Barbers Hill Independent School District

Barbers Hill Middle School South

Accountability Rating: A

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

2026-2027 Campus Improvement Plan

Board Approval Date:
October 26, 2026

Public Presentation Date:
October 27, 2026

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Mission Statement

Our mission is to educate, equip, and encourage students to become responsible and productive citizens of society.

Vision

Barbers Hill Middle School South is committed to providing a tradition of excellence to ensure that all students grow academically, socially, and emotionally.

Committee Members

Name	Committee Role	Term
Cliff Horn	Principal	Ongoing
Andrea Paskievich	Administrator	Ongoing
Regan Rinando	Administrator	Ongoing
Lori Turbeville	Teacher	Ongoing
Courtney Nunez	Teacher	Ongoing
Lori Meador	School leader	Ongoing
Kelly Gwynn	Parent	Ongoing
Lori Posey	Parent	Ongoing
Allison Araujo	Paraprofessional coordinator	Ongoing
Teresa Cooper, Ed.D.	State and Federal Programs Coordinator	Ongoing
Jennifer Stephens	LSC staff member	Ongoing
John Brown	Administrator	Ongoing

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Comprehensive Needs Assessment Overview

CNA meeting #1 was held on July 27, 2026 at 9:30 am located in the Barbers Hill ISD LGI. The committee discussed the district mission and vision. Then, the committee discussed multiple points of data to be reviewed at CNA meeting #2. CNA meeting #2 was held on September 30, 2026 at 1:30 pm located in the Barbers Hill ISD LGI. The committee examined data such as: STAAR results, TELPAS results, benchmarks, CBAs, CFAs, attendance, staff surveys, etc. The committee found attendance to be an area for potential growth and Overall Student Achievement as a strength. As a result of the data analysis, the committee has identified four focus areas:

- Increase STAAR masters levels across all grade levels and content areas
- Increase Special Education students STAAR scores across all grade levels and content areas
- Increase Emergent Bilingual STAAR and TELPAS scores across all grade levels and content areas
- Increase College, Career, and Military Readiness participation rate

District Board Goals

Academics

1. To maintain our tradition of excellence by strategically utilizing all necessary resources to ensure student and staff safety
2. 100% seniors graduate via State Accountability Program and will be college, career and military ready
3. 100% of all secondary students will be participants on a competitive team activity in order to ensure that all students are plugged in thus fostering stronger mental health and a safer school environment
4. Maintain and improve a comprehensive cybersecurity initiative aimed at preventing any monetary loss and confidentiality breaches
5. Maintain high standards in all student activities specifically including dress code and elimination of student vaping
6. 100% of eighth grade students will pass the STAAR Reading and STAAR Math tests to advance to the ninth grade

Finance

1. Diversify and enhance revenue by creating new revenue streams and/or finding more efficient ways to manage such resources that new revenue streams are created
2. Maintain and improve a comprehensive cybersecurity initiative aimed at preventing any monetary loss and confidentiality breaches

Community

1. Strengthen and foster relationships with the City of Mont Belvieu, Cove, Beach City, Old River, Lee College, Chambers County and the legislature and emphasizing safety initiatives involving all parties
2. Gather information to develop a strategic initiative regarding the constitutionality of the school finance system in Texas and other macro issues that could detrimentally impact our district

Campus Goals

In addition, Middle School South identified five specific areas of focus for our campus:

1. 100 % of MSS students will be "plugged in."

2. To align ourselves with district academic goals and achieve 90% Approaches, 80% Meets, and **50% Masters** on the STAAR test.

3. Refine the PLC process and framework.

4. For all students to achieve growth on the STAAR test with a specific focus on targeted student groups.

5. To make a positive impact on the lives of our students and staff by genuinely implementing the "7 Mindsets" SEL curriculum with fidelity.

Demographics

Summary

Barbers Hill Middle School South (BHMSS) comprises grades 7-8 with 705 students to date. One of nine campuses in Barbers Hill Independent School District, BHMSS opened its doors in 2014-2015 with 588 6th-8th grade students. The following reflects its demographics for the 2026-27 school year by grade, gender, ethnicity, and student groups.

Grade:	Gender:	Ethnicity:	Student Groups:
7th: 51%	Female: 53%	Hispanic: 33.3%	At risk: 27.6%
8th: 49%	Male: 47%	Afr. American: 7.9%	EDA: 29.7%
		Am. Indian/Alaskan: .1%	504: 13.3%
		Asian: 1.6%	SPED: 13.9%
		White: 53.8%	GT: 6.8%
		2 or more races: 3.3%	ESL: 3.1%

Strengths

Good teacher retention

Low student to teacher ratio (lower than the state)

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	A significant increase in the number of students taking the TELPAS test over the past few years has caused the campus to rethink and redesign the tutoring process for this assessment.	Our community is growing rapidly with the increase in available housing including new subdvisions and apartments.

