Barbers Hill Independent School District



Intermediate 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

Generated by Plan4Learning.com
October 27, 2026 at 10:02 AM

Mission Statement

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

Vision

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

Committee Members

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

Name	Committee Role	Term
Donna Billeaud	Principal	Ongoing
Sarah Stone	Administrator	
Brett Farrell	Administrator	
Alan Boudreaux	Administrator	
Melissa Flores	Secretary	
Janice Romaine	Teacher	
Jenny Howard	Teacher	
Jennifer Zotti	Teacher	
Mayra Cazares	SPED Teacher	
Carly Chaney	School leader	
Megan McLendon	School leader	
Jenny Clement	Parent	
Stephanie Almarez	Paraprofessional	
Teresa Cooper	State and Federal Programs Coordinator	Ongoing

Table of Contents

Comprehensive Needs Assessment 4

Needs Assessment Overview 5

Demographics 8

Student Learning 10

School Processes & Programs 13

Perceptions 15

Priority Problem Statements 17

Data Documentation for CNA 19

Improvement Planning Data 20

Accountability Data 20

Student Data: Assessments 20

Student Data: Student Groups 21

Student Data: Behavior and Other Indicators 21

Employee Data 21

Parent/Community Data 22

Support Systems and Other Data 22

Goals 23

Goal 1 : Curriculum, instruction, and assessment will facilitate learning for all stude... 24

Goal 2 : A positive school-community relationship will support student success. 29

Goal 3 : The campus will maintain a safe, disciplined, and healthy environment con... 33

Goal Tables 38

Targeted Support Strategies 39

Additional Targeted Support Strategies 39

State Compensatory Education 40

Budget for Intermediate South 41

Personnel for Intermediate South 41

Funding Summary 42

Personnel Budget 43

State Comp Funds 43

Policies, Procedures, and Requirements 44

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

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

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

Although our students excelled academically, outperforming the state in all grades and content areas, we still recognize the work that needs to be done in order to close the gaps within our district. Because of this, our focus this year will be with our two lowest groups (African American and Hispanic) as well as moving student's from meets to masters or maintaining the master's level. In addition, we will continue to work toward the district goal of 90% approaches, 80% meets and 50% masters in all areas. Our TELPAS scores were worthy of praise as we far surpassed our goal of 49% and reclassified 22 students for the 25-26 school year. The campuses dedication and hard work with our EB population paid off. This will continue to be a goal for the current school year.

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

CNA meeting #1 was held on July 23, 2026 in the LGI during Leadership Academy. The committee discussed the campus values, mission, and vision. Then, the committee discussed multiple points of data and areas of growth opportunities as well as areas of success. Attendees were asked to meet and review data with their teams, while focusing on our campus/district goals for the year.

CNA meeting #2 was held on September 22, 2025 in the Conference Room. The committee examined the prior year's CIP and made changes and adjustments based on data from STAAR, TELPAS, attendance, involvement, safety and goals. Our areas of focus for 2025 - 2026 will be:

- Attendance - 96%
- Academics - Targeted focus in all areas to reach 90%/80%/50% on STAAR, with a focus on our high focus population (African American and Hispanic), TELPAS success in composite to composite ratings which will reclassify more students,

intentional small group tutorials, implementation of MTSS (R.I.S.E.) time during RLA, RTI engagement with PLCs to build stronger discourse among professional communities, resulting in higher academic success
- Instructional - Implementation and evidence of Kagan Structures, Fundamental 5 and began to incorporate 7 Strategies for a Language Rich Classroom to encourage better student discourse and engagement
- SEL - Rich Social/Emotional opportunities where all students value the importance of relationships and kindness as they are encouraged to recognize it in every day conversations and interactions.
- OHI - Priority Dimension ~ COHESIVENESS - the state when persons, groups, or organizations have a lear sense of identity - members feel attracted to membership in an organization - they want to stay in it, be influenced by it, and exert their own influence within it - Our goal is to equip our staff with the resources and confidence to be a cohesiveness unit, anchored in growing relationships and student success. We believe we have an obligation to establish and maintain cohesive interdependent teams that have a high commitment to the organization's mission and goals

