Barbers Hill Independent School District

Barbers Hill Elementary North

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps

2026-2027 Campus Improvement Plan

Board Approval Date:
October 26, 2026

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October 27, 2026

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Mission Statement

High levels of learning, in every classroom, for every eagle, everyday.

Vision

Our vision at Barbers Hill Elementary North is to provide students, staff, and families with a safe, supportive, and engaging school environment in which all students reach high levels of success academically and socially/emotionally.

Committee Members

Name	Committee Role	Term
Jackie Brown	Principal	Ongoing
Brittany Saultz	Administrator	
Stacey Paine	Administrator	
Emily Kirkland	Teacher	
Michelle Korenek	Teacher	
Kim Eneks	School leader	
Brittney Sanchez	School leader	
Jeana Lawrence	Parent	
	Parent	
	Community member	
	Community member	
Ryan Baty	Paraprofessional	
	Paraprofessional	
Teri Cooper	State and Federal Programs Coordinator	Ongoing
Jodie Meredith	LSC staff member	Ongoing

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

CNA meeting #1 was held on July 23, 2026 at 8:30 am located in the Barbers Hill ISD LGI. The committee discussed the district mission and vision. Then, the committee discussed multiple points of data. CNA meeting #2 was held at ESN the afternoon of August 7th at 1:00 pm. The committee examined data such as: STAAR results, TELPAS results, benchmarks, CBAs, CFAs, attendance, staff surveys, etc. The committee found attendance to be a strength, and want to continue to grow in our meets area across grade levels. As a result of the data analysis, the committee has identified four focus areas:

1. Increase STAAR masters levels across all grade levels and content areas
2. Increase Emergent Bilingual TELPAS scores across all grade levels and content areas
3. Increase High Focus Group scores across all grade levels and content areas
4. Increase College, Career, and Military Readiness participation rate

Demographics

Summary

Barbers Hill Elementary North is comprised of grades 1-3 with approximately 866 students.

1st Grade: 301 (35%)

- 2nd Grade: 277 (32%)
- 3rd Grade: 288 (33%)

Male: 433 (50%) Female: 433 (50%)

The approximate student breakdown by ethnicity is as follows:

- Hispanic - 27%
- American Indian/Alaskan - .2%
- Asian - 3.35%
- Black - 3.46%
- White - 62%
- Two-More Races - 4%

Our special population breakdown is as follows:

- Economically Disadvantaged – 242 (28%)
- At Risk – 22 (26%)
- Gifted and Talented – 15 (1.7%)
- 504 – 58 (6.7%)
- Special Education – 118 (14%)

Emergent Bilingual (EB) - 37 (4.2%)

Strengths

Demographic Strengths for our campus include:

- Having effective Professional Learning Communities (PLC) in place that meet weekly for 60 minutes
    - The use of data walls to track growth of all students and track special populations
        - Use of Closing the Gaps Performance Targets
- A focus on small group instruction and W.I.N. (What I Need) time to include intentional instruction for ALL students from intervention to extensions
- RTI Interventionists, Instructional Coach and Special Education Teachers attend PLC meetings
- Response to Intervention (RTI) meetings take place every nine weeks to monitor the academic growth of all students. Teachers, Instructional coach, interventionists, administration, and counselors attend.
- The data discussed at the RTI meetings for individual students includes:
    - IXL math, Dibels, DRA, CFAs, CBAs, Benchmarks, State Assessments
    - Accommodations needed for individual student success
    - Behavior and attendance concerns
- Parent Communication/Community Involvement activities include, but are not limited to:
    - ParentSquare
    - Skyward Messenger
    - Parent Nights (Campus-wide and district-wide ex. Dyslexia)