★ = Priority

Student Learning

Summary

7th ELA:	Approaches:	Meets:	Masters:	Expected Growth:	Accelerated Growth:
All	88%	71%	43%	58%	9%
Eco Dis	80%	59%	25%	51%	8%
LEP	75%	38%	0%	44%	6%
SPED	65%	26%	9%	35%	11%

8th ELA:	Approaches:	Meets:	Masters:	Expected Growth:	Accelerated Growth:
All	91%	69%	47%	59%	16%
Eco Dis	85%	56%	30%	52%	16%
LEP	50%	23%	8%	54%	8%
SPED	78%	11%	0%	41%	15%

7th Writing:	Approaches:	Meets:	Masters:
All	N/A	N/A	N/A
Eco Dis	N/A	N/A	N/A
LEP	N/A	N/A	N/A
SPED	N/A	N/A	N/A

7th Math:	Approaches:	Meets:	Masters:	Expected Growth:	Accelerated Growth:
All	84%	71%	40%	59%	17%
Eco Dis	74%	57%	29%	54%	16%q
LEP	81%	44%	13%	63%	6%
SPED	54%	28%	7%	57%	2%

8th Math:	Approaches:	Meets:	Masters:	Expected Growth:	Accelerated Growth:
All	96%	80%	33%	54%	29%
Eco Dis	95%	71%	26%	62%	26%
LEP	88%	64%	20%	64%	24%
SPED	92%	65%	15%	50%	27%

Algebra 1:	Approaches:	Meets:	Masters:	Expected Growth:	Accelerated Growth:
All	100%	98%	86%	30%	62%
Eco Dis	100%	100%	80%	45%	45%
LEP	100%	100%	100%	0	100%
SPED	100%	0%	0%	42%	48%

8th Science:	Approaches:	Meets:	Masters:

All	90%	71%	35%
Eco Dis	86%	59%	20%
LEP	69%	35%	8%
SPED	78%	33%	7%

8th Social Studies	Approaches:	Meets:	Masters:
All	71%	40%	23%
Eco Dis	65%	33%	13%
LEP	31%	15%	12%
SPED	44%	15%	11%

Strengths

1. MSS scored a 92 in Domain 1: Student Achievement, a 92 in Domain 2: School Progress, and a 93 in Domain 3: Closing the Gaps for an overall of score 92.

2. MSS scored higher than the state in ALL areas on the STAAR test.

3. MSS earned 5 out of 7 possible distinctions.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Social Studies scores across the state have dropped. The expectation at BH (and MSS) are to excel beyond the state scores and avoid any downward trends.	The 8th grade Social Studies test is more difficult in comparison to other 8th grade tests and requires a stable foundation in governmental concepts which is deeply rooted in understanding vocabulary. These vocabulary words are no longer universally understood by 8th grade students.

★ = Priority

School Processes & Programs

Summary

Barbers Hill Middle School South believes that in order for students to perform at the highest levels of learning, the focus needs to be on both the campus culture and the systems of the organization. Instructionally, our teachers are dedicated to the PLC process in which data drives instructions and best practices are shared. When both culture and systems are well-balanced and aligned, optimal learning conditions will be present.

Strengths

1. PBIS incentive program for staff and students
2. Regular and ongoing opportunities to meet and plan for grade level and teams
3. Open lines of communication through PLC's on campus and in departments
4. 100% Highly Qualified Teachers
5. Registers of language training for students
6. Parent communication
7. Professional development opportunities
8. Attendance incentives
9. School Board recognitions

Perceptions

Summary

At Barbers Hill Middle School South, teachers and staff work together to support and motivate each student to perform at high academic levels. Intervention/enrichment opportunities are in place to encourage students to become self-directed learners. Daily morning tutorials, intervention/enrichment opportunities, and Working Lunch are systems put in place to help all students. BHMSS recognizes that middle school can be a difficult time for adolescents. As a result, we have committed to implementing the SEL curriculum with fidelity to develop the whole child and teach both social and academic behaviors that lead to a successful future.

Strengths

Barbers Hill Middle School South is implementing a new SEL curriculum, 7 Mindsets, in order to serve the social and emotional needs of the campus. We have also adopted a new set of values as voted by the teachers and use it to guide our daily interactions with students and diligently work to teach students to interact with each other in the same way.

