Barbers Hill Independent School District

Barbers Hill High School

Accountability Rating: A

Distinction Designation:
Top 25 Percent: Comparative Closing the Gaps

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 09:57 AM

Mission Statement

We empower, support, and inspire our students to achieve academic success and to pursue excellence in every aspect of life.

Vision

The faculty and staff of Barbers Hill High School will:

- Provide a secure learning environment and foster a climate of respect and compassion with a heart for service.
- Strive to inspire students through student-centered learning experiences that are relevant, differentiated, and lead to lifelong learning.
- Provide a guaranteed and viable curriculum- horizontally and vertically aligned- to promote purposeful and rigorous learning opportunities.
- Communicate with staff, parents, students, and the community in an open, honest, and respectful manner.
- Foster professionalism and supportive relationships among collaborative teams that encourage growth.
- Work together to achieve our mission by modeling integrity and maintaining a high standard of excellence.
- Exemplify positive, supportive, and consistent leadership in the classroom, the school, and in the community.
- Set high standards and attainable goals that will foster all stakeholder's accountability for continual growth.

Committee Members

Name	Committee Role	Term
Lance Murphy	Principal	Ongoing
Alyssa Albus	Administrator	
Kari Sager	Administrator	
Lisa Fojt	Teacher	
Shelley Hardin	Teacher	
Jacob Walker	Teacher	
Jennifer Jones	Librarian	
Cayla Hunt	School leader	
Maggie Cervantes	School leader	
Cassidy Gardner	School leader	
Kelli Rinando	School leader	
Beth Hutchison	School leader	
Tiffany Guy	Counselor	
	Parent	
	Parent	
Elmo Camp	Community member	
Barbara Camp	Community member	
Connie Ellis	Paraprofessional	
	Paraprofessional	
Teresa Cooper	State and Federal Programs Coordinator	Ongoing
	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 to be reviewed at CNA meeting #2. CNA meeting #2 was held on July 23, 2026 at 11:30 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 a strength, and TELPAS scores as a weakness. 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

BHHS is a 6A high school in Mont Belvieu, Texas. Despite population growth over the last few years that is also projected well into the future, our feeder patterns have remained true to Barbers Hill blue. We are all eagles and we take great pride in the values and excellence that we instill and demand in our students. We have tremendous community involvement and support and have many reasons to be proud.

Based on 25-26 STAAR EOC data, we have reason to celebrate the following:

- High levels of student achievement in English 1
  - Increase in meets for All Students
  - Increase in approaches, meets and masters for Special Education students
  - increase in approaches and masters for Emergent Bilingual students
  - Increase in meets and masters for Economically Disadvantaged students
- High levels of student achievement in English 2
  - Increase in approaches for All Students and Emergent Bilingual students
  - Increase in Meets for Special Education students
- High levels of student achievement in Algebra:
  - Maintained approaches for All students
  - Increase in approaches for Emergent Bilingual students
- High levels of student achievement in Biology:
  - Increase in approaches for All students, Special Education students and Economically Disadvantaged students
  - Increase in masters for Special Education students and Emergent Bilingual students
- High levels of student achievement in US History
  - Maintain approaches for All students (99% approaches!)
  - Increase in meets for Emergent Bilingual students
  - Increase in approaches for Economically Disadvantaged students

Opportunities for growth and focused efforts to improve include:

- Align intentional instructional practices (I will… lesson frames, question stems at application level or higher, and writing critically) to support increased opportunities for meets and masters level of performance at all levels, for all students.
- Increase the number of Emergent Bilingual students who reach meets on all STAAR EOC exams.
- Align feedback from Eagle Walks to enhance the use of Fundamental Five as a way to increase student performance achievement.
- Increase the number of students who show growth in all Domains of TELPAS
- Increase the number of students who score meets and masters in all content areas for Economically Disadvantaged students.
- Increase the number of 3s, 4s, and 5s in AP content areas to meet or exceed national averages.
- Support teachers with professional development with Fundamental Five, TSIA and TELPAS alignment.
- Support teachers with writing across the curriculum with an added focus on CER in science and social studies.
- Implementation of campus-wide grading guidelines to support learning and clearly communicate learning progress to all stakeholders.

We have so much to be proud of at Barbers Hill High School including:

- Our Academic UIL team winning the 28th District Championship in a row!
- One Act Play advanced to the State Competition and placed 2nd!
- Every athletic program except one advanced to the post season since soccer was added to UIL competition.
- State Champions in 5A Girls Softball.
- State Champions in Academic Decathlon.
- Increased enrollment and industry certification earned through our CTE program.
- Increased AP Capstone honors.
- Increased the number of AP scholars and AP scholars with distinction.
- Increased participation and performance in many of our AP programs.