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

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

BOARD GOALS

Academics

1. To maintain our tradition of excellence by strategically utilizing all necessary resources to ensure student and staff safety
2. 100% seniors graduate via State Accountability Program and will be college, career and military ready
3. 100% of all secondary students will be 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

Demographics

Summary

Grade:	Gender:	Ethnicity:	Student Groups:
4th: 305	Male: 484	Hispanic: 34.92%	FLECS: .004%
5th: 310	Female: 484	Afr. American: 6.92%	EB: 5.89%
6th: 353		Am. Indian/Alaskan: 0%	504: 10.23%
		Asian: 2.07%	SPED: 17.87%
		White: 51.65%	GT: 4.44%
		2 or more races: 4.44%	At Risk: 26.76%
			ESL: 1.96%

Strengths

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

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our teachers feel overwhelmed with the amount of special education and high focus groups we have on our campus, as the students we serve has grown rapidly over the past several years. Because of the amount of work and time teachers have to put in, they speak of becoming burnt out and tired. We have to find ways to keep them on track for success.	Teachers are not accustomed to the time and resources it takes to reach students with high behavior and educational needs. The change is sudden and drastic and calls for immediate intervention and engagement. Our teachers work around the clock to make this happen. They need help with resources to make the changes needed.

★ = Priority

Student Learning

Summary

2026 STAAR Reading 4th Grade				
Intermediate School South	302	89.%	69%	38%
Economic Disadvantage	101	81.19%	56.44%	23.76%
American Indian/ Alaskan Native	-	-	-	-
Asian	5	100%	60%	60%
Black/African American	16	62.5%	50%	31.25%
Hispanic	110	89.09%	65.45%	30%
Two or More Races	15	93.33%	80%	53.33%
White	156	91.03%	73.08%	41.03%
Currently Emergent Bilingual	26	76.92%	42.31%	11.54%
Special Ed Indicator	57	57.89%	22.81%	3.51%

2026 STAAR Math 4th Grade				
Intermediate School South	302	88.74%	71.19%	38.74%
Economic Disadvantage (free)	101	78.22%	58.42%	22.77%
American Indian/ Alaskan Native	-	-	-	-
Asian	5	100%	80%	60%
Black/African American	16	75%	50%	25%
Hispanic	110	86.36%	66.36%	28.18%
Two or More Races	15	93.33%	73.33%	46.67%

2026 STAAR Reading 5th Grade				
Intermediate School South	306	95.10%	79.41%	54.58%
Economic Disadvantage	116	93.97%	75%	43.97%
Black/African American Asian	18 7	94.44% 100%	72.22% 85.71%	33.33% 85.71%
Hispanic	110	94.55%	79.09%	52.73%
Two or More Races	12	91.67%	58.33%	50%
White	159	95.60%	81.76%	57.23%
Currently Emergent Bilingual	14	92.86%	71.43%	14.29%
Special Ed Indicator	47	76.60%	34.04%	10.64%

2026 STAAR Math 5th Grade				
Intermediate School South	306	93.79%	72.22%	33.33%
Economic Disadvantage	116	91.38%	64.66%	25.86%
Black/African American Asian	18 7	83.33% 100%	77.78% 85.71%	33.33% 85.71%
Hispanic	110	94.55%	67.27%	28.18%
Two or More Races	12	100%	83.33%	77.78%
White	159	93.71%	73.58%	34.59%
Currently Emergent Bilingual	14	71.43%	21.43%	0%
Special Ed Indicator	47	76.60%	25.53%	6.38%

