

Barbers Hill Independent School District

Barbers Hill Middle School North

2025-2026 Campus Improvement Plan



Mission Statement

All stakeholders of Barbers Hill Middle School North, believe that *all* students can achieve high standards of learning and will ensure all students succeed by providing a culture that promotes:

- Relationships, relevance, and rigor
- Engaging, challenging, and differentiated instruction
- Vertical and horizontal curricula aligned with state standards
- Behaviors that foster responsible, productive, life-long learners
- Safety, respect, and responsibility

Vision

All stakeholders of Barbers Hill Middle School North aim to inspire and empower students to excel both academically and socially. Our vision is to create a school that promotes a safe and inclusive environment where academic, social, behavioral and emotional learning is fostered and valued.

Pride...Passion...Purpose

Value Statement

Name	Committee Role	Term
Matt Barnett	Principal	Ongoing
Holie Hanks	Administrator	
Teressa Cooper	Administrator	
Robert Thibodeaux	Teacher	
Chelsea Vayon	Teacher	
	School leader	
	School leader	
Lanea Thompson	Parent	
Lindsay Barnett	Parent	
	Community member	
	Community member	
Lindsey Oyler	Paraprofessional	
Angie James	Paraprofessional	

Name	Committee Role	Term
Ashlee Boothe, Ed.D.	State and Federal Programs Coordinator	Ongoing
	LSC staff member	Ongoing

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Identified Needs/Priorities:

1. Implement rigorous instructional practices with intent of increasing students growth at all levels in all subject areas from the 2024 school year.
2. Identify students that qualify for interventions under HB and implement an intervention plan to satisfy the requirements and help students to be successful.
3. Research and implement STAAR Redesign in all classes. Including new items types in every day instruction.
4. All teachers need to utilize the RAPTOR APP effectively during drills.
5. Implement 7 Mindsets SEL curriculum throughout the building with 100% student and staff involvement.

CAMPUS Goals are as follows:

1. Meets and Masters percentages will increase in all areas on the 24-25 STAAR Assessments, while also concentrating our focus on the following groups: HF, EB, SpEd, and our two lowest performing ethnic categories (H and AA).
2. MSN will reach/maintain a 90/70/50 level in all STAAR tested areas.
3. Every stakeholder will actively participate in the social emotional development and education of MSN students with 100% of our students “plugged-in”.

Demographics

Demographics Summary

BHMS North is located at 9600 Eagle Drive in Mont Belvieu, Texas. The fabric of Barbers Hill ISD is interwoven with that of the petrochemical industry in our area. The district continues to grow at a rate of about 5% per year, as Houston expands eastward and our petrochemical industry neighbors expand to meet global natural gas and chemical demands.

In the Fall of 2014 Barbers Hill ISD started the year with the 6th-8th campus configuration. BHISD has since returned to the original Middle School set-up of only 7th & 8th grade being housed at each Middle School campus.

BHMS North is comprised of approximately 603 total students in 7th and 8th grade. The total population at MSN is unchanged from the prior school year.

The approximate student breakdown by subgroups is as follows:

By Grade	By Gender	By Ethnicity	By Special Populations
7th-49%	Female-49%	Hispanic-26%	At risk-28%
8th-51%	Male- 51%	African American-3%	ED-25%
		White-63%	504-10%
		Asian-4%	SPD-11%
			GT-13%
			RTI-6%
			EB - 3%
			High Focus - 42%

There were no significant changes from last year.

In terms of teaching/professional staff for the 2024-2025 school year, the following are the professional staff demographics and certification information:

Years of Exp.all staff	Gender of all staff	Certification Info of professional staff members
0= 0%	Female-80%	% All Professional Staff w/ESL cert-38% / % of ELA Tch w/ESL cert-100%
1-5=17%	Male-20%	% of all Professional Staff w/GT cert=70% of Core Classroom Tch w/GT cert-100%
6-10=25%	Ethnicity-of all staff	% of Core Classroom Tch w/PAP training-46%
11-20=36%	Hispanic-10%	% of Professional Staff with National Board Cert.-4%
>20=22%	African Am.-4%	% of Professional Staff with Masters Degree-49%

Years of Exp.all staff	Gender of all staff	Certification Info of professional staff members
	White-84%	
	2 or MORE-2%	

The student teacher ratio is approximately 22:1.

Demographics Strengths

- Teacher retention
- High percentage of experienced teachers
- Student to teacher ratio is lower than state average

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student Groups are not achieving academically at the same levels as other populations, especially our Special Education and Emergent Bilingual populations.

Root Cause: Data is closely monitored for diverse student populations but disproportionately in some subgroups exists.