    - Open House
    - Fall Fest
    - Parent Volunteers
    - Watch Dogs
    - Mentors/PALS
    - Food Drive (Spring)
    - Holiday Helpers
    - Field Trips
    - Turkey Trot
    - Community Christmas Parade
- Positive Behavior Interventions & Supports (PBIS)
    - Monthly meetings to review behavior data & campus-wide procedures
    - MTSS team – supports PBIS team with individual behavior plans
    - CHAMPS
    - Daily/Weekly Social Emotional Learning (SEL) lessons
- Leadership Team - Comprised of team leaders who meet monthly to provide feedback and support for campus-wide procedures.
- Social Emotional Learning (SEL)
    - 7 Mindsets curriculum implemented campus-wide
    - Daily lessons taught for 1st graders and weekly lessons taught for 2nd and 3rd graders

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The percent of economically disadvantage students hitting Approaches and Meets on the Reading STAAR assessment dropped from '25 to '26.	Teachers need to know who their economically disadvantaged students are and plan accordingly for their WIN time. Teachers are not using both WIN and small group time effectively. Teachers are not planning or extension activities during WIN and small group time.

★ = Priority

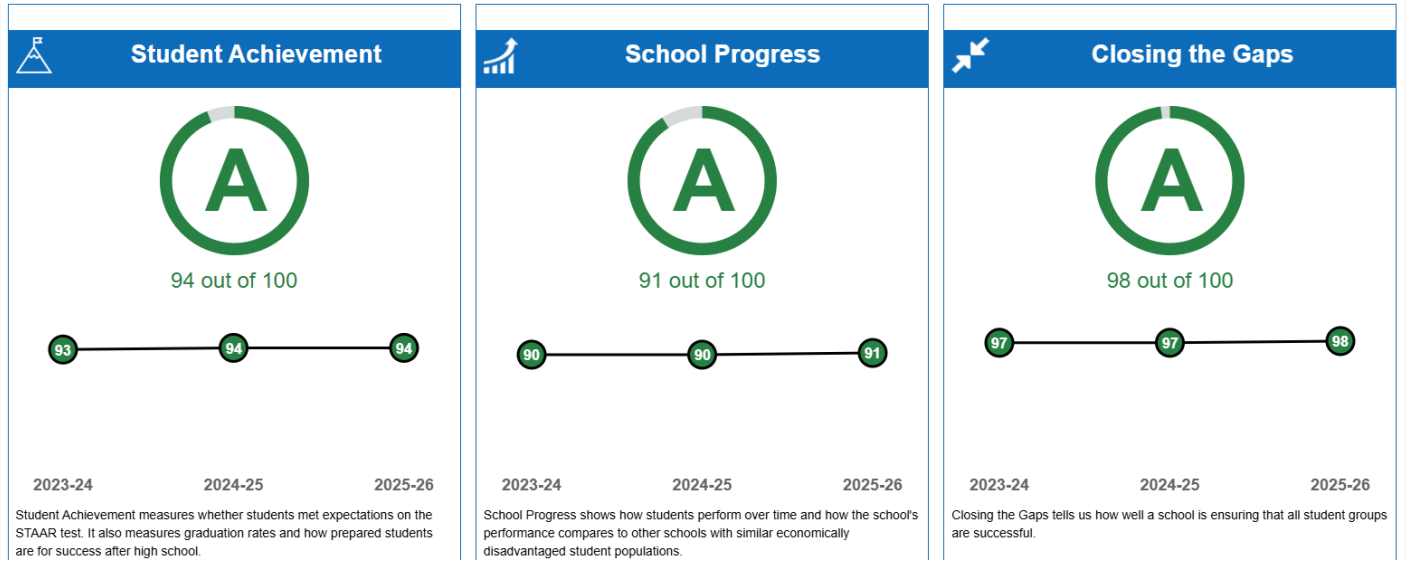
Student Learning

Summary

TELPAS Results- the decline in percentage is due to the change by the state of shifting from growth in 2 or more domains to domain to domain to earn credit for overall progress.