2026 STAAR Science 5th Grade

2026 STAAR Reading 6th Grade				
Intermediate School South	349	89.97%	73.07%	46.70%
Economic Disadvantage	121	82.64%	57.85%	28.10%
American Indian/ Alaskan Native	-	-	-	-
Asian	8	87.50%	87.50%	62.50%
Black/African American	30	83.33%	53.33%	30%
Hispanic	114	91.23%	74.56%	40.35%
Two or More Races	14	100%	92.86%	71.43%
White	183	89.62%	73.22%	50.82%
Currently Emergent Bilingual	17	76.47%	52.94%	29.41%
Special Ed Indicator	47	53.19%	23.40%	10.64%

2026 STAAR Math 6th Grade				
Intermediate School South	350	92.57%	72.29%	43.71%
Economic Disadvantage	122	88.52%	64.75%	27.05%
American Indian/ Alaskan Native	-	-	-	-
Asian	8	100%	100%	75%
Black/African American	30	93.33%	50%	23.33%
Hispanic	115	92.17%	71.30%	33.91%
Two or More Races	15	93.33%	80%	46.67%

2026 STAAR Reading 4th Grade					2026 STAAR Reading 5th Grade		2026 STAAR Reading 6th Grade				
White	156	91.03%	76.28%	46.15%	Intermediate School South	305	White	182	92.31%	74.73%	51.65%
Currently Emergent Bilingual	26	76.92%	53.85%	15.38%	Economic Disadvantage	115	Currently Emergent Bilingual	17	82.35%	70.59%	17.65%
Special Ed Indicator	57	52.63%	35.09%	5.26%	Black/African American	18	Special Ed Indicator	49	69.39%	24.49%	16.33%
					Hispanic	110					
					Two or More Races	12					
					White	158					
					Currently Emergent Bilingual	14					
					Special Ed Indicator	46					

Strengths

- All Tests at Approaches or Above - 90%
- All Tests at Meets or Above - 71%
- All Tests at Masters - 39%
- 4th-6th RLA - Grew in Approaches, Meets & Masters and met the district targets in Approaches (90%) & Meets (70%)
- 4th-6th Math - Grew in Approaches, Meets & Masters and 5th/6th met the district targets in Approaches (90%) & Meets (70%)
- 5th Science - July 31

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	African American and Hispanic students are the high focus groups for our campus, scoring lower than other populations especially in meets to masters.	Many of these students are new to our district and come from districts where the educational opportunities are not as rich. We will continue to include them in intentional tutoring sessions, rich, frontline instruction and special programs as needed.

★ = Priority

School Processes & Programs

Summary

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

Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

★ = Priority

Perceptions

Summary

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

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

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

Strengths

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

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	At the secondary level, more students are experiencing social-emotional issues.	Our district believe that students who are "plugged in" and part of something greater, have friends and a community of like-minded peers to engage with, thus creating a safe and loving environment in which to thrive. We offer Club Days at the ISS to plug in all students.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	African American and Hispanic students are the high focus groups for our campus, scoring lower than other populations especially in meets to masters.	Many of these students are new to our district and come from districts where the educational opportunities are not as rich. We will continue to include them in intentional tutoring sessions, rich, frontline instruction and special programs as needed.
2 ★	At the secondary level, more students are experiencing social-emotional issues.	Our district believe that students who are "plugged in" and part of something greater, have friends and a community of like-minded peers to engage with, thus creating a safe and loving environment in which to thrive. We offer Club Days at the ISS to plug in all students.
3 ★	Students are still requiring more intervention in addition to the RTI interventions offered. To support a MTSS framework, R.I.S.E. time will be implemented during the last 30 minutes of the RLA block in all three grade levels. Teachers will provide interventions based on specific needs recognized during CFAs and exit tickets.	Lack of implementation at the basic level.
4 ★	Our teachers feel overwhelmed with the amount of special education and high focus groups we have on our campus, as the students we serve has grown rapidly over the past several years. Because of the amount of work and time teachers have to put in, they speak of becoming burnt out and tired. We have to find ways to keep them on track for success.	Teachers are not accustomed to the time and resources it takes to reach students with high behavior and educational needs. The change is sudden and drastic and calls for immediate intervention and engagement. Our teachers work around the clock to make this happen. They need help with resources to make the changes needed.