Student Learning

Student Learning Summary

Although 2024 data projected a campus score of 91, MSN scored a 90. Data from 2025 STAAR, however, was a 91.

	May 2025 STAAR Reading Language Arts, Grade 8														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets Minimum	Meets Maximum
High School	595	35	1770	62.34%	91.60%	75.29%	41.34%	05/01/24	0.34%	4.37%	3.70%	7.56%	8.74%	33.95%	41.34%
Economic Disadvantage	163	31	1728	55.84%	84.66%	63.19%	28.22%	05/01/24	0%	7.36%	7.98%	11.66%	9.82%	34.97%	28.22%
American Indian/Alaskan Native	3	34	1764	60.71%	66.67%	66.67%	66.67%	05/01/24	0%	33.33%	0%	0%	0%	0%	66.67%
Asian	8	45	1919	80.80%	100%	100%	87.50%	05/01/24	0%	0%	0%	0%	0%	12.50%	87.50%
Black/African American	24	27	1674	47.47%	70.83%	41.67%	16.67%	05/01/24	0%	12.50%	16.67%	16.67%	12.50%	25%	16.67%
Hispanic	189	33	1752	59.67%	89.95%	73.02%	31.22%	05/01/24	0%	4.76%	5.29%	7.41%	9.52%	41.80%	31.22%
Two or More Races	21	40	1840	71.51%	95.24%	95.24%	61.90%	05/01/24	0%	4.76%	0%	0%	0%	33.33%	61.90%
White	350	36	1779	63.84%	93.71%	77.14%	46%	05/01/24	0.57%	3.43%	2.29%	7.71%	8.86%	31.14%	46%
Currently Emergent Bilingual	23	25	1658	44.88%	73.91%	43.48%	4.35%	05/01/24	0%	13.04%	13.04%	13.04%	17.39%	39.13%	4.35%
First Year of Monitoring	8	39	1810	69.87%	100%	100%	62.50%	05/01/24	0%	0%	0%	0%	0%	37.50%	62.50%
Fourth Year of Monitoring	1	27	1682	48.21%	100%	0%	0%	05/01/24	0%	0%	0%	0%	100%	0%	0%

	May 2025 STAAR Reading Language Arts, Grade 8														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	M
Second Year of Monitoring	2	51	2023	90.18%	100%	100%	100%	05/01/24	0%	0%	0%	0%	0%	0%	1
Third Year of Monitoring	1	51	2022	91.07%	100%	100%	100%	05/01/24	0%	0%	0%	0%	0%	0%	1
Special Ed Indicator	59	20	1594	36.26%	52.54%	16.95%	6.78%	05/01/24	1.69%	32.20%	13.56%	23.73%	11.86%	10.17%	6

May 2024 STAAR Social Studies, Grade 8									
Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excl	
282	29	4003	58.85%	77.66%	47.87%	29.08%	05/01/24	0.35	
76	25	3783	51.05%	63.16%	32.89%	14.47%	05/01/24	0%	
3	33	4314	68.03%	66.67%	66.67%	66.67%	05/01/24	0%	
7	37	4557	76.38%	85.71%	85.71%	71.43%	05/01/24	0%	
10	21	3573	43.67%	50%	10%	0%	05/01/24	0%	
75	26	3857	53.77%	69.33%	36%	22.67%	05/01/24	0%	
15	32	4190	64.63%	93.33%	46.67%	40%	05/01/24	0%	
172	30	4047	60.57%	81.40%	53.49%	30.23%	05/01/24	0.58	
9	20	3484	41.50%	55.56%	22.22%	0%	05/01/24	0%	
5	28	3947	57.55%	80%	40%	20%	05/01/24	0%	

May 2024 STAAR Social Studies, Grade 8								
2	40	4645	80.61%	100%	100%	100%	05/01/24	0%
30	17	3294	34.08%	20%	10%	0%	05/01/24	0%

May 2024 STAAR Science, Grade 8								
Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excl
281	29	4249	62.33%	90.39%	66.90%	29.18%	05/01/24	0.71
76	25	3976	53.95%	81.58%	46.05%	13.16%	05/01/24	1.32
3	28	4256	61.59%	66.67%	66.67%	33.33%	05/01/24	0%
7	36	4802	78.88%	100%	100%	85.71%	05/01/24	0%
10	22	3778	47.17%	70%	30%	10%	05/01/24	0%
75	28	4218	61.10%	90.67%	61.33%	30.67%	05/01/24	0%
15	31	4459	67.68%	100%	66.67%	46.67%	05/01/24	0%
171	29	4249	62.62%	90.64%	70.18%	25.73%	05/01/24	1.17
9	24	3962	52.90%	100%	33.33%	11.11%	05/01/24	0%
5	28	4179	60.87%	100%	80%	0%	05/01/24	0%
2	40	5102	85.87%	100%	100%	100%	05/01/24	0%
30	18	3533	38.55%	50%	10%	0%	05/01/24	0%