Total # Students	Total # of Students Showing Progress	Target	2026 Percentage	2025 Percentage
38	21	49%	55%	65%

STAAR Domains 1-3 Report:



Strengths

According to the 2025-2026 TEA Accountability report, Barbers Hill Elementary North earned an "A" for 2026 STAAR score with a percentage of 95. The campus academic achievement strengths include the following:

- Scores in all tested areas far exceed the Region 4 surrounding school district and state.
- 3rd Grade Math scores improved at mastery level.
- 3rd grade reading scores improved from 79% to 85% in meets level.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	BHEN will continue to target quality reading, writing and math instruction to see growth in the number of first and second grade students reaching their end of year benchmark targets and increasing STAAR scores at every level for our third grade students. To ensure growth in all populations on campus, small group instruction needs to be implemented consistently.	There is a lack of consistency with targeted small group instruction across grade levels and content areas with a focus on enrichment.
2	BHEN will reflect on the validity of campus and district level assessments in 1st and 2nd grade to ensure appropriate rigor is present. This will set students up for success in 3rd grade as they will be exposed to rigorous levels of questioning leading up to STAAR testing.	Data trends show that high percentages of students in 1st and 2nd grade are meeting mastery on district level assessments.

★ = Priority

School Processes & Programs

Summary

Our school is proactive in providing all students, including those at risk, with opportunities to meet and exceed state academic standards. Through targeted Tier 1 instruction, data-driven tracking, and focused tutorials and enrichment, we promote student success by helping them reach a Masters level of proficiency. Lesson planning is collaborative, data-informed, and aimed at fostering efficiency, ensuring that all instructional efforts are aligned with student needs and academic goals.

While our systems for supporting new teachers—such as mentoring and coaching—are in place, there remains room for improvement. New teachers may not always receive the depth of understanding or ongoing, job-embedded support required to fully implement our curriculum and systems. Strengthening these efforts will help foster a cohesive school climate, ensuring that new teachers are equipped for success and can contribute more effectively to a positive, unified learning environment.

Strengths

All students—including those who are at risk—are provided with opportunities to meet challenging state academic standards. Through targeted Tier 1 instruction, consistent data tracking, focused tutorials, and enrichment opportunities, our systems enable students not only to meet expectations but also to excel at the Masters level.

Lesson planning across all grade levels is data-driven, based on formative assessments and intervention results. These plans are collaboratively developed within our Professional Learning Communities (PLCs), ensuring alignment and effectiveness.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Despite having support systems such as mentoring and coaching in place, new teachers are not consistently demonstrating a strong understanding or effective implementation of the curriculum and instructional systems. This gap can impact their ability to deliver high-quality instruction and student outcomes.	The current onboarding and professional development processes for new teachers do not provide sufficient time, structure, or depth for mastering the curriculum and internal systems. Additionally, there may be a lack of ongoing, job-embedded support that reinforces learning beyond initial training.

★ = Priority

Perceptions

Summary

Perception is everything to ESN! We are proud that our students and staff feel safe and have a strong sense of belonging in our community. This is a testament to our shared commitment to creating a supportive and inclusive environment where everyone can do and be their best! One of the things that truly sets us apart is our staff! You can sense the genuine happiness among us. When employees are happy, they bring their best selves to everything they do and that is what drives our success for our students and for ourselves!

Strengths

Barbers Hill Elementary North (BHEN) is a campus where safety, belonging, and academic excellence are top priorities. A strong sense of security and inclusion permeates the school environment, ensuring every student feels valued and supported. This foundation of safety and community fosters a culture where both teaching and learning thrive.

Our staff is a cornerstone of our success. Teachers and counselors alike demonstrate a deep commitment to the social, emotional, and academic well-being of every student. Teachers consistently go above and beyond, building positive relationships and engaging students in meaningful learning. Their passion for teaching at BHEN creates an atmosphere of trust and enthusiasm that enhances the overall educational experience.

Counselors play a vital role in maintaining a harmonious campus climate by facilitating restorative practices such as circles and conflict resolution, which promote empathy, understanding, and respect.

