

Barbers Hill Independent School District

Intermediate North

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

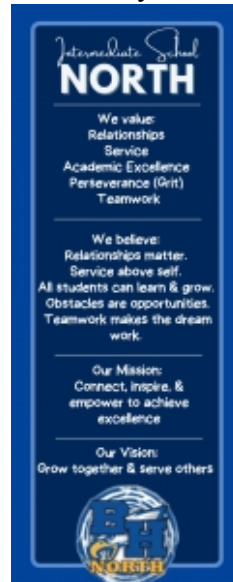
Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

ISN is dedicated to growing confident learners who exhibit integrity, perseverance, accountability, and service while ensuring that all students have the opportunity to achieve personal success, civic responsibility, and social awareness.

Connect, inspire, and empower to achieve excellence.

Vision

Our mission is to provide all students with a safe, academically rich environment, authentic learning experiences, and supportive relationships. All staff members, in partnership with parents and families, will work collaboratively to teach, inspire, and empower students to achieve excellence.

Grow and Serve

Value Statement

At ISN, we value:

- Relationships
- Service
- Perseverance
- Teamwork
- Responsibility
- Excellence

Each morning, we encourage our students to be extraordinary through relationships, service, and perseverance to highlight our big three and set a positive tone for their day where they can... Be good. Do good. For good.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Intermediate School North is a 4th-6th grade campus located in Barbers Hill ISD in Mont Belvieu, Texas. We opened our doors in August of 2022 and continue to serve a fast growth community but keep eagle pride and excellence by any measure at our core. We take great pride in serving our incredible community and supporting the well-rounded growth and development of our students. We have tremendous community involvement and support and have many reasons to be proud.

We connect with our students through positive and supportive relationships. Staff serve as student mentors and sponsor clubs, such as Ambassadors, Best Buddies, National Elementary Honor Society, Student Council, Art Club, and Strategy Club. We continue to expand the opportunities that our students have to connect with other Eagles through Club Day where 100% of our students will be "Plugged In" to a group with similar interests. Our students excel in academics and the arts. Academically, the elementary and secondary Academic UIL teams won another district championship. We competed in the Lone Star Challenge for the first time and our students placed 17th out of 92 teams. Furthermore, our students exceeded state performance on STAAR assessments in every grade level and every content area. Efforts are focused on value added to each student with 90% of all students at the approaches level, 70% of students at the meets level, and 50% of students at the master's level, with focus on the masters level of performance. Our school was awarded recognition as an ERP 2024 Texas Honor Roll School to celebrate such incredible academic performance.

While we are no longer a Title 1 campus, we still believe that parent partnerships are vital to student success. We will continue to encourage parent involvement through programs such as Watch Dogs, Veteran's Day, opportunities to chaperone, and consistent communication.

We are thankful for the time and efforts of our Campus Improvement Team (CIT) this year to align our efforts and strategies to our performance objectives and goals for the year.

2025-2026 CIT:

Spring Benoit - 6th Grade Parent

Ashlee Boothe - State and Federal Programs Coordinator

Krystal Farmer - 4th Grade Teacher and Team Lead

Morgan Fazzino - Counselor

Elizabeth Filer - Assistant Principal

Kye Fontenot - Specials Teacher

Claudia Garza - 4th Grade Teacher

Heather Gonzalez - Community Member

Lauren Grigsby - 6th Grade Teacher and Team Lead

Elaina Kloecker - Instructional Technologist

Sandy Koester - Dyslexia Teacher

Jeana McCall - Paraprofessional

Tina McCorkle - Principal

Julie McLendon - Interventionist (RLA)

Rita McKay - 5th Grade Parent

Monica Nolen - Assistant Principal

Lisa Rankin - Interventionist (RLA)

Racquel Shows - Community Member

Joann Short - Academic Dean

Jessica Silcox - Interventionist (Math)

Kimberly Smith - SpEd Teacher and SpEd Department Lead

Tonya Stewart - BASE Paraprofessional and Lead Paraprofessional

Haley Thompson - Counselor

Lacy White - 5th Grade Teacher and Team Lead

Jennifer Wilson - SpEd Teacher and ABLE Lead

Alaina Young - Interventionist (Math)

NA meeting #1 was held on Monday, August 25, 2025 in the LGI. The committee discussed the campus values, mission, and vision. Then, the committee discussed multiple points of data to be reviewed at CNA meeting #2.

NA meeting #2 was held on Monday, September 8, 2025 in the LGI. The committee examined data from demographics, student learning, school processes and programs, and receptions. The committee made adjustments to summaries, agreed on strengths and identified problem statements in each area of the CNA. As a result of the data analysis, the committee has identified three focus areas:

Opportunities for growth and focused efforts include:

- Grow professionally in the consistent application of the Fundamental Five with the use of The 7 Steps to a Language Rich Classroom and the addition of Kagan structures this year - World Famous Instruction!
- Commitment to the academic growth of ALL students with intentional use of extensions for early finishers, WIN time, and MTSS in RLA classrooms.
- Leadership commitment to maintain organizational health at the interdependent level with a focus on adaptation.

Goals for the 2024-2025 school year:

- Maintain student attendance at 96% or higher.
- Meet or exceed expectations of 90% approach, 70% meets, and 50% masters in all STAAR assessments in all grades in all content areas by May 2026, with an emphasis on masters level performance.
- Teachers will use these targets with engaging Tier 1 instruction, interventions, and extensions to ensure that all students experience growth, meeting or beating their performance level from the previous year.

Meeting #3 was held on Monday, September 22, 2025 in the LGI. The committee reviewed the three focus areas for the year and examined the CIP goals, performance objectives, and strategies to ensure efforts were aligned to the focus areas and that the priority problem statements were addressed.

During October Staff Development, we were able to review the CNA and CIP in teams. Teachers had great discussions and asked clarifying questions and areas that needed to be updated. Their feedback was captured and edits were made where necessary.

ISN 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.

Demographics

Demographics Summary

Student Demographics:

2025-2026 Entity Counts (as of 9/8/2025):

- 4th grade = 316
- 5th grade = 346
- 6th grade = 338

Total campus enrollment = 1000

2024-2025 Student Demographics		
Ethnicity	Total	Percent of Campus
American Indian/Alaskan	2	0.21%
Asian	26	2.69%
Black/African American	55	5.7%
Hispanic/Latino	254	26.34%
White	581	60.26%
Hawaiian/Pacific Islander	3	0.31%
Two or More	43	4.46%
2024-2025 Student Groups		
Economically Disadvantaged	275	28.52%
Emergent Bilingual	17	1.76%
Gifted and Talented	53	4.7%
Special Education	227	25.9%

2024-2025 Student Attendance:

- 1st Six Weeks = 97.17%
- 2nd Six Weeks = 96.27%
- 3rd Six Weeks = 95.72%
- 4th Six Weeks = 96.09%
- 5th Six Weeks = 96.03%
- 6th Six Weeks = 95.49%
- ***2023-2024 = 96.06%**

***Highest ADA in BHISD for the 24-25 school year and did not dip below 95% for the first time in school history.**

2024-2025 Staff Demographics:

Total Staff: 111

- Teachers = 68
- Professional Support = 14 (Counselors, Nurses, Librarian, Technology Integration Coach, Dyslexia Teachers, Speech Teachers, PASS, Diagnostician, LSSP, ARD Facilitator)
- Campus Administration = 3 (will have 4 in 25-26)
- Paraprofessionals (Instructional and Clerical) = 26

Staff Demographics	
Ethnicity	Percent of Campus
Black/African American	0%
Hispanic/Latino	12.6%
White	87.4%

Years of Experience:

- Beginning teachers = 1
- 1-5 years experience = 7
- 6-10 years experience = 13
- 11-20 years experience = 33
- Over 20 years experience = 14

18 staff members hold advanced degrees.

5 teachers hold National Board Certification.

Demographics Strengths

With the fast growth of our district, we are becoming more and more diverse, which will allow for multiple perspectives to be valued as a part of the learning process.