★ = 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] **Planning and decision making committee(s) meeting data**
- [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] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) data**

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 Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Running Records results**

- [x] **Observation Survey results**

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] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **STEM and/or STEAM data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [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] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**

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 in order to maintain the highest district rating in the state accountability system.

Performance Objective 1

☑ **High Priority**

90% or more of all students will meet "approaches grade level," 80% or more will meet "meets grade level," and 50% or more will meet "masters grade level" on all state assessments in grades 4 - 6.

Evaluation Data Source: CBA, District Benchmarks, STAAR assessment results.

Strategy 1

Teachers will meet to review data, students in need of intervention/acceleration, and intervention strategies. Teachers will closely analyze student strengths and deficits skill by skill, creating skill-specific reviews based on data (IXL plans), provide enrichment for students who have mastered skills, incorporate interactive journals and collaborate as a team to share data, strategies and resources.

Strategy's Expected Result/Impact: Data review will occur after CBAs and Benchmarks are administered.

Staff Responsible for Monitoring: Administrators, RTI specialists/coaches, teachers

Funding Sources: Instructional coaches State Comp Funds, $278,323

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Strategy 2

The campus will implement a Multi-Tiered System of Supports (MTSS) to ensure all students are supported in achieving at high levels. Teachers will use assessment data to identify student learning needs and provide timely interventions for students not yet meeting grade-level expectations, while also accelerating learning opportunities for high-performing students. Teachers will work to build critical thinking, problem-solving and life skills as they build relationships with students.

Strategy's Expected Result/Impact: MTSS - 30 minutes with small groups, flexible based on data
Regular progress monitoring through formative and summative assessments.
Targeted Tier 2 and Tier 3 interventions for students performing below grade level.
Enrichment and extension opportunities for advanced students to move from Meets to Masters.
Collaborative data meetings to adjust instruction, track growth, and ensure alignment of curriculum, instruction, and assessment.
Ongoing professional development to strengthen teacher capacity in differentiating instruction and delivering effective interventions.

Staff Responsible for Monitoring: RtI, Teachers, Dyslexia Specialists, Counselors

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 3 ☑ Targeted Support Strategy

The campus will use intentional planning (15-Day Challenge), data, assessments, student-led data tracking and a simulated STAAR environment in order to promote student success. PLCs will be used as a place to collaborate and shares ideas.

Strategy's Expected Result/Impact: Improvement in Focus Groups, EB, approaches and meet or beat results.

Staff Responsible for Monitoring: Campus Administrators, Teachers, RtI Interventionists, SPED, PLCs

Formative Reviews

November	January	March	June

Performance Objective 2 ☑ High Priority

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

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

Strategy 1

Regularly scheduled data meetings will include discussions about EB student population, individual TEK/skill and language proficiency needs, and intervention/tutorial plan. (PLCs, faculty meetings, ILT)

Strategy's Expected Result/Impact: Increased academic performance

Staff Responsible for Monitoring: Bilingual/ESL teachers; general education teachers; interventionist; administrators

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Strategy 2

Campus plan will target individual EB student needs in listening, writing, and speaking. Incorporation of built-in enrichment time outside of direct instruction as well as utilizing Bilingual RtI intervention. Teachers will utilize the K12Summit program to strengthen learning in these three areas.

Strategy's Expected Result/Impact: Increased academic performance

Staff Responsible for Monitoring: Bilingual/ESL teachers; general education teachers; Bilingual RtI interventionist; administrators

Formative Reviews

November	January	March	June

Strategy 3

Parent outreach/involvement, with a focus on staff/student/parent communication and shared goal. (parent night, EB night, parent square, parent/teacher conferences, Saturday tutorials).