Our shared commitment to creating a supportive, inclusive environment is evident in everything we do and is reflected in the strong relationships among staff, students, and families. These strengths form the foundation of continued growth and excellence at BHEN.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	According to the data collected from our staff members, our teachers need to feel supported in student discipline.	Staff wants more follow through on discipline being given for students, especially those with repetitive misbehavior and office referrals.
2	Our campus staff members want more opportunities to consistently and effectively include all staff members in campus wide communication, decision making process, ad professional development opportunities.	The root cause is a lack of intentionally including all staff members in conversations and providing clarity.

 = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	BHEN will continue to target quality reading, writing and math instruction to see growth in the number of first and second grade students reaching their end of year benchmark targets and increasing STAAR scores at every level for our third grade students. To ensure growth in all populations on campus, small group instruction needs to be implemented consistently.	There is a lack of consistency with targeted small group instruction across grade levels and content areas with a focus on enrichment.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

Goals

Goal 1

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

Performance Objective 1

☑ **High Priority**

Third grade students taking the STAAR assessment will perform above 90% APPROACHES, 80% MEETS, and 50% MASTERS.

Evaluation Data Source: Reading and Math Curriculum Based Assessments, Benchmarks, and STAAR Assessments

Strategy 1

Teachers will meet weekly in collaborative teams to review data, look at intervention needs, high focus group data, intervention strategies, and teaching practices. They will closely analyze student by student and skill by skill and share teaching practices that have helped them be successful on specific TEKS.

Strategy's Expected Result/Impact: Improvement in instructional practices and increased student achievement data.

Staff Responsible for Monitoring: Administration, Instructional Coach, RTI Interventionists and Teachers

Funding Sources: Instructional Coach State Comp Funds, $97,961

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Strategy 2

Tutorials and reteach opportunities will be provided based on CFA, CBA, and Benchmark data for ALL students. Intervention materials/resources will be used to address student needs. Small group instruction will be utilized to support all students as well as WIN time to address needs of each student.

Strategy's Expected Result/Impact: After data analysis meetings, teachers will adjust tutoring groups to meet the needs of students.

Staff Responsible for Monitoring: Classroom teachers, Instructional Coach, RTI Interventionists and Administrators

Funding Sources: State Comp Funds, $5,000

Formative Reviews

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Strategy 3

Supplemental aides will be provided routinely for students receiving special education services and teachers will receive training on these.

Strategy's Expected Result/Impact: As a campus we will create common supplemental aides to support student learning. These will be used in the classroom and on the STAAR.

Staff Responsible for Monitoring: Special Education Teachers, Inclusion Teachers, Dyslexia Teachers, and Classroom Teachers

Formative Reviews

November	January	March	June

Strategy 4

Training and resources will be provided to the ELA teachers for both reading and writing to support them in the classroom.

District Curriculum Required:
Reading Horizons
Patterns of Power
Patterns of Wonder
Unique Learning (ABLE)
Guided Reading
Texas Reading Academies
IXL

Strategy's Expected Result/Impact: Increase in reading and writing scores

Staff Responsible for Monitoring: ELA Teachers

Formative Reviews

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Strategy 5

Training and instructional resources will be provided to all Math, Science, and Social Studies teachers to provide support and intervention in the classroom (Heineman, Studies Weekly, Lead4Ward Rockin' Review, IXL, etc.).

Strategy's Expected Result/Impact: Increase in STAAR performance

Staff Responsible for Monitoring: Math, Science, Social Studies Teachers, Administrators, RTI Interventionists

Formative Reviews

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Strategy 6

Provide training and supports for teachers to increase critical thinking and the writing process in classrooms. Examples include using the linguistic strategies, Talk, Read, Talk, Write, Kagan structures and having students write/talk about their thinking process. Computer program IXL provides rigorous STAAR formatted lessons with reports that can be analyzed. Fundamental 5: Write Critically & Small Group Purposeful Talk will help increase rigor. Goal setting with individual students will create ownership by students and help track data kid by kid, skill by skill. Teachers will also receive training on rigorous instructional practices, the power of relationships, growth mindset and inspiration for staying focused on our campus and district goals in order to maximize the academic growth of their students this school year.