Demographics

Summary

Barbers Hill High School is located in a rural community east of Houston. The current enrollment total is 2361 students with approximately 27.55% of the students classified as economically disadvantaged. Over the last few years, there has been an increase in Emergent Bilingual students, which has caused a campus wide focus for this student group.

Enrollment by Grade (2026-2027):

	Count	% Enroll
Grade 9	570	24.14%
Grade 10	633	26.81%
Grade 11	614	26.01%
Grade 12	544	23.04%
TOTAL	2361	100%

	Count	% Enroll
Emergent Bilingual	76	3.22%
Economic Disadvantaged	548	23.21%

Enrollment by Ethnicity/Race:

	Count	% Enroll
American Indian/Alaskan	105	4.45%
Asian	69	2.92%
Black/African American	213	9.02%
Hispanic/Latino	747	31.64%
White	2083	88.23%
Hawaiian/Pacific Island	6	.003%
Two or More	68	2.94%

Gifted & Talented (21-22 data):

	Count	% Enroll
GT Students	194	8.22%

At-Risk:

	Count	% Enroll
At-Risk	665	28.76%

Career & Technical:	Count	% Enroll
	1800+	77.85%

Special Education:

	Count	% Enroll
SE Students	266	11.27%

Student Attendance:

	Year	% ADA
BHHS	2025-2026	95.61%
BHHS	2024-2025	95.43%
BHHS	2023-2024	94.82%

Strengths

- Increasing diversity with the growth of our district - higher numbers in all demographic populations and student groups.
- The enrollment in CTE programs is growing quickly as is the number of industry certifications they are earning.
- Restorative Practices implemented for Counselors and Assistant Principals to address the At-Risk population.
- The Economically Disadvantaged population is closely monitored based on changes in qualification measures in recent years.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	EB, EDA and SE populations continue to struggle with significant gaps in achievement compared to the "all student" results.	Special Education students' progress is monitored by growth on individualized skills that may not be on-level due to the students' specific needs. Emergent Bilingual students are increasing in numbers and newly arrived students may not receive the supports needed. Economically Disadvantaged students have not been as closely monitored at this time.
2	Student attendance was below the district average.	Efforts and measures to support attendance are still a focus to hold all students accountable for receiving a well-rounded education.

★ = Priority

Student Learning

Summary

Barbers Hill High School serves a student population with a variety of needs which are addressed through many academic and extra-curricular programs, interventions, and supports. BHHS provides opportunities for students to receive additional support through an initiative called "Eagle Hour" that is a flexible lunch time built into the school day. Teachers' tutorial schedules are included in their class syllabus sent home the first week of school, posted in their classrooms and posted on the Student Hub website.

In order to support students' achievement and growth among our student population, teachers must implement teaching strategies that meet the needs of ALL students. We have a growing Gifted and Talented (GT), Emergent Bilingual (EB), Special Education (SE), Economically Disadvantaged (ED), African American (AA), American Indian (AI) and Hispanic (H) student body. Engaging instructional strategies coupled with bell to bell instruction are essential to student achievement. In addition, highly structured and predictable classroom procedures along with safe hallways are critical to the learning and the social needs of our students. BHHS teachers receive ongoing training to address student's individual needs including timely interventions, appropriate modifications and accommodations, enrichment, and differentiated instruction in the regular and advanced classrooms. In addition, the on-going training in the delivery of research-based instructional strategies such as The Fundamental Five, 7 Steps to a Language Rich Classroom, Teach Like a Champion, the Jane Schaffer Writing Method, and AP/Honors enrichment strategies are needed. An emphasis must be placed on the development of literacy skills in all classes, including writing across the curriculum. Formative assessments must be administered more frequently in order to monitor student achievement and to inform instructional decisions. Teachers need additional training in the effective and efficient analysis of data and they need protocols for using data to inform their instructional decisions. The curriculum department has provided the data protocols and PLC team leader training will happen throughout the current school year.

A school-wide emphasis will continue to be placed on ensuring that all Barbers Hill High School graduates are college, career or military ready and posses the "soft skills" college admissions officers and employers are looking for including, but not limited to, well-developed skills in time management, organization, effective communication, collaboration/teamwork, problem-solving, and leadership. We will provide English and Math teachers with resources and lessons to support the development of skills for TSIA and SAT embedded within their lessons.