Excellence

Ambition

Growth mindset

Leadership

Encourage others

Students who are new to campus will have the opportunity to have a monthly "New To The Nest" breakfast where they are welcomed to the school. This will also allow us to share the history of success here on The Hill as well as make sure they are familiar with our expectations.

Communication with parents and the community is an emphasis of BHMSS. Weekly communication via ParentSquare is utilized to keep parents informed and updated on campus happenings. Regularly updated Twitter posts share photos of students getting involved on campus. Each campus now has a communications liaison to help make our events and happenings made known to all stakeholders. Multiple clubs (Lift Jr., Fellowship of Christian Athletes, Select Academic Team, National Junior Honor Society, etc.) in tandem with extracurricular activities such as UIL, athletics, Rodeo art, band, theater, and choir invite students to get engaged on campus.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	In spite of the increase in population and school enrollment, the community expects the standards for our school district to remain the same.	Barbers Hill has a long and storied tradition of excellence as it relates to the school district. These expectations are not a problem; however, maintaining these expectations can be a challenge.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Social Studies scores across the state have dropped. The expectation at BH (and MSS) are to excel beyond the state scores and avoid any downward trends.	The 8th grade Social Studies test is more difficult in comparison to other 8th grade tests and requires a stable foundation in governmental concepts which is deeply rooted in understanding vocabulary. These vocabulary words are no longer universally understood by 8th grade students.

★ = 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] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [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 End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **PSAT**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

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] **Section 504 data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**

Employee 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**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

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 enabling them to reach their highest learning potential.

Performance Objective 1

☑ **High Priority**

90% or more of all MSS students will achieve the "approaches" performance standard on the STAAR.

Evaluation Data Source: STAAR data, CBA data, Benchmark data

Strategy 1

A quality curriculum will be developed and lessons will be created that will be used instructional on a daily basis. PLCs will be utilized daily to analyze the effectiveness of these lessons and make necessary adjustments. Our campus is initiating the adoption of the "15-Day Challenge" through a phased approach to support thoughtful and sustainable implementation.

Strategy's Expected Result/Impact: Provide a sequenced and logical curriculum that covers all TEKS before the STAAR administration.

Staff Responsible for Monitoring: Instructional Coaches, Academic Dean, Principal

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Strategy 2

Daily tutorials will be provided before school in order to provide supports and interventions for students who are struggling or who have been absent.

Strategy's Expected Result/Impact: To prevent students from falling behind the curriculum map.

Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches

TEA Priorities: Improve low-performing schools

Formative Reviews

November	January	March	June

Strategy 3

Focused supports and interventions will be provided for students with specific needs. This includes RTI, TELPAS, 504 accommodations, and SPED modifications/accommodations.

Strategy's Expected Result/Impact: To provide students with the neccessary resources to be successful on the STAAR. Student by student, skill by skill.

Staff Responsible for Monitoring: Classroom teachers, RTI interventionists, inclusion support staff, TELPAS tutors, SPED department, Campus administration.

Funding Sources: RTI Interventionists State Comp Funds, $168,690

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	January	March	June

Performance Objective 2 ☑ High Priority

80% of all MSS students will achieve the "meets" performance standard on the STAAR.

Evaluation Data Source: STAAR data, CBA data, Benchmark data

Strategy 1

Teachers will receive training on instructional techniques and best practices. Professional development workshops and seminars will be offered each summer and teachers will attend based on their individual needs. These trainings will be focused on practically preparing teachers to provide the most efficient and effective instruction to our students in order to show growth for each student.

Strategy's Expected Result/Impact: Students will not simply show they can attain "approaches" level, but will continue to grow from year to year on their state based assessments.

Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches, Campus administation.

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Performance Objective 3 ☑ High Priority

50% of all MSS students will achieve the "Masters" performance standard on the STAAR.

Evaluation Data Source: STAAR data, CBA data, Benchmark data

Strategy 1

Teachers will receive training on instructional techniques and best practices. Professional development workshops and seminars will be offered each summer and teachers will attend based on their individual needs. Teachers with honors courses will also receive specific training on enriching and extending the learning of students in order to prepare them to achieve the highest standards of the STAAR.

Strategy's Expected Result/Impact: Students will not simply show they can attain "approaches" level, but will show understanding of the information at the highest level and achieve the performance standard of "masters."

Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches, Campus administration.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

November	January	March	June

Goal 2 The campus will maintain a safe, disciplined, and responsive environment so that optimal student learning may occur.

Performance Objective 1

The Eagle Way will be implemented across all aspects of campus life.