Strategy's Expected Result/Impact: All of these supports will result in students becoming better readers and writers to ultimately meet their end of year benchmarks and perform well on state assessments.

Staff Responsible for Monitoring: CIA Leaders, Instructional Coach, RTI Interventionists, Administrators, and Classroom Teachers

Formative Reviews

November	January	March	June

Strategy 7

Continue to utilize DIBELS, Reflex Math, Imagine Math, and IXL

Strategy's Expected Result/Impact: Increased learning outcomes

Staff Responsible for Monitoring: Classroom Teachers

Formative Reviews

November	January	March	June

Performance Objective 2 ☑ High Priority

The district attendance rate will be at least 96% and all students will meet state attendance requirements.

Evaluation Data Source: Attendance Reports from A2A , Skyward, and campus perfect attendance incentive reward participants.

Strategy 1

Attendance clerk will make daily phone calls to absent students.

Strategy's Expected Result/Impact: Student's absences will be tracked and attendance rate will increase

Staff Responsible for Monitoring: Attendance Clerk and Administrators

Formative Reviews

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Strategy 2

Attendance incentives: Daily for classes with perfect attendance, weekly for students and staff in the grade level with the highest attendance percentage, and every nine weeks for students who have perfect attendance at the end of the grading period. Perfect attendance awards are also given at end of year awards assemblies.

Strategy's Expected Result/Impact: Attendance rate will increase with these incentives in place.

Staff Responsible for Monitoring: Classroom Teachers and Administrators

Funding Sources: Campus Activity Fund, $1,000

Formative Reviews

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Strategy 3

Campus Administrators will follow district attendance process to inform parents of attendance issues for 90% rule and truancy.

Strategy's Expected Result/Impact: Parents are notified of attendance issues in order to increase attendance percentages.

Staff Responsible for Monitoring: Attendance Clerk and Administrators

Formative Reviews

November	January	March	June

Performance Objective 3 ☑ High Priority

Third grade students receiving Special Education services and taking the STAAR assessments will perform above the levels of 90% Approaches, 70% Meets, and 50% Masters.

Evaluation Data Source: Reading and Math Curriculum-Based Assessments, Benchmarks, and STAAR Assessments

Strategy 1

Increase co-teach time in reading and math with the special education teacher in the general education classroom.

Strategy's Expected Result/Impact: Increase Co-Teach Time
Increase in Student Performance

Staff Responsible for Monitoring: Special Ed teachers, Administrators and Classroom Teachers

Formative Reviews

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Strategy 2

Teachers new to the profession or new to a content area will be given the opportunity to observe in other classrooms for specific, targeted strategies etc...to promote professional growth.

Strategy's Expected Result/Impact: The expected outcome is that new teachers will grow professionally by observing their colleagues and best practices being used with students.

Staff Responsible for Monitoring: Instructional Coach, Administrators, and Classroom Teachers

Formative Reviews

November	January	March	June

Strategy 3

Data meetings will include discussions about students receiving special education services and plans of action for them if needed. RTI interventionists will collaborate with classroom and

resource teachers and monitor group will be utilized in Eduphoria to closely watch their progress.

Strategy's Expected Result/Impact: Increased learning and progress for students.

Staff Responsible for Monitoring: Classroom Teachers, Resource Teachers, RTI Interventionists and Administrators

Formative Reviews

November	January	March	June

Performance Objective 4 ☑ High Priority

Emergent Bilinguals (EB) student group scores will increase in all areas on TELPAS Assessments.