Strengths include:

- GT identification and assessment aligns to the percentage of student population (for example, we have 26% Hispanic students; 12 of them are identified GT, which is 26% of our GT population. we exceed the ratio for African American students with .31% of our student population and .87 being identified as gifted and talented)
- High teacher retention rates
- 100% highly qualified and experienced staff - CIT noted 47 staff members with over ten years of experience
- Low student mobility supports consistent learning progress and positive learning outcomes for all learners
- Interview committees made hiring decisions based on experience, value added, and diversity

Problem Statements Identifying Demographics Needs

Problem Statement 1: We are developing strong intervention programs for students that have gaps, but have not yet mastered extensions for students at proficiency or higher.

Root Cause: Much of the collaborative team meetings are spent answering PLC Questions 1,2, and 3. Teachers are also not yet comfortable pulling small groups while students work on other activities independently at the extension level.

Problem Statement 2 (Prioritized): Social/emotional awareness and interventions continue to be at the forefront of the support needed with an increase in the number of students needing Tier 2 and Tier 3 supports. All staff needs to have continuous training opportunities and plans to support social/emotional activities in classroom instruction and campus activities.

Root Cause: There is a growing number of students who have experienced trauma and/or have an underdeveloped social IQ and lack of social awareness.

Problem Statement 3: SpEd case managers have more students to support and monitor than ever before.

Root Cause: Qualification requirements have changed along with dyslexia students being serviced through Special Education. Additionally, more students are moving to BHISD for the SpEd programming.

Student Learning

Student Learning Summary

ISN serves students in grades 4-6 with a variety of needs (SpEd, BASE, ABLE, and EB programs) which are addressed through research-based Tier I instruction along with targeted interventions. ISN provides opportunities for students to receive additional support and tutoring before or after school as well as during WIN time built into the school day. Students are also supported with access to extracurricular programs, including Academic UIL and The Lone Star Challenge.

In order to support students' achievement and growth, teachers must implement teaching strategies that meet the needs of all students. We are experiencing growth with students that have a variety of diverse needs - linguistic, behavioral, social and emotional, and academic. Engaging instructional strategies coupled with bell-to-bell instruction are essential to student achievement. In addition, highly structured and predictable classroom procedures along with safe hallways are critical to the learning and the social needs of our students.

ISN teachers need ongoing training to address student's individual needs including timely interventions, appropriate modifications and accommodations, extension, and differentiated instruction in the regular and advanced classrooms. In addition, the on-going training in the delivery of research-based instructional strategies to effectively and consistently implement the Fundamental Five are needed, such as The 7 Steps to a Language Rich Classroom and Kagan Structures. An emphasis must be placed on the development of literacy skills in all classes, including writing across the curriculum. We will continue to focus on closing the lesson with a written close at least three times per week; this year, we will take this focus deeper by giving students timely feedback on answering the found question. Formative assessments must be administered more frequently in order to monitor student achievement and to inform instructional decisions. Interventionists and CIA leads will continue to support our collaborative teams in aligning instruction and assessment at appropriate levels.

TELPAS Results:

Total # of Students	Total # of Students Showing Progress	Target	2025	2024	2023	Points Earned in Domain 3
17	17	49%	100%	50%	90%	4

2024-2025 STAAR Results:

4th Grade RLA

	Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas	371,514	81%	54%	24%
All ISN Students	313	96%	78%	44%
Males	159	94%	75%	43%
Females	154	97%	81%	46%
Economic Disadvantage	103	92%	66%	33%
African American	20	80%	65%	40%
Hispanic	87	97%	75%	40%

	Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
SPED	44	84%	36%	5%
High Focus Groups	145	92%	65%	29%

4th Grade Math

	Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas	381,087	68%	46%	24%
All ISN Students	314	91%	75%	42%
Males	159	92%	77%	48%
Females	155	90%	74%	35%
Economic Disadvantage	103	87%	64%	25%
African American	20	85%	65%	25%
Hispanic	87	90%	74%	34%
SPED	44	70%	32%	11%
High Focus Groups	145	86%	62%	27%

5th Grade RLA

	Students Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas	378,299	77%	58%	30%
All ISN Students	317	94%	78%	55%
Males	159	90%	75%	54%
Females	158	97%	80%	56%
Economic Disadvantage	74	91%	66%	36%
African American	13	85%	69%	38%
Hispanic	74	93%	77%	55%
SPED	55	75%	31%	9%
High Focus Groups	128	85%	60%	32%

5th Grade Math

	Students Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas	383,302	73%	46%	22%
All ISN Students	316	95%	79%	50%
Males	158	92%	81%	56%
Females	158	97%	77%	44%
Economic Disadvantage	74	91%	62%	30%
African American	13	85%	77%	46%
Hispanic	74	69%	77%	51%
SPED	55	78%	36%	11%
High Focus Groups	128	88%	58%	27%

5th Grade Science

	Students Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas	383,161	64%	30%	12%
All ISN Students	317	88%	59%	36%
Males	159	90%	67%	43%
Females	158	87%	51%	29%
Economic Disadvantage	74	78%	41%	16%
African American	13	85%	62%	31%
Hispanic	74	88%	55%	36%
SPED	55	65%	25%	11%
High Focus Groups	128	78%	40%	17%

6th Grade RLA

	Students Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas	396,501	75%	54%	28%
All ISN Students	265	96%	84%	52%

	Students Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
Males	131	93%	79%	46%
Females	134	99%	88%	58%
Economic Disadvantage	62	90%	61%	31%
African American	14	100%	93%	29%
Hispanic	73	95%	79%	44%
SPED	25	72%	36%	12%
High Focus Groups	85	91%	66%	38%

6th Grade Math

	Students Tested	% Approached Grade level	% Meets Grade level	% Mastered Grade level
State of Texas	390,074	72%	38%	15%
All ISN Students	263	98%	77%	41%
Males	129	97%	77%	42%
Females	134	99%	77%	40%
Economic Disadvantage	60	92%	57%	28%
African American	14	100%	86%	21%
Hispanic	72	96%	71%	40%
SPED	25	80%	24%	4%
High Focus Groups	83	94%	58%	29%

Student Learning Strengths

We are so proud of the hard work of our staff and students and the growth that was experienced during the 2024-2025 school year:

- 2025 ERP Honor Roll School
- Elementary and Secondary Academic UIL Champions
- Lone Star Challenge: 17th out of 92 teams in the state
- 4th grade reading exceeded the 90% approach and 70% meets targets
- 4th grade math exceeded the 90% approach and 70% meets targets
- 5th grade reading met and/or exceeded the 90% approach, 70% meets, and 50% masters targets
- 5th grade math met and/or exceeded the 90% approach, 70% meets, and 50% masters targets
- 5th grade science increased masters performance and outscored the state in all levels of performance

- 6th grade reading exceeded the 90% approach, 70% meets, and 50% masters targets
 - 84% of students met standard!
- 6th grade math exceeded the 90% approach and 70% meets targets
- TELPAS - exceeded state target of 49% with 100% making growth in 2 or more categories and added tremendous value to students. Seven students achieved a composite score of Advanced High performance and reclassified.
- STAAR ALT: 4th Grade: Math - 100% passing (90% Level II, 10% Level III); RLA - 90% passing; 5 Grade: Math - 100% passing (67% Level II, 33% Level III) RLA - 100% passing all at Level II Science - 100% passing (89% Level II, 11% Level III); 6 Grade: Math - 100% passing (89% Level II, 11% Level III)
- Accountability Rating - Received an "A" rating for the 2023-2024 School Year
- Accountability Rating - Received an "A" rating for the 2024-2025 school year, earned 5 out of 6 distinctions

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 152 students dropped a performance level in reading from the 2025 STAAR test compared to prior year performance on the 2024 STAAR test.

Root Cause: Much emphasis and support is given to students that lack proficiency in order to close gaps at the intermediate level before they go to middle school, especially in reading. This means that students that approach, meet, and master must be closely monitored as well so we can intervene if or when a student drops a level of performance.

Problem Statement 2: 5th grade Science saw a decrease in student performance.

Root Cause: The shift in the supporting standards of the test has increased from 29 to 43%. Ensure students are mastering supporting standards in prior grade levels. With the new STAAR redesign and the shift in standards students will need more content focus in this area. They will also need to be familiar with the new items types with the focus on mastering supporting standards

Problem Statement 3: While interventionists have successfully worked with teachers to address Tier 2 and Tier 3 learning gaps, we have not yet mastered a system for supporting classroom teachers with timely and meaningful extensions that will support deeper levels of learning and application for students already proficient.