In keeping with the School Board goal of 100% graduation rates, we continue to track and provide support for students at-risk of graduating. Meetings are held early and often to set up plans for these students to achieve success at BHHS. Students in danger of not graduating and their individualized plans are discussed weekly with all Assistant Principals and Counselors.

An area of greatest struggle academically continues to be the SE, EB, and ED students in relation to performance on the EOC tests. Significant improvement was seen in Algebra I and US History for SE and EL students. English II scores for special education students did not meet the Closing the Gaps Indicator Target for Academic Achievement. We barely met the minimum target for TELPAS in closing the gaps. We will continue to provide targeted intervention through English classes and Eagle Hour tutorials with the intentional efforts of our teachers to focus on frequent, small group purposeful talk, critical writing, and the use of Summit K12. We are continuing the Reading elective course this year to target students who scored Beginning and/or Intermediate on TELPAS as well as students who were identified as RtI in middle school.

Spring 2026 STAAR EOC, Algebra I							
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**
High School	379	36	4187	60.36%	94.99%	73.88%	31.40%
Economic Disadvantage	134	34	4111	57.02%	94.03%	63.43%	26.87%
American Indian/Alaskan Native	1	34	4080	57.63%	100%	100%	0%
Asian	8	48	4757	81.57%	100%	100%	87.5%
Black/African American	26	33	4087	56.52%	100%	42.31%	26.92%
Hispanic	198	38	4268	64.07%	95.96%	66.16%	45.96%
Two or More Races	20	42	4428	70.76%	95%	85%	70%
White	339	38	4277	64.62%	93.81%	75.22%	44.25%
Currently Emergent Bilingual	26	32	4014	53.98%	92.31%	38.46%	23.08%
Special Ed Indicator	52	25	3768	42.99%	76.92%	11.54%	3.85%

Strengths

- Barbers Hill High School received an A rating for the 2026 Accountability Overall Summary with a 94 overall scaled score.
- Barbers Hill High School received 1 out of 7 Distinction Designations in Top 25% Comparative Closing the Gaps.
- Barbers Hill High School students completed more CTE strands (sequence of courses); a contributing factor for the College, Career and Military Readiness indicator.
- Barbers Hill High School increased participation in each student group in advanced academics programs including Advanced Placement and Dual Credit.
- Barbers Hill High School increased the number of AP Scholars to 95, AP Scholars with Honors to 43 students and 89 students were named Scholars with Distinctions.
- Barbers Hill High School also had 21 students qualify for AP Capstone Diplomas.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Continued work is needed to increase participation and success on STAAR, AP, TSIA2, SAT, ACT and TELPAS test.	Teacher training has been provided limitedly for SAT, TSIA2, ACT and TELPAS. SAT and ACT training options are limited however, TSIA2 and TELPAS training has increased.
2	Continued work is needed to grow our college readiness via programs like CTE classes, Honors/AP classes, DC classes and other programming.	Continual changes in the CTE certification plan based on state changes, scheduling challenges, and availability of qualified Dual Credit teachers affect the success of the aforementioned programs.

★ = Priority

School Processes & Programs

Summary

Barbers Hill High School provides students with many opportunities to participate in extra-curricular activities and to explore college and career readiness to achieve goals beyond high school graduation. 97.61% of our student population is "plugged in" to a team, group, club, or program. Students are challenged by teachers with high expectations, student-centered lessons, and rigorous learning opportunities inside and outside the classroom. BHHS will focus our efforts on providing a safe and secure learning environment and foster a climate of respect and compassion with a heart for service.

BHHS will also focus on building positive, supportive, and productive relationships with students, parents, and our community through various outreach efforts.

Furthermore, the accomplishments of our students will be celebrated and highlighted and they will be praised for their work ethic so we can affirm all of their efforts both in and out of the classroom.

Barbers Hill High School strives to hire and retain highly-qualified teachers. New teachers are provided with support through assigned mentor teachers and instructional coaches. In an effort to continue to support new teachers, a more intensive mentor-mentee program has been implemented with a campus Mentor Coach and mentor-mentee meetings throughout the year. Additionally, common planning in the core content areas allows department members to plan, debrief, support, and work together to provide quality instruction to all students. This is one way we support our new teachers throughout the year with curriculum, instruction, and assessment.

As a professional learning community, BHHS engages all stakeholders in clear and direct communication and collaboration as evidenced by weekly counselor meetings, weekly A team meetings, biweekly ILT meetings, biweekly IC meetings, faculty meetings each six weeks, and an open line of communication. Principal Murphy communicates with a weekly newsletter for staff along with the Parent Square platform.

This year, the leadership team at the high school includes two new people in new roles.