Evaluation Data Source: Reading and Math Curriculum-Based Assessments, Benchmarks, and TELPAS Assessments

Strategy 1

High yield instructional strategies will be implemented with EB students such as the online TELPAS practice program K12 Summit (weekly logs updated by teachers), Small Group, Purposeful Talk from Fundamental 5 and Write Critically.

Strategy's Expected Result/Impact: Growth for EB students in all tested areas of TELPAS.

Staff Responsible for Monitoring: ESL Teachers and Administrators

Formative Reviews

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Strategy 2

Data meetings will include discussions about EB population and plan of action. Monitor group will be utilized in Eduphoria to closely monitor progress.

Strategy's Expected Result/Impact: Growth for EB students in all tested areas of TELPAS.

Staff Responsible for Monitoring: ESL Teachers and Administrators

Formative Reviews

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Performance Objective 5 ☑ High Priority

High focus (EB, ED, Sped) student group scores will increase in all areas on STAAR Assessments.

Evaluation Data Source: Reading and Math Curriculum-Based Assessments, Benchmarks, and STAAR Assessments

Strategy 1

Student goal setting and data tracking with discussions focusing on students who qualify as high focus including African American and Hispanic.
We will also use Eduphoria data to set up a Monitor Group.

Strategy's Expected Result/Impact: Increase in CBA, Benchmark, and STAAR results.

Staff Responsible for Monitoring: Administrators, RTI Interventionists, and Classroom Teachers

Formative Reviews

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Performance Objective 6 ☑ High Priority

Continue utilizing PLC's to refine Tier 1 instruction and plan for Tier 2 interventions and enrichment in order to differentiate for students' unique learning needs.

Evaluation Data Source: Weekly 60 minute PLC's meetings where data is analyzed and instruction, intervention ;and enrichment is discussed.

Strategy 1

The BHEN master schedule will continue to reflect a common conference period of sixty minutes for grade level teachers in order to meet weekly for PLC time. This is when teachers will plan Tier 1 horizontally aligned instruction as well as Tier 2 interventions and enrichment opportunities to meet their students' learning needs. Strategic WIN time planning will also be included to impact all students. RTI Specialists will continue to support teachers by facilitating planning and data conversations.

Strategy's Expected Result/Impact: The expected results of this strategy will be the creation and delivery of high quality Tier 1 and 2 instruction and enrichment opportunities for our students.

Staff Responsible for Monitoring: Administrators and RTI Specialists and Instructional Coach

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Goal 2

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

Performance Objective 1

☑ **High Priority**

Safety drills and staff training will occur regularly to ensure student/employee safety.

Evaluation Data Source: Monthly fire drills and biannually intruder/shelter in place drills will take place.

Strategy 1

Programs that will promote school safety, personal hygiene, discipline, and good character this school year include Red Ribbon Week, GREAT program, Guidance lessons, Fire Safety week, Bike Safety, and Eagles of the Month to honor students demonstrating good character. A modified puberty training for life skills students will be implemented as well. Our campus Kindness Crew members and WATCH Dogs also greet students at the entrances.

Strategy's Expected Result/Impact: Maintain Safe School Environment
Decrease discipline issues

Staff Responsible for Monitoring: Counselor, Nurse, Eagle Labs, Life Skills Dept.

Funding Sources: General Campus Fund, $1,000, Campus Activity Fund, $1,000

TEA Priorities: Connect high school to career and college

Formative Reviews

November	January	March	June

Strategy 2

Counseling and School Social Worker Services will be available on each campus

Strategy's Expected Result/Impact: Provide student services for families in need

Staff Responsible for Monitoring: Counselor and Social Worker
SAT Committee

Formative Reviews

November	January	March	June

Strategy 3

Action plan to administer the fitness gram and campus jogging program

Strategy's Expected Result/Impact: Increase Fitness Gram performances
Increase student participation in jogging incentive

Staff Responsible for Monitoring: PE Teachers

Funding Sources: General Campus Fund, $500

Formative Reviews

November	January	March	June

Strategy 4

Discipline process will be monitored and evaluated. The goal is to keep our students learning in the classroom. PBIS is our district wide discipline system. Our campus PBIS Committee monitors the campus wide discipline system of Dojo and looks for trends or data points that indicate any adjustment is needed. The campus administrators, counselors, case managers, or LSSPs may assist with effective strategies for students who have more challenging behaviors.