Root Cause: Most of our collaborative team time is spend on PLC questions 1,2, and 3 and there is no one leading the way for Q4 and extensions. I would like to empower our CIA leads in this area this year.

Problem Statement 4: We are experiencing delayed access to software to support both timely interventions and extensions.

Root Cause: We believe this is an issue with the data in Q and how all 3rd party programs use this data from Q. Dirty data = problems. Elaina K. was going to follow up with the technology side and Joann was going to follow up on the academic side.

School Processes & Programs

School Processes & Programs Summary

ISN is dedicated to growing confident learners who exhibit integrity, perseverance, accountability, and service while ensuring that all students have the opportunity to achieve personal success, civic responsibility, and social awareness. Students and teachers are supported by a principal, two assistant principals, one academic dean, two counselors, a campus secretary, office staff, team and department leads, five interventionists (two reading, two math, and one science), and professional support (including two nurses, two full time dyslexia teachers and three others that serve students on our campus, librarian, assistive technology, technology integration coach, LSSP, diagnosticians, and speech therapists).

Additionally, our interventionists are heading into their second year with more confidence in leading and supporting instruction aligned to grade level standards at the appropriate level of rigor.

Curriculum and Instruction:

- ISN teachers serve as CIA leaders to represent our campus and their grade levels in curriculum writing. They revise the Year at a Glance, Curriculum Map, and Pacing Guide and identify the essential standards of focus based upon data and feedback. They advocate for the needs of their teams and support beneficial changes to our curriculum.
- BHISD provides clarity on the expectations of the elements of effective lessons that must be included in the lesson plan process: Clear learning objective, warm up/do now activity, teaching and modeling, guided practice, checking for understanding, monitoring and adjusting, independent practice, and lesson closure. These expectations are aligned to the Fundamental Five and teachers are supported in creating lesson cycles with this alignment (see Elements of Effective Lessons and The Lesson Cycle tied to The Fundamental Five).
- BHISD provides a protocol for data analysis and reflection - Purpose, types of data we analyze, and response to the data to inform instruction. Our interventionists are successful in leading data meetings and supporting groups to help close academic gaps.
- BHISD provides clarity on assessments to support how teachers can monitor and adjust instruction - CBAs, Benchmarks, and Interim Assessments.
- ISN provides teachers time in collaborative teams on Wednesdays to focus on the four essential questions and collaborate to improve student learning outcomes for all students without the scheduling of other meetings (ARDs, parent conferences, etc). Additional days are provided with substitutes throughout the year as the need arises.
- Administrators complete weekly Eagle Walks to identify and monitor the Fundamental Five across all classrooms.
- Counselors will support teachers with SEL instruction through calendars, lessons, and trainings/support throughout the year.

Professional Development:

- BHISD has a common language about requirements for all teachers that must be completed within the first three years (The Fundamental Five, A Framework for Understanding Poverty, CHAMPS, Language Acquisition, Differentiation, SEL, and Technology). Teachers have choice in how they meet the Language Acquisition Requirement (Meeting the Needs of Diverse Learners, ESL Certification Prep, Small Moves/Big Gains). Teachers have choice in how they meet the Differentiation requirement (Meeting the Needs of Diverse Learners or Instructional Strategies that Engage the Brain). Teachers have choice in how they meet the SEL requirement (Capturing Kids Hearts and Emotional Poverty). Teachers have choice in how they meet the technology requirement each summer.
- Additional options were added for teachers with specific content support - SpEd, Math, Reading, Science, and Social Studies - all had new options for professional learning.
- Additional options were added for paraprofessionals to support their growth and their work on campuses along with the opportunity for them to earn Tier 1 specialization in the coming year.
- Teachers have access to attend professional development outside of our district.
- The district calendar builds in collaboration days throughout the year for our teachers.
- Teachers have access to virtual GT trainings to meet the 30 hour requirement, which supports the five teachers we have new to GT on our campus.
- Teachers have access to professional learning in collaborative teams aligned to student needs as we monitor and adjust.
- New teachers to BHISD and ISN will have a relationship with a mentor and ISN has a mentor/coach leader to support the needs of the new teachers on our campus.
- Teachers will be able to learn from each other through Learning Walks for the 25-26 school year.

Leadership and Decision-Making Processes:

- Leadership is shared at ISN through teams and systems that give all educators a voice.
- Decisions are made with data at the lowest level of implementation to do what is best for students.
- ILT meets biweekly whenever possible to support campus goals and ensure behaviors are aligned to values. Mission and vision are kept alive throughout the year, honoring employees who add value to the worthwhile work.
- Admin team meets weekly to collaborate and support campus efforts.
- CIT meets at least three times per year to discuss the CNA and CIP to drive improvement efforts for the year aligned to targeted needs and areas of improvement.
- SEL taskforce meets monthly to discuss supports needed to support the well-rounded development of our students.
- Administrators are approachable and visible throughout the campus through systems of gratitude walks, SEL visits, hallway monitoring, Eagle Walks, and T-TESS walkthroughs and observations.

Communication:

- Efforts to maintain strong two-way communication will continue this year.
- Follow through will be a non-negotiable expectation for the administrative team to close communication gaps so negativity cannot fill any void.
- Principal will send a weekly newsletter outlining highlights for the coming week. This year it will include a quick check in on staff to provide additional layers of support when needed.
- ILT will maintain a campus outlook calendar with all campus events and members of the administrative team will have edit access. This will be shared with all staff.
- Administrators will provide immediate feedback on Eagle walks and timely feedback from walkthroughs and observations.
- Administrators will complete gratitude walks and provide teachers affirmation.
- Administrators will provide feedback on SEL visits.
- Administrators will use Parent Square to communicate with staff and families. This will be beneficial because families can translate to their native language to ensure communication reaches each home.
- Teachers will use Parent Square to communicate learning targets weekly or by unit.
- Members of ILT will be responsible for communicating to grade level teams following ILT meetings.

Organization and Context:

- Intermediate School North educates students in grades 4-6 in all core areas, SpEd, Dyslexia, and Electives.
- APs and Counselors are assigned by student alpha groups to support students in their well-rounded education.
- The Academic Dean will oversee all testing, instructional programming, and student attendance.
- The ISN staff has access to a variety of systems that support student achievement including common planning time, professional development, teacher mentoring programs, and department and team leadership structures.
- The campus solicits and utilizes input from teachers, students, and the community to support student achievement.
- ISN will continue the day of service to provide opportunities for our students to serve the community and live out our values.
- We will continue Club Day in order to give all students the opportunity to be plugged in to a group with similar interests and another adult to build a positive relationship with.

Scheduling:

- The master schedule was created with priority to supporting diverse needs for student groups (dyslexia, SpEd resource and inclusion, and GT).
- As a fast growth district, we hired two growth positions in 6th grade and that grade level will now have three teams (14 teachers)
- 6th grade gave consideration to clustering the GT students to support their academic and well-rounded development as their social needs often need to be differentiated for as well.
- 6th grade schedule was updated to allow students to have the opportunity to mix with another homeroom for science and social studies to support what is more developmentally appropriate for social and emotional needs.

- The elective schedule was designed to support the needs of students once the grade level schedules were set to ensure common collaborative team time and intentionally scheduling dyslexia and SpEd groups.
- Elective teachers support the campus during WIN time and lunch duty coverage.
- SEL lessons will be delivered campus-wide weekly on Wednesdays with the support of our counselors. Teachers will be able to reinforce the lesson throughout the week and celebrate student success throughout the week. Admin team will be able to provide feedback and affirmation through the SEL walk google form.
- Team meetings are scheduled proactively so teachers can plan accordingly.