Strategy's Expected Result/Impact: Increased academic performance

Staff Responsible for Monitoring: Bilingual/ESL teachers; general education teachers; interventionist; administrators

Formative Reviews

November	January	March	June

Performance Objective 3

90% of special education students will show one level of growth on STAAR.

Evaluation Data Source: Summative assessment results

Strategy 1

Teachers documentation to track accommodations and use of supplemental aids for SPED students. Teachers request to have PD to learn how to use trackers.

Strategy's Expected Result/Impact: Increased academic performance

Staff Responsible for Monitoring: General education and special education teachers

Formative Reviews

November	January	March	June

Strategy 2

Regularly scheduled SPED PLC, team PLC, para meetings, staffing with teachers/aides to discuss student growth and performance. Content/TEKS/STAAR PD (training) for new SPED teachers in our district.

Strategy's Expected Result/Impact: Increased academic performance

Staff Responsible for Monitoring: General education and special education teachers, Admin

Formative Reviews

November	January	March	June

Performance Objective 4 ☑ High Priority

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

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

Strategy 1

Teachers and Interventionists will track data of high focus groups and plan for intentional tutorials and pull-out/push-in tutorials.

Strategy's Expected Result/Impact: Increased data from Formative Assessments, CBAs, Benchmarks and STAAR tests.

Staff Responsible for Monitoring: Teachers, Admin, RtI, Case Managers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Performance Objective 5 ☑ High Priority

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

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

Strategy 1

Intentional goal setting, progress monitoring and planned instruction will result in students meeting or beating their prior year's assessment scores. Teachers will complete and communicate "meet or beat plan" with stakeholders.

Strategy's Expected Result/Impact: Students will meet or beat prior year's STAAR scores.

Staff Responsible for Monitoring: Teachers, Admin, RtI Interventionists

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

MTSS will be utilized to strengthen core instruction with STAAR-aligned practices, provide small group reteach for students with gaps and individualize intensive remediation of essential skills.

Strategy's Expected Result/Impact: Improve STAAR scores

Staff Responsible for Monitoring: RtI, Admin, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Goal 2 A positive school-community relationship will support student success.

Performance Objective 1

Increase the number of students plugged-in participating in campus/district activities, clubs, organizations to 100%.

Evaluation Data Source: Club days, Parent Nights/Participation, Volunteers, Communication, PALS, RISE Mentors, Common Good Club, Choir/Band Concerts, Pop Show, Rodeo Art Night (Fine Arts Night), Lone Star, UIL, Student Council

Strategy 1

Development/implementation of communication systems for all stakeholder such as open house, Eagle Launch, various parent nights/events, Bilingual Parent Night, parent square, weekly updates/newsletter, campus-wide monthly calendar, ISS news slide show (cafeteria and foyer) and google website.

Strategy's Expected Result/Impact: Increased parent-school connection

Staff Responsible for Monitoring: Teachers; counselors; administrators

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	January	March	June

Strategy 2

Club Day - Students will choose a club experience each semester. Clubs are led by staff and offer new experiences, relationships and opportunities for students to be plugged in to activities outside of the general classroom setting.

Strategy's Expected Result/Impact: Peer relationships, confidence, teacher-student relationships

Staff Responsible for Monitoring: Admin, teachers, paraprofessionals

Formative Reviews

November	January	March	June

Strategy 3

Communicate positive school success to parents through a variety of way - Apptegy, phone calls, notes, newsletters, awards, Eagle of the Month.

Strategy's Expected Result/Impact: Builds student belonging/community, teamwork, leadership, creativity and positive relationships.

Staff Responsible for Monitoring: Admin, Counselors, Teachers, Parents

Formative Reviews

November	January	March	June

Performance Objective 2 ☑ High Priority

Increase student attendance by strengthening partnerships with families and fostering a positive school culture, resulting in an average daily attendance rate of at least 96% for the school year.

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

Strategy 1

Provide regular, positive communication with parents--not just when absences occur.