	May 2024 STAAR						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Master
Middle School North	181	26	1879	55.04%	84.53%	45.30%	17.68%
Economic Disadvantage	58	24	1844	50.36%	74.14%	37.93%	10.34%
American Indian/Alaskan Native	3	29	1941	61.11%	66.67%	66.67%	33.33%
Asian	4	41	2175	84.90%	100%	100%	75%
Black/African American	7	22	1810	45.24%	71.43%	14.29%	14.29%
Hispanic	48	24	1841	49.91%	85.42%	31.25%	8.33%
Two or More Races	9	29	1914	61.11%	100%	44.44%	22.22%
White	110	27	1885	56.16%	83.64%	50.91%	19.09%
Currently Emergent Bilingual	6	23	1828	48.26%	100%	16.67%	16.67%
First Year of Monitoring	4	26	1855	53.12%	100%	50%	0%
Special Ed Indicator	30	18	1766	37.71%	46.67%	3.33%	3.33%

	May 2024 STAAR R						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Master
Middle School North	281	37	1727	66.03%	91.46%	68.68%	39.15%
Economic Disadvantage	78	33	1679	59.23%	80.77%	52.56%	21.79%
American Indian/Alaskan Native	1	42	1771	75%	100%	100%	100%
Asian	3	44	1846	79.17%	100%	100%	66.67%
Black/African American	9	30	1635	53.37%	66.67%	55.56%	11.11%

	May 2024 STAAR R						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Master
Hispanic	81	37	1729	65.67%	87.65%	69.14%	39.51%
Native Hawaiian/Pacific Islander	1	38	1726	67.86%	100%	100%	0%
Two or More Races	15	36	1720	65.12%	93.33%	73.33%	26.67%
White	171	37	1730	66.65%	94.15%	67.84%	40.94%
Currently Emergent Bilingual	10	23	1546	40.36%	60%	0%	0%
First Year of Monitoring	2	47	1877	83.04%	100%	100%	50%
Fourth Year of Monitoring	1	49	1900	87.50%	100%	100%	100%
Special Ed Indicator	32	22	1527	39.12%	46.88%	3.12%	3.12%

	May 2024 STAAR Mathematics, Grade 7													
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator					
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets M
Middle School North	277	30	1868	64.92%	81.23%	62.82%	27.08%	05/01/24	0.36%	5.78%	12.64%	6.14%	12.27%	35.74%
Economic Disadvantage	78	26	1801	55.49%	64.10%	42.31%	17.95%	05/01/24	0%	12.82%	23.08%	10.26%	11.54%	24.36%
American Indian/ Alaskan Native	1	38	1965	82.61%	100%	100%	100%	05/01/24	0%	0%	0%	0%	0%	0%
Asian	3	40	2072	86.23%	100%	100%	66.67%	05/01/24	0%	0%	0%	0%	0%	33.33%

	May 2024 STAAR Mathematics, Grade 7														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets M	
Black/ African American	9	24	1769	52.66%	66.67%	33.33%	11.11%	05/01/24	0%	11.11%	22.22%	11.11%	22.22%	22.22%	1
Hispanic	80	29	1850	62.12%	75%	60%	27.50%	05/01/24	0%	11.25%	13.75%	7.50%	7.50%	32.50%	2
Native Hawaiian/ Pacific Islander	1	38	1965	82.61%	100%	100%	100%	05/01/24	0%	0%	0%	0%	0%	0%	
Two or More Races	15	29	1846	62.61%	80%	53.33%	26.67%	05/01/24	0%	6.67%	13.33%	13.33%	13.33%	26.67%	2
White	168	31	1879	66.52%	84.52%	65.48%	26.19%	05/01/24	0.60%	2.98%	11.90%	4.76%	14.29%	39.29%	2
Currently Emergent Bilingual	10	22	1731	46.74%	50%	30%	0%	05/01/24	0%	20%	30%	10%	10%	30%	
First Year of Monitoring	2	39	2021	84.78%	100%	100%	50%	05/01/24	0%	0%	0%	0%	0%	50%	
Fourth Year of Monitoring	1	33	1891	71.74%	100%	100%	0%	05/01/24	0%	0%	0%	0%	0%	100%	
Special Ed Indicator	32	17	1666	37.84%	28.12%	12.50%	3.12%	05/01/24	3.12%	34.38%	34.38%	9.38%	6.25%	9.38%	

Student Learning Strengths

- We maintained our “A” rating!
- 8th grade Math raised the approaches level by 3% when comparing the same cohort, after removing the Algebra students
- 8th Grade ELA raised the approaches, meets and Masters percentages when comparing the same cohort.
- Science, Social Studies and 7th grade Math show the greatest discrepancies between MSN and the State.
- Algebra met our 90/70/50 district goal!