Support Services:

- ISN provides morning and after school care for staff children.
- ISN supports students behaviors through the BASE program and SDC program.
- ISN supports SpEd students academically through ABLE, Resource, and Inclusion.
- ISN supports students on bus transportation by providing two bus guardians.
- ISN counselors supports students with conflict resolution and restoring relationships through restorative circles and the use of the BASE program in 7 Mindsets.
- ISN counselors support the well-rounded development of students with guidance lessons.
- BHHS provides PALs to students and ISN provides adult mentors to students.
- ISN provides a "New to the Nest" program for every new student that enrolls after the first week of school. This allows new students to get to know each other and staff as well as the Eagle Way and what will set them up for success.
- The registrar provides the "ISN Welcome Resource" letter to all new families, which provides a warm welcome and linked documents to The ISN Eagle Way, the Dress Code, Parent Square, School Cafe, and Bus Transportation Request.
- We have a full-time police officer who not only keeps us safe with door audits.
- Administration will work with teachers to support the GT programming and enrichment opportunities through field trips and the Texas Performance Standards Projects.
- Mentor program in place to support new teachers.

Extracurricular Opportunities:

- Goal of 100% of students plugged in through ISN Club Day.
- Teachers must sponsor a club or a program as a minimum requirement to earn above a proficient rating on Domain 4 of TTESS.
- Continue Ambassadors with defined criteria and campus responsibilities.
- Continue Best Buddies to support goals of inclusion with defined criteria and accountability for the buddies.
- Continue Student Council Club and add leadership development for our student officers.
- Continue National Elementary Honor Society with a focus on service above self.
- Continue traditions of excellence with Academic UIL and The Lone Star Challenge.

Technology Integration:

- 1:1 with Chromebooks
- Teachers have access to innovation rooms and the Instructional Technology Coach to support integration.
 - Our technology instructional coach supports teachers with training and new technology to deliver instruction and assessment to better meet the needs of diverse learners.
 - Three different innovation labs with different tools in each lab to support teacher creativity and innovation while engaging students in a variety of learning experiences.
- Effective use of Google Classroom and software applications to support instruction.
- Need to evaluate software for usage and effectiveness as we work towards a new software vetting process.
- Student cell phones and smart watches - Not seen, not heard, not taken.
- Regular use of Parent Square to support communication.
- The ISN library provides instruction in the effective use of current technologies and available online resources to both teachers and students

School Processes & Programs Strengths

Curriculum and Instruction:

- District curriculum coordinators in mathematics, science, social studies, and English language arts provide on-going support.
- ISN has teacher representation on curriculum writing teams to evaluate proper alignment and appropriate pacing.
- Systems in place for collaborative teams to function at high levels.to answer PLC questions 1,2, and 3
- Common language with the Fundamental Five and lesson design.
- Teacher input on CBAs.

Professional Development:

- Alignment exists between district expectations, research-based practices, and high-quality offerings to staff. (7 Steps to a Language Rich Classroom and Kagan Structures)
- Ongoing PD tied to feedback from Fundamental Five eagle walks and TTESS observations.
- Collaborative teams support teacher growth through collaboration and modeling.
- Mentor program supports the successful transition of new teachers.
- Teachers learn from other teachers: Learning Walks and opportunities to learn from each other on PD days through "Name it, claim it, explain it"
- All teachers are now on target to receive all required professional development within their first three years to BHISD

Leadership and Decision-Making Processes:

- Team leads, CIA leads, and interventionists serve on interview committees with admin when hiring new teachers.
- Campus leadership teams work collaboratively to meet the needs of our stakeholders.
- Teacher's voice is valued.
- Decisions are made at the lowest level of implementation and staff is given the freedom to function whenever possible.

Communication:

- Systems in place to maintain communication for 25-26 (campus calendar, weekly newsletter)
- Consistent use of Google Communication Tools to support follow through and feedback from teachers on the team and administrators with parents
- Parent Square:
 - Principal - consistent, big picture monthly communication and weekly communication
 - Teachers - consistent, learning focus and parent partnerships
- Admin provide clarity on when something is required to move in the direction of our district or when they have the freedom to function in order to highlight areas of teacher autonomy
- Teachers will be required to make contact with parents before entering a teacher warning or office referral in Skyward. This has always been an expectation, but we will revisit with teachers and follow through on accountability this year.

Organization and Context:

- ISN teachers have a high level of staff involvement in community events.
- We have two full time counselors to support the well-rounded development of all students. They also provide weekly SEL lessons with resources and supports for teachers to connect with students.
- PBIS expectations are visible throughout the campus.
- The librarian establishes a reading culture to keep students engaged and enjoying reading.

- The police officer creates positive relationships and is visible.
- Five full time interventionists are working through grade 6 to provide support to all teams on campus every day.

Scheduling:

- The ISN master schedule provides opportunities for collaboration through shared planning time in each grade level, team leads to facilitate collaborative teams.
- Built in WIN (What is Important, What I Need) time for tutorials and enrichment to ensure that at risk students have access to interventions during the school day.
- School-wide implementation of SEL lessons on Wednesday following the 7 Mindsets curriculum and schedule.
- The needs of the students drove the creation of the master schedule with dyslexia and SpEd groupings having priority for scheduling purposes.

Support Services:

- The ISN new teacher mentor program supports first-year teachers by providing support through assigned mentor teachers and regular meetings with campus and district support staff.
- ISN has a structured, tiered leadership team that consists of grade level and content leaders to support teams of teachers.
- High functioning dyslexia, speech, and SpEd teams support the needs of students so that all can experience growth and success.
- Counselors support well rounded development with guidance lessons and restorative circles
- New to the Nest program provides new students connection and support to have success with their transition

Connection:

- Focus on plugged in to ensure students are connected and find value and purpose outside of academics for well-rounded development of students - 100% of students engaged in Club Day
- Parents are involved, volunteer, support and encourage all of our extracurricular events.
- Continue Ambassadors, Best Buddies, Student Council and National Elementary Honor Society to give students opportunities to serve the campus and our community
- High staff and student engagement with the 7 Mindsets program and SEL lessons
- Students lived out our mission to connect, inspire, and empower as they shared ideas and engaged in Relay for Life in more ways than ever before

Technology Integration:

- 1:1 chromebook to support student learning
- Instructional technology coach to support innovative efforts and student engagement to increase positive learning outcomes for all students.
- Use of innovation labs adds to teacher craft

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teams have evaluated curriculum for alignment to standards with PLC questions 1,2, and 3. Not much time is devoted to Q4.

Root Cause: Time, no one formally leading or documenting these efforts like we do with intervention, teacher comfort in pulling small groups while other students work on extensions independently or in groups

Problem Statement 2: As our district continues to grow, we must evaluate software budgets

Root Cause: Over time, software has been added that might serve the same purpose and needs to be streamlined to ensure we have the tools teachers need, while being fiscally responsible.

Problem Statement 3: Teachers still do not have access to all software programs to support instruction, intervention, and/or extension. And if they do, they have students from two years ago in the program.

Root Cause: Alignment of software and its ability to communicate effectively with Skyward Q and clean data within Skyward Q.

Perceptions

Perceptions Summary

Parent Engagement and Community Partnerships:

Barbers Hill ISD enjoys a small town environment with great pride. The city of Mont Belvieu is growing and it is because of the amazing schools. ISN educates students from within the city limits as well as other small communities within the county. ISN welcomes parents and community members throughout the year through activities such as a mentoring program, Watch D.O.G.S., Eagle Launch, open house, Special Olympics, and fine arts events (choir and band concerts and art open house in December). The district and campus websites, email, and Parent Square communications keep parents informed about district/campus activities and news. We changed platforms to deliver our SEL instruction from Character Strong to the 7 Mindsets; all parents received communication explaining the change and the implementation of the new program, so they have understanding when students discuss what they learned in the SEL lesson or which mindset we are working on. Barbers Hill Special Services Department offers a variety of informative programs and presentations to help parents better understand physical and learning disabilities and how to support their children. Our schools also work closely with community organizations to support struggling families through programs such as the Eagle Outlet (clothing and shoes), holiday assistance, vision and hearing screenings, and the Eagle Market (fresh produce and vegetables), to name a few.

Culture and Climate:

2024-2025 OHI data shows significant growth in all areas:

- Above 90% percentile in all dimensions
- 99% percentile in multiple dimensions
- Functioning at the interdependent level for the second year in a row
- Growth in autonomy

This year the focus will be on Adaptations (48 in 2023, 94 in 2024, and 95 in 2025). Adaptation is the ability to tolerate stress and maintain stability while changing (when necessary) in order to meet the unique needs of stakeholders. Staff will be supported in building resiliency (hunt the good, attitude of gratitude, control what we control, helping or hurting) along with a continued focus on a Culture by Design.