Strategy's Expected Result/Impact: Decrease in office referrals

Staff Responsible for Monitoring: PBIS Committee
Admin

Formative Reviews

November	January	March	June

Strategy 5

Safety drills will be conducted accordingly: fire drills four times per school year, lockdown/ shelter in place/severe weather drills twice per school year.

Strategy's Expected Result/Impact: Improve safety procedures

Staff Responsible for Monitoring: Admin

Formative Reviews

November	January	March	June

Strategy 6

Arrival and Dismissal routines are systematically evaluated for safety.

Strategy's Expected Result/Impact: Satisfactory rating from Disitrict Safety Audits

Staff Responsible for Monitoring: All Staff

Formative Reviews

November	January	March	June

Strategy 7

WATCH DOG Program allows fathers and grandfathers to be present throughout the school day. Their goal is to check all doors and monitor hallways and cafeteria to ensure safety. They are present outside during drop off and dismissal times. They assist with lunches in the cafeteria as well as in the gyms during PE where larger groups of students are present.

Strategy's Expected Result/Impact: The program allows for a more systematic way of checking all entries into the school as well as monitoring hallways for safety.

Staff Responsible for Monitoring: Counselor and admin team

Formative Reviews

November	January	March	June

Performance Objective 2 ☑ High Priority

All exterior and classroom doors will remain closed and locked during instructional times to ensure student and staff safety. Routine door checks and safety audits will be performed on campus.

Evaluation Data Source: Documentation from routine door checks conducted by the campus officer and results from campus and district safety audits performed on campus.

Strategy 1

By keeping all exterior and classroom doors locked during instructional times, our campus will be safer for both students and staff.

Strategy's Expected Result/Impact: The result of keeping all exterior and classroom doors locked will be to ultimately keep our students and staff safe.

Staff Responsible for Monitoring: Administrators, Teachers, Aides, Campus Police Officer, and Watch Dogs.

Formative Reviews

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Goal 3 A qualified, diverse staff will support campus success.

Performance Objective 1

Instructional aides will receive training in the areas of Special Education, ESL, content areas and highly effective classroom strategies in order to best support students and teachers.

Evaluation Data Source: Training opportunities provided throughout the 2026-2027 school year.

Strategy 1

Provide training for instructional aides in the areas of special ed, ESL, content areas and highly effective classroom strategies.

Strategy's Expected Result/Impact: Increased student performance in the inclusion and resource classrooms.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	June

Performance Objective 2

Increase student achievement and engagement in grades 1-3 by strategically leveraging the knowledge, skills, and strengths of all campus staff to provide targeted academic intervention, enrichment, mentoring, and student support.

Evaluation Data Source: Increased percentage of students meeting grade-level reading and math expectations.
Documentation showing consistent use of staff-led intervention and enrichment groups.
PLC agendas/documentation showing data-driven discussions, shared teaching strategies, and techniques.

Strategy 1

Mentors for new teachers or teachers new to the district will be utilized. Monthly meetings with new hires called Eagles in Training will be held before school.

Strategy's Expected Result/Impact: Improve teacher retention rates
OHI results reflect successful mentor program

Staff Responsible for Monitoring: Admin and Mentor Teachers

Funding Sources: General Campus Fund, $100

Formative Reviews

November	January	March	June

Performance Objective 3

The number of ELAR teachers with ESL certified will increase within the next three years.

Evaluation Data Source: Certifications will be acquired by at least one more ELAR teacher per grade level by the end of the 2026 summer.

Strategy 1

Administrators will promote the need for ELAR Teachers to become ESL certified in order to meet the growth demands of our student population.