- 8th Grade ELA was only 4% away in Masters from meeting the 90/70/50
- 7th Grade ELA was almost there as well (90/68/39)
- 9 of our 22 EB's reclassified

Met Long Range Target (4 points):

- Academic Achievement: RLA - All Students, African American, Hispanic

Met Mid Range Target - Next Interim (3 points):

- Academic Achievement: RLA - High Focus Group
- Academic Achievement: Math - All Students, African American, Hispanic
- Growth: RLA - All Students, Hispanic
- Student Success: All Students, African American, Hispanic

Met Current Interim Target (3 points):

- Academic Achievement: Math - High Focus Group
- Growth: RLA - African American, High Focus Group
- Growth: Math - All Students, African American, Hispanic, High Focus Group
- Student Success: High Focus Group

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 7th Grade Scores, while extremely good compared to the state, fell in both Mathematics and ELA when compared to the prior class. ELA scores did grow when comparing to the prior 6th grade year and Math held about the same.

Root Cause: Data shows that many students are performing lower in grades 5&6 then they did in 3&4, therefore their are greater gaps that need to be addressed when arriving at MSN. This could still be effects of instructional loss from COVID.

Problem Statement 2: Special education and English Learners scored considerably lower than other demographics in all areas.

Root Cause: Special educations students' progress is monitored by growth on individualized skills that may not be on-level due to the students' specific needs. At the MS level there are not any district supports programs in place for EL students that are new arrivals. Both of these demographic groups tend to be smaller than other groups on the campus but are growing fast.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention:

At BHMS North we search for highly qualified applicants, interviewing as a collaborative team to find teachers that fit our campus growth mindset culture. Our campus administrators require all core teachers to be GT certified, require all ELA teachers to be ESL certified, encourage all teachers to seek ESL and SPD certification, and require any Pre-AP teachers to attend Pre-AP training on a rotating basis. All of the training for these certifications will help teachers to implement differentiation strategies. The district offers supportive in-district training, campus budget supports out of district training, and the district reimburses fees for certification tests when teachers are asked to get certified (with requirements that must be met). BHISD only hires teachers who are certified under the state certification standards outlined by the Texas Education Agency. A waiver has never been needed in order to meet compliance with this requirement.

Curriculum, Instruction, and Assessment:

The Barbers Hill ISD Curriculum and Instruction Department provides the structure, support, and accountability for the implementation of an effective curriculum, instruction, and assessment program. Campus CIA) teacher-leaders develop and revise a vertically and horizontally aligned district curriculum. CIA leaders facilitate subject-area, grade-level professional learning communities (PLCs) where data from common assessments is utilized to make decisions regarding overall student growth, enrichment, and remediation. Through this process teams identify students' individual strengths and weaknesses in order to continuously improve instructional methodologies ensuring high-levels of student achievement. BHISD offers multiple opportunities for teachers to enhance their knowledge in research-based instructional strategies such as the development of essential standards and unit design.

Part of the campus vision of BHMS North is to inspire and empower students to excel both academically and socially. Our campus is committed to this vision and to the education of the "whole" child. Positive communication with parents is a goal for all teams so that parents and the team of teachers are working together to help each child learn and grow academically, as well as socially and emotionally, to their highest potential. Academic teams collaborate at least two times a week to plan instruction. They review curriculum, assessment data, instructional strategies, as well as plans for interventions and enrichment with a focus on "Kid by Kid, Skill by Skill". All faculty members are encouraged to participate on committees to be a part of the campus decision making process.

Barbers Hill ISD supports teachers in communicating with others about student achievement. This directly impacts student learning. Much time is dedicated to PLC's, scheduling students in classes that will help them maximize their potential and success, training as needed, and support for intervention and enrichment ideas. Teachers are able to actively participate in the decision-making process through academic team meetings, interdisciplinary meetings, curriculum meetings, and various campus and district committees. In addition, surveys are utilized to gain information pertaining to campus and district needs. Teachers are responsible for writing the curriculum, creating CBA's, and disaggregating data.