Staff retention:

ISN strives to hire and retain highly qualified teachers. New teachers are provided with support through assigned mentor teachers and team leaders. In an effort to continue to support new teachers, a more intensive mentor-mentee program has been implemented with a campus Mentor Coach and mentor-mentee meetings throughout the year. Additionally, common planning in all grade levels will allow teachers to plan, debrief, support, and work together to provide quality instruction to all students.

As a professional learning community, ISN engages all stakeholders in clear and direct communication and collaboration as evidenced by weekly admin meetings, biweekly ILT meetings, faculty meetings each six weeks with professional learning focuses, and an open line of communication. The principal communicates with a weekly newsletter for staff along with the Parent Square platform.

We are 100% staffed with highly qualified professional staff in all areas. We will continue to implement the T-TESS waiver for our teachers that have shown proficient ratings or higher in all dimensions of the appraisal system. This will allow them to waive a formal observation for this year and the following year and receive a 45-minute observation every third year. Administrators will then have more time to be visible in classrooms to provide teachers with feedback and support to ensure high levels of instruction. Each administrator will also conduct Eagle Walks weekly and provide feedback on Fundamental Five in each of these visits.

Perceptions Strengths

Parent Engagement and Community Partnerships:

- Community members and family members are actively involved and supportive of UIL academic and fine arts programs.
- The entire community participates in Fall Fest.
- Veteran's Day Program is well attended.
- Class parties, programs, and awards ceremonies are well attended.
- Watch DOGS is successful to engage families in the school environment and foster positive relationships.
- A variety of communications resources are used to disseminate information to stakeholders including grade-level specific emails, Parent Square, and the updated website.
 - Principal monthly newsletter and weekly updates
 - Teacher weekly updates
- ISN hosts parent information nights for all grade levels throughout the year. This information is also posted on the website for parent reference at any time throughout the school year.
- The Day of Service was a remarkable event where our students were able to live out the value of service through many community partnerships.
- Parent events (such as the parent conference) are held throughout the year to address current social trends impacting our community and/or our youth.

Staff Retention:

- Increase in all domains in OHI survey
- 5 teachers are Nationally Board Certified, and more are pursuing.
- Many teachers hold or are pursuing advanced degrees.
- BHISD provides incentives for teacher retention and attendance.
- Competitive salary and benefits.
- 100% highly qualified staff
- Teachers receive reimbursement for certification testing.
- Team leads have active roles in decision making - campus systems, hiring, teacher support, PD.
- Collaborative teams support teacher growth and development.
 - Interventionists are a part of these collaborative teams to support teachers and students with targeted Tier 2 interventions to support learning on grade level TEKS.
- Administrators are visible with gratitude walks, eagle walks, SEL visits, cafeteria, arrival and dismissal, and hallways.
- Professional development plan aligned with research-based practices and sound instruction.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We do not have enough PALS or mentors for the number of students in need.

Root Cause: Students are facing more and more challenges with hardships in the home, and/or social struggles with cell phones and social media. Additionally, scheduling conflicts exist with the HS course and our master schedule.

Problem Statement 2: We do not have enough mentors, especially male mentors, to meet the needs of our male students that would benefit from this relationship

Root Cause: Uncertainty about what the requirements and commitments are

Priority Problem Statements

Problem Statement 1: 152 students dropped a performance level in reading from the 2025 STAAR test compared to prior year performance on the 2024 STAAR test.

Root Cause 1: Much emphasis and support is given to students that lack proficiency in order to close gaps at the intermediate level before they go to middle school, especially in reading. This means that students that approach, meet, and master must be closely monitored as well so we can intervene if or when a student drops a level of performance.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Social/emotional awareness and interventions continue to be at the forefront of the support needed with an increase in the number of students needing Tier 2 and Tier 3 supports. All staff needs to have continuous training opportunities and plans to support social/emotional activities in classroom instruction and campus activities.

Root Cause 2: There is a growing number of students who have experienced trauma and/or have an underdeveloped social IQ and lack of social awareness.

Problem Statement 2 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

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
- 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Goals

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

Performance Objective 1: Meet or exceed expectations of 90% approach, 70% meets, and 50% masters in all STAAR assessments in all grades in all content areas by May 2025.

High Priority

Evaluation Data Sources: CBAs, Benchmark assessments, Interim assessments, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Collaborative teams will ensure there is a clear standards focus each week as they work together to answer PLC questions 1 and 2. Strategy's Expected Result/Impact: Improved student learning outcomes for all students Staff Responsible for Monitoring: Administrators, Interventionists, and Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Interventionists and specialists will work with classroom teachers to answer PLC question 3 when we have evidence of learning gaps. Strategy's Expected Result/Impact: After data analysis meetings, teachers will adjust tutoring groups and resources to meet the needs of students. Staff Responsible for Monitoring: Administrators, Interventionists, and Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 3 Details	Reviews			
Strategy 3: All staff will receive training in Kagan Structures to support engaging Tier 1 instruction aligned with The Fundamental Five. Strategy's Expected Result/Impact: Increase student achievement/growth measures in speaking and writing. Staff Responsible for Monitoring: Administrators, teachers TEA Priorities: Recruit, support, retain teachers and principals, 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
	 Accomplished			 Accomplished
Strategy 4 Details	Reviews			
Strategy 4: Physical data boards will be monitored and kept up to date with student benchmarks and CBA data. Teachers will closely analyze student strengths and deficits skill by skill and kid by kid = MEET OR BEAT! Strategy's Expected Result/Impact: Students will meet expected growth measures Staff Responsible for Monitoring: Administrators, Interventionists, and Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 5 Details	Reviews			
Strategy 5: Teachers will complete Learning Walks aligned to the Fundamental Five and The 7 Steps to a Language Rich Classroom in order to see exemplar models of research-based instruction and learn from each other. Strategy's Expected Result/Impact: Increased consistency and effectiveness of the Fundamental Five - all five, every day, closing the lesson, 7 steps Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 6 Details	Reviews			
Strategy 6: RLA CIA leads will work to ensure reading lessons will be designed to include a true model of MTSS - Tier 3 students may be pulled out for specially designed instruction while other students remain with the teacher to provide opportunities for meaningful extension. Strategy's Expected Result/Impact: 50% masters target met Staff Responsible for Monitoring: Administrators, Interventionists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 7 Details	Reviews			
Strategy 7: Clear focus for HB 1416 - RLA is the ECR and ATFQ and math is reporting category #2. Strategy's Expected Result/Impact: 30 hours for 30% Staff Responsible for Monitoring: Interventionists and Academic Dean	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Students that are EB will make progress in all TELPAS domains.

High Priority

Evaluation Data Sources: Reading, Math, and Science district CBAs, benchmarks, formative assessments, interims, TELPAS, and STAAR assessments.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize The Fundamental Five with the 7 Steps of Language Rich Classrooms and Kagan Structures in order to increase the ratio of student time speaking and writing. Strategy's Expected Result/Impact: Improved performance on speaking and writing dimensions of TELPAS Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Data Meetings will include discussions about EB student population, individual TEK/skill and language proficiency needs, and intervention/tutorial plan. Strategy's Expected Result/Impact: All EB students will make progress in levels of proficiency on each dimension of TELPAS Staff Responsible for Monitoring: Teachers, RtI Specialists, Testing Administrator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Intervention plan will begin in September with additional staff supporting language skills for our EB students. Strategy's Expected Result/Impact: All EB students will make progress in levels of proficiency on each dimension of TELPAS Staff Responsible for Monitoring: Teachers, RtI Specialists, Testing Administrator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
Strategy 4: Staff will celebrate students with a yard sign that achieve a composite Advanced-High rating. Strategy's Expected Result/Impact: Improved efficacy and confidence of students and staff. Staff Responsible for Monitoring: LPAC coordinator	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Maintain student attendance at 96% or higher for the 2025-2026 school year.