Strategy's Expected Result/Impact: Improved attendance, Communication from home when students are absent

Staff Responsible for Monitoring: Assistant Principals, Attendance Clerk, Principal

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 2

Student Incentives & Recognition - Implement class and individual attendance rewards (weekly shoutouts, monthly celebrations, certificates).
Recognize progress as well as perfect attendance (e.g., improved attendance streaks).

Strategy's Expected Result/Impact: Attendance rate at 96%, teacher incentives

Staff Responsible for Monitoring: Assistant Principals, Teachers, Principal

Formative Reviews

November	January	March	June

Strategy 3

Positive School Climate - Strengthen relationships between staff and students so kids feel connected and want to be at school.
Promote engaging morning routines (welcoming students at the door, music, greetings, PBIS, Social Contracts).
Incorporate student voice through clubs, leadership roles, and recognition programs.

Strategy's Expected Result/Impact: Improvement in Attendance

Staff Responsible for Monitoring: All Staff

Formative Reviews

November	January	March	June

Performance Objective 3

Increase student achievement by utilizing peer teacher observations and on-site, teacher-led professional development.

Evaluation Data Source: Data, PLC agendas, RTI, Benchmarks, OHI, Parent @ Home Ideas (IXL, reading, flash cards)

Strategy 1

Fall and Spring peer teacher observations - focused on district initiatives - Fundamental 5, Kagan Structures, and Language Rich Classrooms.

Strategy's Expected Result/Impact: Real time, relevant learning, reflective practice, collaboration, strengthen campus culture

Staff Responsible for Monitoring: Admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Teacher-Led Professional Development

Strategy's Expected Result/Impact: Empower teacher leaders, fosters buy-in, sustainable model, encourages innovation

Staff Responsible for Monitoring: Admin, RTI, Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Goal 3

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

Performance Objective 1

BH-ISS will continue with SEL curriculum, 7 Mindsets, Eagle Way, Guidance Lessons, Anti-Vape presentations, and quality instruction will be delivered with fidelity.

Evaluation Data Source: 7 Mindsets dashboard, Visibility Walks/Admin Connection, Eagle Way

Strategy 1

Utilize SEL curriculum to improve campus-wide behavior and create a positive campus culture.

Strategy's Expected Result/Impact: Improved behavior; positive campus culture

Staff Responsible for Monitoring: Counselors, teachers, admin

Funding Sources: SEL Curriculum Personnel Budget, $2,250

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

Formative Reviews

November	January	March	June

Strategy 2

Establishment of systems/procedures to allow for direct communication with admin such as quarterly meetings with all teams, faculty meetings, ILT.

Strategy's Expected Result/Impact: Create system of campus-wide systems and procedures

Staff Responsible for Monitoring: Principal, Counselors

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	January	March	June

Strategy 3

Campus will implement the Eagle Way in all areas - "non-negotiables" (recognize & reinforce, threshold, do now, do it again, consistent implementation of campus expectations), STOIC, and parent/admin communication.

Strategy's Expected Result/Impact: Positive behavior expectations

Staff Responsible for Monitoring: Admin, teachers

Formative Reviews

November	January	March	June

Performance Objective 2

To create a culture of safety and accountability, ISS will continue to implement the PBIS framework to ensure positive behavior and alignment of expectations across campus.

Evaluation Data Source: Q Discipline Data, teacher feedback

Strategy 1

ISS will hold monthly PBIS meetings to discuss discipline data and incentives. Data will be provided and discussed/analyzed. At the end of the meeting, notes will be shared with staff.

Strategy's Expected Result/Impact: Monthly PBIS meetings, Improved Behaviors

Staff Responsible for Monitoring: Assistant Principal

Formative Reviews

November	January	March	June

Strategy 2

Direct teach of Tier 1 strategies and campus-wide behavior expectations through Eagle Initiation, The Eagle Way, SOAR matrix and discipline flowchart. This will initially take place during the first six weeks and will be reintroduced as needed throughout the year.