Academic Programs and Opportunities for Students:

BHMS North will provide interventions AND enrichment through the enrichment period this year for 8th grade. 7th grade will be providing interventions AND enrichment through ELA and MATH blocks at least twice a week. These interventions and enrichment activities will be specific to "Kid by Kid, and Skill by Skill". RTI math and reading will also be implemented during these times to support struggling learners and the interventionist will collaborate with all teachers. Intervention and enrichment will be monitored by administration and instructional coaches. SPD, EB, ED, and non-continuously enrolled students will get interventions during this time to prepare them for TELPAS and online STAAR testing starting earlier in the school year to help show growth.

The campus has some College and Career Readiness courses that are offered but enrollment is not very high. To be sure that we prepare 8th graders for the information they need going into high school our campus will do more education on endorsements and career research. The counselor and 8th grade teachers will work with the high school teachers to prepare students for being knowledgeable in creating high school graduation plans.

Barbers Hill's Technology Department is committed to providing the essential tools and resources to enhance critical thinking and create opportunities for global learning. BHMS

North now has 1 to 1 Chrome books for each student along with a document camera, laptop, panels, phones, and desktop in the classrooms. We have Google for Education (GSuite) to be used for student-teacher, student-student, and teacher-teacher collaboration. Teachers use both face to face and blended styles of teaching, using Google Classroom as the digitized classroom. The BHMS North campus utilizes Google Team Drives for all important campus information; Team Lesson plans for all content areas; LPAC monitor groups; and many other classroom applications. We have an innovation lab that will help inspire students learning. The campus has several programs we use for interventions to enhance learning.

School Processes & Programs Strengths

- PBIS incentive program for both teachers and students
- Registers of language training for all students
- 100% ELA teachers ESL Certified
- 100% Core teachers GT Certified
- 100% Highly Qualified Teachers and Aides
- District-wide Curriculum, Instruction, Assessment Department and Procedures growing
- Intentional Scheduling for struggling students, SPD, EB, 504, and behavioral concerns
- Technology support and availability of equipment
- Campus PLC culture with on-the-job training available
- District-wide PLC's
- Intervention & Enrichment Opportunities with intentional planning- Kid by Kid, Skill by Skill (RTI)
- Social and Emotional learning regularly scheduled school wide
- District developed curriculum with scope and sequence
- A culture of collaboration and growth mindset
- Focus on instruction
- Campus is supportive of district initiatives and directives
- Campus wide processes and strategies

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A co-teach model is used in Math and ELA inclusion classrooms, when possible, however not all departments and grade levels are effective.

Root Cause: Increased inclusion numbers have resulted in teachers who need more training in the Co-Teach model. and many inclusion classes with aides versus certified teachers.

Problem Statement 2: Although curriculum maps are written collaboratively and horizontally at each grade level for each subject, vertical alignment is not consistent.

Root Cause: The implementation of PLC's is different on each campus resulting in varied curriculum development, instructional delivery including enrichment and remediation practices.

Perceptions

Perceptions Summary

Culture & Climate:

BHMS North has a vision for all stakeholders to aim to inspire and empower students to excel both academically and socially. Our vision is to create a school that promotes a safe and inclusive environment where academic, social, behavioral and emotional learning is fostered and valued. We strive to build a culture of traditions, expectations, routines, and positive interactions that promotes healthy relationships. Social and emotional learning programs have been implemented and have become a curriculum to connect the school, home, and community.

Parent/Guardian Engagement:

BHMS North enjoys a small town environment. The campus has over 575 students and welcomes parents and community members throughout the year through several activities and programs such as a mentoring program, parent volunteer program, Aim for Success, various academic nights, PALS, Veteran's Day Luncheon, Eagle Launch, community Fall Festival, New to the Nest and Watch D.O.G.S program. The district also offers various informative special program presentations to help parents better understand different disabilities and how to support their children. Our schools are in partnership with the community to support struggling families through programs such as vision and clothing vouchers, holiday assistance, vision and hearing screenings, and Eagle Food Market. Some of our committees are comprised of community members who are active participants in the decision-making process. The campus website and Parent Square allows parents to stay informed about campus activities and news.

Perceptions Strengths

- Social Emotional Learning Program
- Aim for Success
- Eagle Food Market
- Eagle Outlet
- High level of staff involvement in PLC's
- High level of parent involvement in school events
- Information communicated regarding academics, health, community, and parents
- Staff members growth mindset and positive attitudes to change
- Master scheduling with built-in support for teachers and students-RTI, enrichment, intervention, block scheduling, PLC's, etc...
- MSN Eagle Way

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Attendance rate does not meet Q1 levels for our group of 40 comparison group.

Root Cause: Academic performance remains high, even after the many COVID related absences in prior years which negatively influences the belief that a student must be present every day to be successful.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: BHMS North will provide curriculum, instruction, and assessment that facilitates learning for all students with a focus on growth for every child.