Evaluation Data Sources: PEIMS Attendance Reports, Skyward weekly attendance reports, tardy reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use "Attendance Matters" reminders at the report card grading period each six weeks to communicate current days absent, current days tardy, and how much the student has missed. Strategy's Expected Result/Impact: Increase student daily attendance. Staff Responsible for Monitoring: Teachers, Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Skyward Q will provide communication to administrators and parents regarding student attendance. Strategy's Expected Result/Impact: Increase student daily attendance. Staff Responsible for Monitoring: Administrators, attendance clerk	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			
Strategy 3 Details	Reviews			
Strategy 3: Provide attendance incentives and grade level competitions weekly for the highest attendance and at the end of the six weeks for perfect attendance. Strategy's Expected Result/Impact: Increase student daily attendance. Staff Responsible for Monitoring: Administrators, attendance clerk ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 4 Details		Reviews			
Strategy 4: Academic Dean will monitor student attendance and will implement truancy prevention measures before students fall below the 90% compulsory attendance or are truant. Strategy's Expected Result/Impact: Improved attendance for students at risk of losing credit, improved partnerships with families Staff Responsible for Monitoring: Administrators, attendance clerk ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Objective 1: Meet or exceed expectations of 50% masters in all STAAR assessments in all grades in all content areas by May 2025.

Evaluation Data Sources: CBAs, Benchmark assessments, Interim assessments, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Provide students with high-level thinking activities and increased ratio of student discourse in daily lessons. Strategy's Expected Result/Impact: Increase growth measures and student achievement to at least 50% masters. Staff Responsible for Monitoring: Administrators, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: GT teachers and the GT cluster classes will engage in enrichment activities using project based learning and student choice to increase relevancy and rigor for students in experiences outside of learning standards. Strategy's Expected Result/Impact: Increase growth measures and student achievement to at least 50% masters. Staff Responsible for Monitoring: GT teachers, administrators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Teachers will plan a written lesson closure at least three times per week in daily lessons and will give students feedback on answering the found question. Strategy's Expected Result/Impact: Opportunities for increased retention and improved connections for students. Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will intentionally use WIN time to extend lessons with the support of five full time interventionists supporting the students that have gaps. Strategy's Expected Result/Impact: Increased mastery rates. Staff Responsible for Monitoring: Interventionists, administrators 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
	 Moderate Progress			
Strategy 5 Details	Reviews			
Strategy 5: GT cluster classes will monitor data and progress with a higher standard of 100/100/70+ Strategy's Expected Result/Impact: Monitoring high levels of achievement for our GT cluster classes Staff Responsible for Monitoring: Administrators, GT cluster teachers 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
	 Moderate Progress			
Strategy 6 Details	Reviews			
Strategy 6: Science teachers will embed wonder, 50% labs experiences, and the STEM cart to engage students in hands-on science learning. Strategy's Expected Result/Impact: Increased engagement, increased academic performance Staff Responsible for Monitoring: Science instructional coach, science teachers, science administrator Funding Sources: - Title IV	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 7 Details	Reviews			
Strategy 7: RLA Teachers will use MTSS in order to provide extension for students not pulled by Tier 3 specialists (RtI, Resource, Dyslexia). Strategy's Expected Result/Impact: Students will meet or beat previous levels of learning, increased ability to make connections and applications to standards Staff Responsible for Monitoring: RLA interventionists, RLA CIA leads, administrators, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: Maintain interdependence for organizational health on all dimensions.

Evaluation Data Sources: Midyear survey, Organizational Health Inventory

Strategy 1 Details	Reviews			
Strategy 1: Consistent meeting schedules for support teams with accountability for disseminating information and follow through: Administration weekly ILT biweekly SEL taskforce every six weeks PBIS team monthly CIT three times per year, with optional formative review meetings Strategy's Expected Result/Impact: Improved communication OHI scores Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will share feedback with each other through Learning Walks. Strategy's Expected Result/Impact: Increased self-efficacy, improved implementation of the Fundamental Five, language rich classrooms with specific feedback Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Maintain campus-wide participation at 100% for social and emotional learning opportunities to support the well-rounded development of all students in safe and positive learning environments.

High Priority

Evaluation Data Sources: SEL classroom visits, discipline/attendance reports, parent feedback

Strategy 1 Details	Reviews			
Strategy 1: Counseling services (academic and social/emotional) and social workers will be available to the campus through community and district resources. Strategy's Expected Result/Impact: Meet social/emotional needs of students and families. Staff Responsible for Monitoring: Counselor, nurse, social worker, administrators, support services ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 2 Details	Reviews			
Strategy 2: Maintain the SEL folder on the shared drive with resources, calendar, and communication to support teacher implementation of the lessons. Strategy's Expected Result/Impact: 100% of staff consistently participating in the weekly lessons Staff Responsible for Monitoring: Counselors and Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 3 Details	Reviews			
Strategy 3: Students will receive affirmations through Eagle of the Month, Brag Tags, and citizenship awards for respectful behaviors and counselors/administrators will call home to thank the family for being the child's first SEL teacher of manners, respect, and responsible decision making. Strategy's Expected Result/Impact: Improved relationships with families, improved student behavior Staff Responsible for Monitoring: Counselors ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Counselors will use BASE lessons from the 7 Mindsets and Restorative Circles for students needing additional support in conflict resolution, responsible decision making, and positive relationships. Strategy's Expected Result/Impact: Improved student relationships and increase in respectful behaviors Staff Responsible for Monitoring: Counselors and Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Counselors will implement Guidance Lessons with students to target patterns of behavior and support the well-rounded development of students. Strategy's Expected Result/Impact: Increase in appropriate behaviors Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Safety drills, campus procedures, and staff training will be established/monitored/conducted systematically to ensure student/employee safety.

Evaluation Data Sources: Campus Procedures, drill/training schedule

Strategy 1 Details	Reviews			
Strategy 1: Discipline program/processes will be monitored and evaluated by the PBIS team for data trends that we can learn from. Strategy's Expected Result/Impact: Decrease discipline and students out of placement Staff Responsible for Monitoring: Administrators, PBIS Team, Special services support Staff	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Safety drills will be conducted monthly with detailed feedback provided to staff, parents, and students through safety announcements and parent square messages. Strategy's Expected Result/Impact: Student and staff awareness and practice of drills and safety routines. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Maintain proper use of the safe rooms for small group instruction and lock downs only. Strategy's Expected Result/Impact: Improved safety measures Staff Responsible for Monitoring: Assistant Principal, all staff	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: PBIS team will work with students to include them in videos to help teach students The Eagle Way. Strategy's Expected Result/Impact: Ownership of The Eagle Way by students and improved behaviors aligned to The Eagle Way Staff Responsible for Monitoring: Administrators, PBIS team	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 3: School safety and involvement programs will be implemented to promote and build awareness in order to maintain a safe and positive school environment.

Evaluation Data Sources: Student/parent involvement, discipline/attendance reports, safety audits

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of mentors (especially male mentors) and PALS matched with our students that would benefit from these relational connections and mentorships. Strategy's Expected Result/Impact: Increase student achievement/growth measures, decrease student discipline incidents and office referrals. Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Implement programs promoting school safety and The Eagle Way: CHAMPS, PBIS, good character (7 Mindsets and Monthly Character Traits), Red Ribbon Week, Bully Awareness, vaping awareness, and Watch D.O.G.S. Strategy's Expected Result/Impact: Increase parent engagement, reduce student discipline, and support campus culture Staff Responsible for Monitoring: Administrators, support services, teachers, support staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Teacher retention rate will meet or exceed 95%.

Evaluation Data Sources: Staffing reports, staff attendance

Strategy 1 Details	Reviews			
Strategy 1: Mentors for new teachers to the profession and new teachers to the district will be assigned to support transition and professional growth through monthly meetings and ongoing support. Strategy's Expected Result/Impact: Increase teacher effectiveness, retention, and OHI results Staff Responsible for Monitoring: Administrators, Mentors, Campus Mentor Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Allow teachers to model effective instruction as a part of their collaborative teams and campus PD (Name It, Claim It, Explain It). Strategy's Expected Result/Impact: Increased self efficacy and ownership of instructional practices Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Monitor teacher professional learning to ensure 100% are in compliance with district requirements: The Fundamental Five, CHAMPS, A Framework for Understanding Poverty, Differentiation, Language Acquisition, Social and Emotional Learning, Speducate, and the annual three hour technology requirement. Strategy's Expected Result/Impact: Improved teacher efficacy and ability to apply learning to improve classroom instruction Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 4 Details	Reviews			
Strategy 4: Support teacher development and growth by allowing participation in conferences outside of our district that align to our instructional framework and goals. Strategy's Expected Result/Impact: Improved understanding of pedagogy and practice, which will result in improved learning outcomes for students. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Teacher attendance will meet or exceed 95% with encouragement to reach 97%.