Strategy's Expected Result/Impact: Alignment of behavior expectations across campus

Staff Responsible for Monitoring: Teachers, Admin, Paras, Counselors

Formative Reviews

November	January	March	June

Strategy 3

Use of PBIS Awards program with implementation of PBIS store each month for incentives. Surveys will be given to determine priorities and needs of students.

Strategy's Expected Result/Impact: Use of incentives as a way to improve student behavior.

Staff Responsible for Monitoring: Assistant Principal, PBIS Team

Formative Reviews

November	January	March	June

Performance Objective 3

The district and campus will conduct mentor/mentee meetings throughout the year to support new teachers. Mentors will be paired with mentees and required to meet with them throughout the year, offering support, guidance and as a resource to new staff.

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

Strategy 1

Mentor Coach (Berg) will meet with mentees after school once a month.

Strategy's Expected Result/Impact: Communication/Confidence/Resources

Staff Responsible for Monitoring: Principal, Mentor Coach

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	January	March	June

Strategy 2

Teachers will visit peer classrooms to observe effective lessons, classroom management strategies and organization required through district initiatives (Fundamental 5, Kagan

Structures, Eagle Way). Feedback will be provided through a QR code to admin and peer teacher.

Strategy's Expected Result/Impact: Teachers will recognize the use of Fundamental 5, Kagan Structures, and Eagle Way Non-Negotiables

Staff Responsible for Monitoring: Admin

Formative Reviews

November	January	March	June

Performance Objective 4

The school will follow all safety protocol in ensuring students and staff are kept safe at all times.

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

Strategy 1

Weekly drills will ensure students and teachers are familiar with and comfortable executing safety protocol.

Strategy's Expected Result/Impact: Safety at all times on ISS campus.

Staff Responsible for Monitoring: Assistant Principal

Formative Reviews

November	January	March	June

Strategy 2

Safety precautions are executed daily to ensure safety of students as reflected through door checks, safety checks, parking lot checks and visitor monitoring. Watch D.O.G.S. are welcomed on campus to be the eyes and ears of our school, ensuring safety in all areas.

Strategy's Expected Result/Impact: All points of contact and entrance areas are monitored.

Staff Responsible for Monitoring: Admin, Teachers, Police Officer, Office Staff, Watch D.O.G.S.

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 3

Counselors will provide temperature checks with staff, ensuring their "personal wellness" is healthy. Staff wellness resources are available in the lounge and counselor's office at all times. Counselors are available for conferencing, should staff have concerns.

Strategy's Expected Result/Impact: Staff-wellness, check-ins

Staff Responsible for Monitoring: Counselors

Formative Reviews

November	January	March	June

Goal Tables

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	The campus will use intentional planning (15-Day Challenge), data, assessments, student-led data tracking and a simulated STAAR environment in order to promote student success. PLCs will be used as a place to collaborate and shares ideas.
1	5	2	MTSS will be utilized to strengthen core instruction with STAAR-aligned practices, provide small group reteach for students with gaps and individualize intensive remediation of essential skills.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	5	2	MTSS will be utilized to strengthen core instruction with STAAR-aligned practices, provide small group reteach for students with gaps and individualize intensive remediation of essential skills.

State Compensatory Education

State Compensatory

Budget for Intermediate South

Total SCE Funds: $252,203.00

Total FTEs Funded by SCE: 4.5

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 Intermediate South

Name	Position	FTE
Abby Davis	Teacher	1
Audrey Gomez	Teacher	1
Candice McKee	Teacher	1
Kayla Neathery	Teacher	1
Sobeida Rodriguez	Teacher	0.5

Funding Summary

Funding Summary

Personnel Budget

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	SEL Curriculum	--	$2,250.00
				Sub-Total	$2,250.00

State Comp Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional coaches	--	$278,323.00
				Sub-Total	$278,323.00

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