Performance Objective 1: Increase the percentage of students meeting and mastering grade-level standards on STAAR (all subjects) by 80% and 50%, respectively.

Evaluation Data Sources: - STAAR, district benchmarks, and common assessments

- Walk-throughs and coaching feedback
- PLC agendas/minutes
- Student work samples

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize the following strategies and practices to support mastery: - Purposeful, data-driven instruction - Data Talks in PLCs - 7 Steps (sentence stems) - Fundamental 5 - The CLOSE! - Tier II & III Intervention Strategy's Expected Result/Impact: 50% or higher mastery on STAAR Staff Responsible for Monitoring: ELA Teachers; IC's; Academic Dean; T-Tess Appraisers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will guide students in self-reflection by creating student-data tracking charts with CFA's, CBA's, benchmarks, and other appropriate assessments to track their own growth on essential TEKS Strategy's Expected Result/Impact: Students develop meta cognition skills; increase understanding of essential standards Staff Responsible for Monitoring: ELA Teachers; IC's; Academic Dean; T-Tess Appraisers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase the percentage of High Focus Group students (as defined by STAAR accountability) achieving "Meets Grade Level" and "Masters" performance standards Strategy's Expected Result/Impact: Increase accountability rating from 91 to 95	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: BHMS North will provide curriculum, instruction, and assessment that facilitates learning for all students with a focus on growth for every child.

Performance Objective 2: Students will have an attendance rate of 96% or better for 2024-2025.

Evaluation Data Sources: Skyward Attendance Reports centered on MSN's 8:20 reporting time.

Strategy 1 Details	Reviews			
Strategy 1: Attention 2 Attendance will be implemented to provide ongoing tracking of student attendance and increase communication with parents regarding attendance laws. Strategy's Expected Result/Impact: Attendance Rate Increases Staff Responsible for Monitoring: Attendance Clerk; AP's	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Attendance clerk will call parents daily when students are absent. Strategy's Expected Result/Impact: Increased Attendance; Parents aware of laws Staff Responsible for Monitoring: Attendance Clerk	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Incentives for each grading period and semester will be put in place. Strategy's Expected Result/Impact: Incentives increase motivation/Increased Attendance Staff Responsible for Monitoring: Attendance Clerk; AP's; Principal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: BHMS North will provide curriculum, instruction, and assessment that facilitates learning for all students with a focus on growth for every child.

Performance Objective 3: Teachers meet in professional learning communities to refine instructional practices, review data, determine student interventions, discuss solutions to social and behavioral concerns, and cross-curricular planning.

Evaluation Data Sources: Meeting minutes

Strategy 1 Details	Reviews			
Strategy 1: Content teams will meet at least twice weekly to discuss instructional practices, strategies, data protocols, interventions, and enrichment all focused student success and growth. These content teams are led by CIA leaders that participate as a member of the district PK-12 vertical alignment team. Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: Teachers/Academic Dean/Counselors/AP's Funding Sources: Interventionist - State Comp Funds - \$49,323.50	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Content teams meet twice a week to discuss solutions to behavioral concerns, social concerns, SEL lessons, vertical alignment or common interdisciplinary strategies to be used in the classroom. Strategy's Expected Result/Impact: Student success; Increased communication Staff Responsible for Monitoring: Teachers/Academic Dean/AP's/Counselor's	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase the percentage of classrooms consistently implementing high-yield strategies as evidenced by campus walk-through data. Strategy's Expected Result/Impact: - Walk-through/observation data - PLC agendas & sign-ins - Coaching cycle records - Teacher reflections	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: BHMS North will provide curriculum, instruction, and assessment that facilitates learning for all students with a focus on growth for every child.

Performance Objective 4: Ensure 100% of Tier II & Tier III students have documented interventions with progress monitoring every 3-4 weeks; increase % of students exiting Tier II/III.

- Evaluation Data Sources:**
- RtI documentation logs
 - Progress monitoring data
 - Student goal trackers posted/visible
 - Intervention schedules

Strategy 1 Details	Reviews			
Strategy 1: - Intentional, focused intervention/enrichment (RtI) - "Small moves, BIG gains" targeted practices - Goal-setting and visible tracking	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: BHMS North will provide a safe, disciplined and healthy environment with all students "plugged-in" and involved in our 7 Mindsets SEL curriculum.

Performance Objective 1: BHMS North will address the needs of the whole child by supporting their social and emotional needs and create an environment with 100% of our students "plugged-in".