Evaluation Data Sources: Six weeks reports from HR, Eduphoria reports

Strategy 1 Details	Reviews			
Strategy 1: Weekly attendance incentive - each week our staff achieves 97% attendance, they will receive a jeans incentive for use on the following Monday. Strategy's Expected Result/Impact: Value teachers committed, improved teacher attendance. Staff Responsible for Monitoring: Administration, campus secretary	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 2 Details	Reviews			
Strategy 2: Six weeks attendance incentives: 1) Staff with perfect attendance will receive an incentive each six weeks. 2) When our staff has the highest attendance in the district for a six weeks, we will identify an incentive that will celebrate and honor teacher commitment and dedication. Strategy's Expected Result/Impact: Improved staff attendance Staff Responsible for Monitoring: Administration, campus secretary	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Paraprofessionals will have the opportunity to earn a stipend (\$2000 or \$5500) associated with specializations if they have 95% attendance or higher. Strategy's Expected Result/Impact: Improved para attendance Staff Responsible for Monitoring: Administration, campus secretary	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Intermediate North

Total SCE Funds: \$337,414.00

Total FTEs Funded by SCE: 4

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 North

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jessica Silcox	Teacher	1
Julie McClendon	Teacher	1
Lisa Rankin	Teacher	1
Mary Young	Teacher	1

Campus Funding Summary

Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$0.00
Sub-Total					\$0.00

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

Addendums

Curriculum Documents

	Definition	Purpose
Year-at-a-Glance	The year-at-a-glance is a document that informs educators, parents, and students of the course pacing and content standards which includes the topics to be taught each grading period.	The year-at-a-glance is designed to provide stakeholders with an overview of the course content and standards that are to be taught within the specified grading periods of the school year.
Curriculum Map	The curriculum map is a document created to organize and align the written and taught curriculum.	The purpose of the curriculum map is to ensure that assessments and other methods teachers use to evaluate learning are based on what has actually been taught to students and on the learning standards that the students are expected to meet in a particular course, subject area, or grade level.
Pacing Guide	The pacing guide is a calendar that depicts the pace of the written curriculum, including the skills, order, and duration of the concepts reflected in the curriculum map.	The pacing guide is designed to help teachers stay on track throughout the school year and to ensure curricular alignment across schools in the district. The guide maps out topics to be taught before a curriculum-based assessment and ensures that all material is taught prior to the final summative assessment (STAAR, AP, etc.)
Essential Standards	Essential standards are a subset of the state standards and have been identified as the foundational standards a student must know and be able to do in order to achieve a high level of academic success.	Essential standards serve to help teachers understand which standards are foundational to ensuring that all students are prepared to enter the next grade level or course of study. They are the building blocks that drive course design, unit design, and lesson planning.

Curriculum Development Plan

CYCLE 1: Foundation					CYCLE 2: Specificity			CYCLE 3: Customization		
Examine and Understand Standards (TEKS, performance tasks, certifications, summative assessments)	Develop Year-at-a-Glance (in terms of sequence and units of study)	Develop Curriculum Maps (including standards, resources, vocabulary, assessments, etc.)	Develop Curriculum-Based Assessments	Revise Curriculum Documents and Assessments Based Upon Applicable Data and Feedback	Develop Unit Overviews (including essential standards, pacing calendar, unit design, etc.)	Identify Additional Resources and Requirements (required labs, manipulatives, writing assignments, technology, etc.)	Revise Year-at-a-Glance, Curriculum Maps, and Curriculum-Based Assessments	Develop Exemplar and Anchor Lessons	Align Structure and Strategies to Standards and Student Needs (SPED, GT, ELs, etc.)	Revise Curriculum Documents and Assessments Based Upon Applicable Data and Feedback
2020-2021					2021-2023			2022-2023		

The Elements of Effective Lessons

One hundred percent of students should be attentive and engaged throughout every lesson, which should consist of the following elements:	
Clear Learning Objective	The objective is PROMINENTLY posted and based on grade-level curriculum – and written in crystal clear language. The objective includes – or leaves no doubt about – how the learning will be demonstrated/ assessed. Teacher refers/ points to the objective throughout the lesson.
Anticipatory Set	Teacher provides preview/background/purpose for lesson to motivate, connect, provoke curiosity (3-5 minutes maximum); may include embedded vocabulary from text(s) to be used in lesson.
Teaching & Modeling	Teacher clearly teaches/ models/ "thinks aloud" for each component of lesson – one brief, manageable step/chunk at a time (Teacher is always "scanning" while teaching: to ensure that all eyes are on the teacher during modeling.) Each brief step must be immediately followed by "guided practice."...
Guided Practice	After each brief step/chunk in the lesson, the teacher immediately gives students a chance to practice/process information and to demonstrate understanding or mastery of that brief step that was just taught or modeled, while the teacher "checks for understanding."...
Checking for Understanding	Both during and after each "guided practice," for every small step/chunk in the lesson, the teacher uses strategies to check for understanding – that is, to quickly assess students' progress or mastery (e.g., by circulating to observe students' work/answers; cold-calling a random sample of students, having students hold up whiteboards with work/answers). (The teacher does little/no individual "tutoring" during this time, which interrupts the flow of the lesson and is less efficient than the next step – adjusting instruction [below] for the entire class. Tutoring can be done during "independent practice.")
followed by Adjustments to Instruction	The information gathered during each guided practice/ check for understanding is used to inform the teacher's attempt to adjust instruction, that is, to reteach/ clarify a portion of instruction until students are ready to move on to the next step.
Independent Practice	The above cycle is repeated, sometimes multiple times, for every step in the lesson – until virtually all students are ready for "independent practice": to complete the day's assignment/ assessment of the objective on their own. If necessary, tutoring/ small group assistance can be provided to those needing additional help at this time.

Lesson Cycle Tied to *The Fundamental 5*

		Monday	Tuesday	Wednesday
Check for Understanding □ Recognize & Reinforce □ Write Critically □ Purposeful Talk	Lesson Objective □ Lesson Frame: “We will.....”			
	Anticipatory Set □ Review/Elicit Prior Knowledge			
	Direct Instruction □ Power Zone □ Purposeful Talk □ Recognize & Reinforce			
	Guided Practice □ Purposeful Talk □ Write Critically □ Recognize & Reinforce			
	Independent Practice □ Write Critically □ Recognize & Reinforce			
	Close □ Write Critically □ Lesson Frame: “I will....”			

Check for Understanding Recognize & Reinforce Write Critically Purposeful Talk		Thursday	Friday	Additional Notes
	Lesson Objective Lesson Frame: “We will.....”			
	Anticipatory Set Review/Elicit Prior Knowledge			
	Direct Instruction - Power Zone - Purposeful Talk - Recognize & Reinforce			
	Guided Practice - Purposeful Talk - Write Critically - Recognize & Reinforce			
	Independent Practice - Write Critically - Recognize & Reinforce			
	Close - Write Critically - Lesson Frame: “I will.....”			

Why Data Analysis?