Evaluation Data Source: Discipline records, Eagle Way walks

Strategy 1

The district-wide Eagle Way will be taught to students and teachers. Administrators will ensure implementation by conducting unannounced walk-throughs focusing on our campus's non-negotiables.

Strategy's Expected Result/Impact: Alignment with district expectations for behavior/culture.

Staff Responsible for Monitoring: Campus administration

Formative Reviews

November	January	March	June

Performance Objective 2

The district's SEL curriculum, 7 Mindsets, will be implemented and quality instruction will be delivered with fidelity.

Evaluation Data Source: 7 Mindsets dashboard

Strategy 1

Provide a dedicated block of time each week for SEL learning as well as providing the curriculum for this instructional time (7 Mindsets).

Strategy's Expected Result/Impact: Increase students knowledge and awareness of how their Social and Emotional health impacts their learning.

Staff Responsible for Monitoring: District Admin; Campus Admin

Formative Reviews

November	January	March	June

Strategy 2

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 Reviews

November	January	March	June

Strategy 3

Teamwork and camaraderie will be built within the SEL classroom by participating in campus level competitions, sharing during SEL lessons, and collaborating on projects.

Strategy's Expected Result/Impact: To foster a sense of belonging on campus and build trust between students.

Staff Responsible for Monitoring: Classroom teachers, Counselors, Campus Admin

TEA Priorities: Improve low-performing schools

Formative Reviews

November	January	March	June

Performance Objective 3

The campus PBIS program will be implemented with fidelity to encourage a healthy learning environment.

Evaluation Data Source: PBIS records, student/teacher feedback.

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

Performance Objective 1

Monthly Newsletters/Calendar will be sent to parents using Apptegy.

Evaluation Data Source: Apptegy message records.

Performance Objective 2

Parent meetings will be held to communicate campus procedures and goals/objectives such as Eagle Launch, Elective Course information meeting, Athletics informational meeting, Cheer tryout meeting, etc...

Evaluation Data Source: Eagle Launch notes and records, elective course informational meeting notes, etc...

Performance Objective 3

Campus events (concerts, performancse, and athletic competitions) will be operationally efficient and a positive experience for parents and students.

Evaluation Data Source: Feedback from parents/community.

Performance Objective 4

Teacher/Parent communication will occur monthly to ensure parents stay informed of important upcoming events in their child's classes.

Evaluation Data Source: Apptegy records.

Goal 4 The systems on campus will efficiently and effectively support and improve the learning organization.

Performance Objective 1

Attendance will continue to be a focus and additional supports will be put into place to increase attendance for all students.

Evaluation Data Source: Attendance rates as provided by the Campus Attendance Clerk

Strategy 1

Attendance incentives will be offered each six weeks for those students with perfect attendance.

Strategy's Expected Result/Impact: Increased motivation to come to school.

Staff Responsible for Monitoring: Attendance Clerk, Campus Admin

Formative Reviews

November	January	March	June

Strategy 2

Students with perfect attendance will be given point via the PBIS Rewards program which can be redeemed for prizes in the school "store" as well as in each individual teacher's "store."

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Formative Reviews

November	January	March	June

Performance Objective 2 ☑ High Priority

100% of MSS students will be plugged in.

Evaluation Data Source: Student participation data.

Strategy 1

All extra-curricular activities will be adequately staffed and funded.

Strategy's Expected Result/Impact: Campus activities will have the resources they need to be successful and to include as many students as appropriate to the activity.

Staff Responsible for Monitoring: Extra-curricular staff, Campus Admin, District level directors.

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Formative Reviews

November	January	March	June

Strategy 2

A number of clubs will be offered and appropriately maintained to encourage student participation.

Strategy's Expected Result/Impact: To give students who are not involved in mainstream activities the opportunity to be involved in campus level groups.

Staff Responsible for Monitoring: Campus Administration, Club Sponsors

TEA Priorities: Improve low-performing schools

Formative Reviews

November	January	March	June

Strategy 3

The Rise Mentor Program will be offered in order to build connections for all students on campus.

Strategy's Expected Result/Impact: To prevent students from becoming disenfranchised.

Staff Responsible for Monitoring: Campus Admin, Classroom teachers, Counselors

TEA Priorities: Improve low-performing schools

Formative Reviews

November	January	March	June

State Compensatory Education

State Compensatory

Budget for Barbers Hill Middle School South

Total SCE Funds: $168,690.00

Total FTEs Funded by SCE: 2

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 South

Name	Position	FTE
Lisa Rankin	Teacher	1
Olivia Belt	Teacher	1

Funding Summary

Funding Summary

State Comp Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	RTI Interventionists	--	$168,690.00
				Sub-Total	$168,690.00

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