There are 43 staff members in new positions for this year as a result of growth, resignations and retirements. We are 100% staffed with highly qualified professional staff in all areas.

This year, we will continue implementation of a T-TESS waiver for our teachers that have shown proficient ratings or higher in all dimensions of the appraisal system for three consecutive years. This allows them to waive a formal observation for this year and the following year and receive a 45 minute observation every third year. Administrators will then have more time to be visible in classrooms to provide teachers with feedback and support to ensure high levels of instruction. Each administrator will also conduct five Eagle Walks per week and provide feedback on Fundamental Five in each of these visits.

Barbers Hill High School provides common planning periods for teachers who teach in the four state tested areas (English, Mathematics, Science, and Social Studies). The Professional Learning Community (PLC) time is used to collaboratively plan and to analyze student performance data for the purpose of informing curriculum decisions, instructional delivery planning, the identification of instructional resources, and the development of common assessments. District level curriculum coordinators provide additional support to tested departments through teacher-created curriculum documents, data disaggregation, and mentoring. Teachers also receive support from curriculum coordinators at the district level in all core content areas.

The staff at BHHS will revisit the Fundamental Five practices with increased feedback on each of the five practices. Campus administrators will meet to calibrate on each practice and feedback will be provided to teachers.

A continued focus on embedded professional development is needed specifically in the areas of (1) the utilization of data analysis to inform instructional practices, (2) differentiated instruction, (3) utilization of research-based instructional strategies, (4) effective instruction with Emergent Bilinguals (5) literacy skills in all content areas, (6) rigor, (7) questioning strategies, (8) writing quality formative and summative assessments, and (9) testing support for TSIA.

Ongoing collaboration and professional learning will be provided to support teachers in the areas of SpEd student performance, EB student performance, and Meets and Masters levels of performance by campus and district staff.

Almost all classrooms are equipped with instructional technology to allow for basic presentation/interactive lesson design. This

school year we will continue 1:1 programming using Chromebooks. Teachers and students have access to a computer lab and one learning lab that includes technology not available in classrooms.

Continued support and instruction will be provided on how to integrate technology into lessons as well as an increased access to web-based resources, information on resources available, and an opportunity to learn about their use. Continued work to improve the available technology and web access for all teachers will also improve their ability to use technology to support instruction.

Strengths

- BHHS teachers have a high level of staff involvement in community events.
- 97.61% of students are involved in extracurriculars and are connected with a teacher, club, program, and/or team.
- BHHS student participation in extracurricular activities continues to grow each year. Enrollment and active participation continue to grow in band, choir, drill, and all athletic and fine arts programs.
- A high percentage of parents are involved and participate in campus activities.
- BHHS Counselors meet regularly with students in both one-on-one settings and in group settings to explore course sequence options, high school graduation plans, CTE course offerings, Honors/AP course offerings, dual credit opportunities, and college and career exploration options.
- The BHHS Counselors promote college and career readiness for all grade levels through the facilitation of career inventories, scholarship opportunities, college visits, and college application advice.
- The BHHS master schedule provides an opportunity for daily collaboration through shared planning time in core content areas; team leaders facilitate meetings, planning, and instructional collaboration during PLC meetings.
- The Select Academic Team provides enrichment opportunities for PSAT and SAT assessments, social gatherings, and college explorations.
- The Barbers Hill CTE program has experienced an increase in student enrollment and industry certifications earned. In addition, community, business, and industry support have increased with interest demonstrated and contributions made to various programs.
- PBIS expectations are hung throughout the Barbers Hill High School campus, down hallways, and in classrooms. The emphasis of the signage includes the motto responsibility, respect, and ride for the brand. Weekly PBIS announcements will be made to encourage these behaviors to be exemplified throughout the year. PBIS specific acknowledgements are made after each six weeks.
- BHHS Counselors provide weekly SEL lessons with alternative resources and supports. Our leadership team has a weekly schedule to ensure we are visible and engaged during these lessons and discussions with students.
- The BHHS Librarian builds excitement around reading and school by establishing a reading culture through book clubs, book displays and programming, and school-wide celebrations. The librarian keeps the collection current, creates and maintains a web presence that serves as a 24/7 school library portal, makes connections with stakeholders, and provides a welcome space for all. The library serves as the hub of the school and stakeholders are encouraged to take ownership of the library space.
- The BHHS new teacher mentor program supports first-year teachers by providing support through assigned mentor teachers and regular meetings with campus and district support staff.
- BHHS has a structured, tiered leadership team that consists of a department chairperson/Instructional Coach and content specific teacher leaders.
- Quality, focused staff development opportunities are made available to all teachers.
- District curriculum coordinators in mathematics, science, social studies, and English language arts provide on-going support through model lessons and staff development.
- Administrators conduct regular walk-throughs based on aspects of The Fundamental Five and give timely feedback to teachers.
- Instructional Coaches, department leaders, and team leaders serve on interview committees when hiring new teachers.
- Curriculum such as curriculum maps and Years-at-a-Glance for content specific courses is evaluated throughout the year to ensure proper alignment and appropriate pacing.
- Teacher leaders have been assigned "Instructional Coach" roles in all four tested areas, LOTE and special education.
- Teacher leaders have been assigned "team leader" roles in all four tested areas and by subject taught
- The BHHS Instructional Leadership Team meets every two weeks to advise the principal. Issues such as department activities, resource needs, and student achievement concerns are discussed. The team works to ensure positive and productive two-way communication is occurring, to be proactive in regards to calendar planning, and to analyze school-wide data. The Leadership Team consists of the following members: department chairpersons for mathematics, science, social studies, English, special education, health/pe/athletics, fine arts, LOTE, and CTE.
- The department chairpersons' teaching schedules include an additional conference period during which time they coach and mentor other department members, research additional resources and training opportunities for their department members, and work with the supervising administrator to ensure that all teachers receive support.
- The instructional coaches teaching schedules include two additional instructional coaching periods during which time they