Evaluation Data Sources: SEL Advisory Curriculum; District Website

Strategy 1 Details	Reviews			
Strategy 1: Professional development in social and emotional learning and support will be provided for staff members. Strategy's Expected Result/Impact: Training in SEL for staff occurs Staff Responsible for Monitoring: District Admin; Campus Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize, and further develop, the PBIS system for behavioral intervention. Strategy's Expected Result/Impact: Decreased behavioral issues; Decreased discipline referrals Staff Responsible for Monitoring: PBIS Team; AP's; Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: BASE program will be implemented this year to help with students that have consistent behavioral issues that are disrupting their own learning environment and others. Strategy's Expected Result/Impact: Education of social behaviors to students; Decreased behavioral issues Staff Responsible for Monitoring: PASS instructor; AP	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Install and implement the Tardy Kiosk system. Consistency will be the key to effectiveness. Strategy's Expected Result/Impact: Increased instructional time; Less tardies Staff Responsible for Monitoring: AP's; Teachers	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: BHMS North will provide a safe, disciplined and healthy environment with all students "plugged-in" and involved in our 7 Mindsets SEL curriculum.

Performance Objective 2: Programs will be put in to place to promote health and safety.

Evaluation Data Sources: Meeting minutes; training records; sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Random drug testing will occur. Strategy's Expected Result/Impact: Decreased drug use; Increased interventions for students in need Staff Responsible for Monitoring: DAEP Principal and AP's	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The new RAPTOR system will be used for regularly scheduled drills and teachers will become effective in the use of the new APP. Strategy's Expected Result/Impact: Increased safety Staff Responsible for Monitoring: Principal; Technology	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Scope and sequence of abstinence-based sex education will be implemented in grades 7. Strategy's Expected Result/Impact: 7th graders gain knowledge to make good decisions Staff Responsible for Monitoring: District and Campus Nurse; Social Worker; Counselors; Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Vision and hearing screening is provided to 7th grade. Strategy's Expected Result/Impact: Data is collected and available to parent; Parents are called to ensure they are informed of any problems Staff Responsible for Monitoring: School Nurse	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: All staff members complete SAFE Schools training at the beginning of each year. Strategy's Expected Result/Impact: Knowledge of laws and safety protocols Staff Responsible for Monitoring: Human Resources	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Utilize the security cameras throughout the school. Strategy's Expected Result/Impact: Cameras used to identify situations of concern Staff Responsible for Monitoring: AP's; Campus Officer; Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Utilize the Vape sensors and APP to identify students using vapes in the restrooms. Strategy's Expected Result/Impact: Reduce use of youth usage of vapes Staff Responsible for Monitoring: AP's; Campus officer; Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Utilize the "Stop It" program to identify bullying and threatening behavior. Strategy's Expected Result/Impact: Anonymously reports suspicious behavior Staff Responsible for Monitoring: Counselors; AP's; Safe Schools Coordinator; Technology	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: BHMS North will provide a positive school-community relationship to support student success.

Performance Objective 1: Parents will be provided opportunities to participate in school activities, organizations, trainings, meetings, and/or parent conferences.

Evaluation Data Sources: Sign-in sheets at campus activities.

Strategy 1 Details	Reviews			
Strategy 1: A wide variety of school activities will be offered to facilitate a positive home/school connection. Events will be communicated through Parent Square, Skyward, Newsletters; Websites; marquees, etc. Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Eagle Launch and Open House will occur inviting parents to build relationships between home/school. These events will be communicated through the calendar of events, emails, and the campus web page. Strategy's Expected Result/Impact: Increased relationships between home/school; Increased student success; Increase interest in parent involvement Staff Responsible for Monitoring: Campus admin	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: BHMS North will provide a positive school-community relationship to support student success.

Performance Objective 2: BHMS North will communicate with family and community in a variety of ways including phone; mail, zoom, text via Parent Square, twitter, email, and campus web pages.

Evaluation Data Sources: Records of phone logs; emails; remind; zoom recordings

Strategy 1 Details	Reviews			
Strategy 1: All parents will receive electronic versions of progress reports and report cards. Strategy's Expected Result/Impact: Parent Awareness Staff Responsible for Monitoring: Registrar; Academic Dean	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All families receive electronic updates from our new SEL curriculum, The 7 Mindsets. Strategy's Expected Result/Impact: Students and parents increase family time Staff Responsible for Monitoring: Safe Schools Coordinator	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: BHMS North will retain a qualified and diverse staff that is prepared to support district and campus goals.

Performance Objective 1: Provide professional development to the teachers to facilitate an increase in the number of students that will qualify for college readiness (or the Masters level on STAAR).

