improve STAAR scores Staff Responsible for Monitoring: RtI, Admin, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	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: Increase the number of students plugged-in participating in campus/district activities, clubs, organizations to 100%.

Evaluation Data Sources: Club days, Parent Nights/Participation, Volunteers, Communication, PALS, RISE Mentors, Common Good Club

Strategy 1 Details	Reviews			
Strategy 1: Development/implementation of communication systems for all stakeholder such as open house, Eagle Launch, various parent nights/events, Bilingual Parent Night, parent square, weekly updates/newsletter, campus-wide monthly calendar, ISS news slide show (cafeteria and foyer) and google website. Strategy's Expected Result/Impact: Increased parent-school connection Staff Responsible for Monitoring: Teachers; counselors; administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Club Day - Students will choose a club experience each semester. Clubs are led by staff and offer new experiences, relationships and opportunities for students to be plugged in to activities outside of the general classroom setting. Strategy's Expected Result/Impact: Peer relationships, confidence, teacher-student relationships Staff Responsible for Monitoring: Admin, teachers, paraprofessionals	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 2: Increase student attendance by strengthening partnerships with families and fostering a positive school culture, resulting in an average daily attendance rate of at least 96% for the school year.

High Priority

Evaluation Data Sources: Monitor Average Daily Attendance (ADA) reports monthly and compare to the 96% target.
Track chronic absenteeism rates (students missing 10% or more of school days) quarterly.
Analyze parent communication logs (calls, conferences, home visits) tied to attendance concerns.
Review participation in attendance incentive programs and correlate with attendance gains.

Strategy 1 Details	Reviews			
Strategy 1: Provide regular, positive communication with parents--not just when absences occur. Strategy's Expected Result/Impact: Improved attendance, Communication from home when students are absent Staff Responsible for Monitoring: Assistant Principals, Attendance Clerk, Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Student Incentives & Recognition - Implement class and individual attendance rewards (weekly shoutouts, monthly celebrations, certificates). Recognize progress as well as perfect attendance (e.g., improved attendance streaks). Strategy's Expected Result/Impact: Attendance rate at 96%, teacher incentives Staff Responsible for Monitoring: Assistant Principals, Teachers, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Positive School Climate - Strengthen relationships between staff and students so kids feel connected and want to be at school. Promote engaging morning routines (welcoming students at the door, music, greetings). Incorporate student voice through clubs, leadership roles, and recognition programs. Strategy's Expected Result/Impact: Improvement in Attendance Staff Responsible for Monitoring: All Staff	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 3: Increase student achievement by utilizing peer teacher observations and on-site, teacher-led professional development.

Evaluation Data Sources: Data, PLC agendas, RTI, Benchmarks, OHI

Strategy 1 Details	Reviews			
Strategy 1: Fall and Spring peer teacher observations - focused on district initiatives - Fundamental 5, Kagan Structures, and Language Rich Classrooms. Strategy's Expected Result/Impact: Real time, relevant learning, reflective practice, collaboration, strengthen campus culture Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teacher-Led Professional Development Strategy's Expected Result/Impact: Empower teacher leaders, fosters buy-in, sustainable model, encourages innovation Staff Responsible for Monitoring: Admin, RTI, Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	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: BH-ISS will continue with SEL curriculum, 7 Mindsets, Guidance Lessons, and quality instruction will be delivered with fidelity.

Evaluation Data Sources: 7 Mindsets dashboard, Visibility Walks/Admin Connection

Strategy 1 Details	Reviews			
Strategy 1: Utilize SEL curriculum to improve campus-wide behavior and create a positive campus culture. Strategy's Expected Result/Impact: Improved behavior; positive campus culture Staff Responsible for Monitoring: Counselors, teachers, admin TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college Funding Sources: SEL Curriculum - Personnel Budget - \$2,250	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Establishment of systems/procedures to allow for direct communication with admin such as quarterly meetings with all teams, faculty meetings, ILT. Strategy's Expected Result/Impact: Create system of campus-wide systems and procedures Staff Responsible for Monitoring: Principal, Counselors TEA Priorities: Recruit, support, retain teachers and principals	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: To create a culture of safety and accountability, ISS will continue to implement the PBIS framework to ensure positive behavior and alignment of expectations across campus.

Evaluation Data Sources: Q Discipline Data, teacher feedback

Strategy 1 Details	Reviews			
Strategy 1: ISS will hold monthly PBIS meetings to discuss discipline data and incentives. Data will be provided and discussed. Strategy's Expected Result/Impact: Monthly PBIS meetings, Improved Behaviors Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Direct teach of Tier 1 strategies and campus-wide behavior expectations through Eagle Initiation, The Eagle Way, SOAR matrix and discipline flowchart. This will initially take place during the first six weeks and will be reintroduced as needed throughout the year. Strategy's Expected Result/Impact: Alignment of behavior expectations across campus Staff Responsible for Monitoring: Teachers, Admin, Paras, Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Use of PBIS Awards program with implementation of PBIS store each month for incentives. Strategy's Expected Result/Impact: Use of incentives as a way to improve student behavior. Staff Responsible for Monitoring: Assistant Principal, PBIS Team	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: The district and campus will conduct mentor/mentee meetings throughout the year to support new teachers.

Evaluation Data Sources: New Teacher Meetings, Mentee Meetings, Required new teacher observations and check-ins with mentor

Strategy 1 Details	Reviews			
Strategy 1: Mentor Coach (Berg) will meet with mentees after school once a month. Strategy's Expected Result/Impact: Communication/Confidence/Resources Staff Responsible for Monitoring: Principal, Mentor Coach TEA Priorities: Recruit, support, retain teachers and principals	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 4: The school will follow all safety protocol in ensuring students and staff are kept safe at all times.

Evaluation Data Sources: CPI training, emergency drills, evacuation maps, bi-weekly drill practices and documentation, Raptor Alerts, door checks, campus officer, background checks

Strategy 1 Details	Reviews			
Strategy 1: Weekly drills will ensure students and teachers are familiar with and comfortable executing safety protocol. Strategy's Expected Result/Impact: Safety at all times on ISS campus. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Safety precautions are executed daily to ensure safety of students as reflected through door checks, safety checks, parking lot checks and visitor monitoring. Strategy's Expected Result/Impact: All points of contact and entrance areas are monitored. Staff Responsible for Monitoring: Admin, Teachers, Police Officer, Office Staff, Watch D.O.G.S. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Intermediate South

Total SCE Funds: \$252,203.00

Total FTEs Funded by SCE: 3

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.

Personnel for Intermediate South

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Andrea Paskievich	Teacher	1
Audrey Gomez	Teacher	1
Candice McKee	Teacher	1

Campus Funding Summary

Personnel Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	SEL Curriculum		\$2,250.00
Sub-Total					\$2,250.00
State Comp Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional coaches		\$278,323.00
Sub-Total					\$278,323.00

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