	STAAR Analysis	CBA Analysis	Benchmark Analysis
Purpose	• To evaluate curriculum in terms of its scope and sequence • To evaluate curriculum-based assessments based on newly released items and rationales	• To assess students' mastery of the knowledge and skills (TEKS) taught • To determine gaps in learning in order to address students' specific needs • To assess the effectiveness of instructional delivery • To evaluate curriculum in terms of its scope and sequence	• To assess students' mastery of the knowledge and skills (TEKS) taught • To determine students' understanding of the knowledge and skill (TEKS) not yet taught • To predict students' performance on the state assessment (STAAR)
Types of Data Analyzed	• Overall and demographic performance at Approaches, Meets and Masters Grade Level standards • Performance by reporting category • Item analysis by district, campus and teacher	• Overall and demographic performance at Approaches, Meets and Masters Grade Level standards • Performance by teacher • Item analysis by district, campus, teacher and individual students	• Overall and demographic performance at Approaches, Meets and Masters Grade Level standards • Performance by reporting category • Performance by teacher • Item analysis by district, campus, teacher and individual students
Response	• Revise curriculum in terms of its scope and sequence • Revise assessments based on newly released items and rationales	• Determine need to adjust pacing within the curriculum • Determine best instructional practices • Determine strategies and tutorial groups for re-teaching	• Determine need to adjust pacing within the curriculum on TEKS not yet taught • Determine best instructional practices • Determine strategies and tutorial groups for remediation and/or enrichment

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: 044

2022 - 2023 Fall Collection, Accepted Submission

LEA: 036902 - BARBERS HILL ISD
Campus: 036902044 - BARBERS HILL INT NORTH

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	0	0.00%
GRADE 1	0	0.00%
GRADE 2	0	0.00%
GRADE 3	0	0.00%
GRADE 4	244	32.06%
GRADE 5	242	31.80%
GRADE 6	275	36.14%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	761	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	389	51.12%
FEMALE	372	48.88%
TOTAL	761	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	2	0.26%
"1" ELIGIBLE FOR FULL DAY	716	94.09%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	43	5.65%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRTL LRNG	0	0.00%
TOTAL	761	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	10	1.31%
IMMIGRANT	0	0.00%
ECONOMIC DISADVANTAGE	190	24.97%
MILITARY CONNECTED	87	11.43%
FOSTER CARE	0	0.00%
DYSLEXIA	65	8.54%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	4	0.53%	0.53%
ASIAN	12	1.58%	1.58%
BLACK/AFRICAN AMER.	36	4.73%	4.73%
HISPANIC/LATINO	174	22.86%	22.86%
WHITE	500	65.70%	65.70%
HAWAIIAN/PAC ISLAND	1	0.13%	0.13%
TWO OR MORE	34	4.47%	4.47%
TOTAL	761	100.00%	100.00%

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.53%	0.13%
ASIAN	2	1.05%	0.26%
BLACK/AFRICAN AMER.	15	7.89%	1.97%
HISPANIC/LATINO	72	37.89%	9.46%
WHITE	91	47.89%	11.96%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	9	4.74%	1.18%
TOTAL	190	100.00%	24.97%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	10.00%	0.13%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	9	90.00%	1.18%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	10	100.00%	1.31%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	4	8.16%	0.53%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	9	18.37%	1.18%
WHITE	33	67.35%	4.34%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	3	6.12%	0.39%
TOTAL	49	100.00%	6.44%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data

Campuses: 044

2022 - 2023 Fall Collection, Accepted Submission

LEA: 036902 - BARBERS HILL ISD

Campus: 036902044 - BARBERS HILL INT NORTH

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	761	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	761	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	3	0.39%
UNACCOMPANIED YOUTH CODE 3	2	0.26%
UNACCOMPANIED YOUTH CODE 4	1	0.13%
UNACCOMPANIED YOUTH TOTAL	3	0.39%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	4	3.10%	0.53%
ASIAN	2	1.55%	0.26%
BLACK/AFRICAN AMER.	8	6.20%	1.05%
HISPANIC/LATINO	32	24.81%	4.20%
WHITE	77	59.69%	10.12%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	6	4.65%	0.79%
TOTAL	129	100.00%	16.95%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.99%	0.13%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	8	7.92%	1.05%
HISPANIC/LATINO	28	27.72%	3.68%
WHITE	61	60.40%	8.02%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	3	2.97%	0.39%
TOTAL	101	100.00%	13.27%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	0	0.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

TSDS PEIMS STAFF FTE SUMMARY

Campus-level Data

Campuses: 044

2022 - 2023 Fall Collection, Accepted Submission

	FTE	CAMPUS	PERCENT
TOTAL STAFF (FTEs)	84.9		100.0%
Teachers	59.9		70.6%
Professional Support	4.4		5.2%
Campus Administration	3.0		3.5%
Central Administration	N/A		
Educational Aides	17.5		20.7%
Auxiliary	N/A		
TOTAL PERSONNEL BY ETHNICITY AND SEX	84.9		100.0%
White	76.5		90.2%
Hispanic	8.3		9.8%
Black	0.0		0.0%
Other	0.0		0.0%
White Male	4.7		5.5%
White Female	71.8		84.6%
Hispanic Male	0.3		0.4%
Hispanic Female	8.0		9.4%
Black Male	0.0		0.0%
Black Female	0.0		0.0%
Other Male	0.0		0.0%
Other Female	0.0		0.0%
TEACHERS BY HIGHEST DEGREE HELD			
No Degree	0.0		0.0%
Bachelors	48.0		80.1%
Masters	11.9		19.9%
Doctorate	0.0		0.0%
TEACHERS BY YEARS OF EXPERIENCE			
Beginning Teachers	2.0		3.3%
1-5 Years Experience	4.3		7.3%
6-10 Years Experience	10.7		17.8%
11-20 Years Experience	26.7		44.5%
Over 20 Years Experience	16.2		27.1%

Note: Detail may not add to 100% due to rounding.

This report displays the data for FALL 2022 - 2023 that was accepted by the ESC on 1/19/2023 9:50 PM.

CONFIDENTIAL

LEA: 036902 - BARBERS HILL ISD
Campus: 036902044 - BARBERS HILL INT NORTH

TSDS PEIMS STAFF FTE SUMMARY
Campus-level Data
Campuses: 044
2022 - 2023 Fall Collection, Accepted Submission

	FTE	CAMPUS	PERCENT
TEACHERS BY POPULATION SERVED			
Regular Education	47.9		79.9%
Career and Technical Education	0.0		0.0%
Bilingual/ESL Education	0.0		0.0%
Compensatory Education	3.0		5.0%
Gifted and Talented Education	3.4		5.7%
Special Education	5.7		9.5%
Other	0.0		0.0%
AVERAGE ACTUAL SALARIES			AVERAGE
Teachers		\$	78,284
Professional Support		\$	84,471
Campus Administration		\$	95,830
Central Administration			N/A
AVERAGE TEACHERS SALARIES BY YEARS OF EXPERIENCE			
Beginning Teachers		\$	65,253
1-5 Years Experience		\$	68,064
6-10 Years Experience		\$	70,490
11-20 Years Experience		\$	79,936
Over 20 Years Experience		\$	85,242
AVERAGE EXPERIENCE OF TEACHERS			15.7
AVERAGE EXPERIENCE OF TEACHERS WITH CAMPUS			7.5
STUDENT/TEACHER RATIO			12.7

Note: Detail may not add to 100% due to rounding.
This report displays the data for FALL 2022 - 2023 that was accepted by the ESC on 1/19/2023 9:50 PM.

CONFIDENTIAL

LEA: 036902 - BARBERS HILL ISD
Campus: 036902044 - BARBERS HILL INT NORTH

TSDS PEIMS STAFF FTE SUMMARY
Campus-level Data
Campuses: 044
2022 - 2023 Fall Collection, Accepted Submission

(Not included in previous section) CONTRACTED INSTRUCTIONAL STAFF BY PIC:	CAMPUS	
	FTE	PERCENT
	0.00	0.00%
Basic Educational Services	0.00	0.00%
Gifted and Talented	0.00	0.00%
Career and Technical	0.00	0.00%
Special Education	0.00	0.00%
Accelerated Education	0.00	0.00%
Bilingual ED & Special Language Programs	0.00	0.00%
Atheletics and Related Activities	0.00	0.00%
Nondiscp. Alt Ed - AEP Basic Services	0.00	0.00%
Nondiscp. Alt Ed - AEP Suplmntl State Cmp. Ed Cost	0.00	0.00%
Discp. Alt Ed Programs - DAEP Basic Services	0.00	0.00%
Discp. Alt Ed - DAEP State Cmp. Ed Suplmntl Cost	0.00	0.00%
Title I Part A Schoolwide Act 50% or > Ed Disadv Students	0.00	0.00%
High School Allotment	0.00	0.00%