Evaluation Data Sources: PD records

Strategy 1 Details	Reviews			
Strategy 1: All core teachers on campus will be provided the 30 hour GT training within the first year of employment. Strategy's Expected Result/Impact: Training; Higher level of instruction; Increased student achievement Staff Responsible for Monitoring: District PD dept; Teachers; Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All teachers that teach Honors classes will have received appropriate College Board Training. Strategy's Expected Result/Impact: Trainings are monitored and attended Staff Responsible for Monitoring: Academic Dean; Teachers	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: BHMS North will retain a qualified and diverse staff that is prepared to support district and campus goals.

Performance Objective 2: Professional development will be provided to staff members based on district "focus areas" and campus needs.

Evaluation Data Sources: Data Analysis; District required PD list

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for teachers and campus leaders to build a foundation of vertical and horizontal alignment in all content areas. Strategy's Expected Result/Impact: Training occurs; Student achievement increases Staff Responsible for Monitoring: District CIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Training will be provided in the use of supplemental aides and state testing accommodations for students with learning difficulties. (RTI, EL, SPD) Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: SPD district staff; Academic dean; Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide assistance to all teachers to allow various opportunities for online testing. Strategy's Expected Result/Impact: Increased use of online tools; increased achievement of online testing Staff Responsible for Monitoring: Test Coordinator (District and Campus); Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide training on instructional supports for paraprofessionals working with special education students. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: SPD dept; Teachers; Aides	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: All campus ELA teachers will be provided ESL training and become ESL certified within the first year of employment. Strategy's Expected Result/Impact: ESL strategies used; Increased Lang Proficiency Staff Responsible for Monitoring: LPAC; Principal; Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Professional development on social emotional learning and support will be provided for staff members. Strategy's Expected Result/Impact: SEL Training; Support for staff Staff Responsible for Monitoring: District level admin; Counselors	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Barbers Hill Middle School North

Total SCE Funds: \$175,579.00

Total FTEs Funded by SCE: 1.5

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 Barbers Hill Middle School North

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Heather Young	Teacher	0.5
Jennifer Simmons	Teacher	1

Campus Funding Summary

State Comp Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Interventionist		\$49,323.50
Sub-Total					\$49,323.50

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

Student Scores - May 2024 STAAR Reading Language Arts, Grade 8

	May 2024 STAAR Reading Language Arts, Grade 8														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
High School	595	35	1770	62.34%	91.6%	75.29%	41.34%	05/01/24	0.34%	4.37%	3.7%	7.56%	8.74%	33.95%	41.34%
Economic Disadvantage	163	31	1728	55.84%	84.66%	63.19%	28.22%	05/01/24	0%	7.36%	7.98%	11.66%	9.82%	34.97%	28.22%
American Indian/Alaskan Native	3	34	1764	60.71%	66.67%	66.67%	66.67%	05/01/24	0%	33.33%	0%	0%	0%	0%	66.67%
Asian	8	45	1919	80.80%	100%	100%	87.5%	05/01/24	0%	0%	0%	0%	0%	12.5%	87.5%
Black/African American	24	27	1674	47.47%	70.83%	41.67%	16.67%	05/01/24	0%	12.5%	16.67%	16.67%	12.5%	25%	16.67%
Hispanic	189	33	1752	59.67%	89.95%	73.02%	31.22%	05/01/24	0%	4.76%	5.29%	7.41%	9.52%	41.8%	31.22%
Two or More Races	21	40	1840	71.51%	95.24%	95.24%	61.9%	05/01/24	0%	4.76%	0%	0%	0%	33.33%	61.9%
White	350	36	1779	63.84%	93.71%	77.14%	46%	05/01/24	0.57%	3.43%	2.29%	7.71%	8.86%	31.14%	46%
Currently Emergent Bilingual	23	25	1658	44.88%	73.91%	43.48%	4.35%	05/01/24	0%	13.04%	13.04%	13.04%	17.39%	39.13%	4.35%
First Year of Monitoring	8	39	1810	69.87%	100%	100%	62.5%	05/01/24	0%	0%	0%	0%	0%	37.5%	62.5%
Fourth Year of Monitoring	1	27	1682	48.21%	100%	0%	0%	05/01/24	0%	0%	0%	0%	100%	0%	0%
Second Year of Monitoring	2	51	2023	90.18%	100%	100%	100%	05/01/24	0%	0%	0%	0%	0%	0%	100%
Third Year of Monitoring	1	51	2022	91.07%	100%	100%	100%	05/01/24	0%	0%	0%	0%	0%	0%	100%
Special Ed Indicator	59	20	1594	36.26%	52.54%	16.95%	6.78%	05/01/24	1.69%	32.2%	13.56%	23.73%	11.86%	10.17%	6.78%