Strategy's Expected Result/Impact: By advertising this need, we hope to encourage and have more teachers get their ESL certification.

Staff Responsible for Monitoring: Administrators and Teachers

Formative Reviews

November	January	March	June

Goal 4 Social Emotional Learning curriculum will be implemented campus-wide.

Performance Objective 1

The Seven Mindsets curriculum scope and sequence will be implemented weekly by all classroom teachers for our Social Emotional Learning (SEL) programming. Students will receive a weekly SEL lesson delivered on Wednesdays.

Evaluation Data Source: *Monitored weekly by administrative team
*Curriculum/lessons will be discussed during PLC meetings
*Monthly SEL meeting

Strategy 1

All teachers will implement the Seven Mindsets SEL curriculum with their students on a weekly basis. Our campus counselors will support our SEL efforts on campus.

Strategy's Expected Result/Impact: The result of our students receiving the Seven Mindsets SEL curriculum will be to further positively impact their personal character development.

Staff Responsible for Monitoring: Administrators, Counselors, and all Teachers.

Formative Reviews

November	January	March	June

Strategy 2

PALS and mentors will be provided to students to support those with social and emotional needs.

Strategy's Expected Result/Impact: The result for the students will be an increase in positive relationships with other students and staff members.

Staff Responsible for Monitoring: Counselor, PAL lead teacher, and administrators

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Amber Lakey	Teacher	RTI	1

Funding Summary

Funding Summary

Campus Activity Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2		--	$1,000.00
2	1	1		--	$1,000.00
				Sub-Total	$2,000.00

General Campus Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	$1,000.00
2	1	3		--	$500.00
3	2	1		--	$100.00
				Sub-Total	$1,600.00

State Comp Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach	--	$97,961.00
1	1	2		--	$5,000.00
				Sub-Total	$102,961.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Mandy Malone	8/1/2026	Terri Cooper	8/31/2026
Child Abuse and Neglect	Lori May	8/1/2026	Terri Cooper	8/31/2026
Coordinated Health Program	Lori May	8/1/2026	Terri Cooper	8/31/2026
Decision-Making and Planning Policy Evaluation	Michelle James	8/1/2026	Terri Cooper	8/31/2026
Disciplinary Alternative Education Program (DAEP)	Mandy Malone	8/1/2026	Terri Cooper	8/31/2026
Dropout Prevention	Mandy Malone	8/1/2026	Terri Cooper	8/31/2026
Dyslexia Treatment Program	Stephanie Martin	8/1/2026	Terri Cooper	8/31/2026
Pregnancy Related Services	Lori May	8/1/2026	Terri Cooper	8/31/2026
Post-Secondary Preparedness	Chloe Yowell	8/1/2026	Terri Cooper	8/31/2026
Recruiting Teachers and Paraprofessionals	Michelle James	8/1/2026	Terri Cooper	8/31/2026
Student Welfare: Crisis Intervention Programs and Training	Lori May	8/1/2026	Terri Cooper	8/31/2026
Student Welfare: Discipline/Conflict/ Violence Management	Mandy Malone	8/1/2026	Terri Cooper	8/31/2026
Texas Behavior Support Initiative (TBSI)	Stephanie Martin	8/1/2026	Terri Cooper	8/31/2026
Technology Integration	Kristen Davis	8/1/2026	Terri Cooper	8/31/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Michelle James	8/1/2026	Terri Cooper	8/31/2026
HB3 Reading Academy Requirements	Chloe Yowell	8/1/2026	Terri Cooper	8/31/2026
Physical Fitness Assessment	Chloe Yowell	8/1/2026	Terri Cooper	8/31/2026
CTE Advisory Council	Chloe Yowell	8/1/2026	Terri Cooper	8/31/2026
Student Code of Conduct	Mandy Malone	8/1/2026	Terri Cooper	8/31/2026
Financial Reporting	Becky McManus	8/1/2026	Terri Cooper	8/31/2026