coach and mentor other department members, research additional resources and training opportunities for their department members, and work with the supervising administrator to ensure that all teachers receive support.
- All teachers receive feedback from information walkthroughs, formal walkthroughs, and observations.
- BHHS offers a full day credit recovery lab.
- BHHS students are 1:1 with a chromebook.
- Administration regularly uses Apptegy for communication with teachers and staff.
- Teachers and grade level Assistant Principals regularly use Apptegy and Google Classroom for communication with students.
- The BHHS library provides instruction in the effective use of current technologies and available online resources to both teachers and students. The BHHS library provides ebooks and audiobooks for check out to students and teachers. The BHHS library resources offer features for differentiation, modification, and accommodation. The library also offers instruction in the use of these features (embedded supports). BHHS has subscriptions to a wide variety of on-line learning platforms such as GALE, Britannica, and Discovery Education.
- BHHS utilizes Edgenuity for credit recovery opportunities.
- Teachers are utilizing Google classroom, ClassKick, DeltaMath, Canva, Pear Deck, etc for instruction and for communicating/collaborating with colleagues.
- Our technology instructional coach supports teachers with training and new technology to deliver instruction and assessment to better meet the needs of diverse learners.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	BHHS needs to increase the number of students who are involved in extracurricular activities and connected with a teacher club, program an/or team.	There is a district initiative to reach 100% "plugged in" and BHHS was 97.61% plugged in for 2025-2026. We need to increase ways for students to be aware of opportunities to get "plugged in" and suggest connections for individual students.
2	Curriculum maps and Years-at-a-Glance are written collaboratively and horizontally at each grade level for each subject however, vertical alignment has improved but is not yet consistent.	The development of PLCs is different in each department resulting in varied curriculum development, instructional delivery, and enrichment and remediation practices. Curriculum pieces such as a Year-at-a-Glance are needed to tighten vertical alignment, however, without an understanding of most essential standards, curriculum will continue to be misaligned.
3	Staff at BHHS need training on PSAT, SAT and TSIA testing strategies and content to better support students.	The requirements for dual credit admission have changed and students can no longer use their STAAR scores or PSAT scores to be eligible for Dual Credit courses; they may only qualify using SAT and TSIA scores at this time.

★ = Priority

Perceptions

Summary

Barbers Hill ISD enjoys a small town environment with great pride. The city of Mont Belvieu is growing and it is because of the amazing schools. The high school educates students from within the city limits as well as other small communities within the county. Barbers Hill High School welcomes parents and community members throughout the year through activities such as a mentoring program, Watch D.O.G.S., PALS, Eagle Launch, academic nights, open house, in addition to our popular athletic and fine arts programs. Many of our committees are comprised of community members who are active participants in the decision-making process. The district and campus websites, email, and Apptegy communications keep parents informed about district activities and news. Our Social-Emotional Learning initiatives reach out to parents regularly with programs such as “Family Challenge” and “Eagle Talk,” which provide fun activities and important information that can strengthen families and students in their well-rounded development. Barbers Hill Special Services Department offers a variety of informative programs and presentations to help parents better understand physical and learning disabilities and how to support their children. Our schools also work closely with community organizations to support struggling families through programs such as vision and clothing vouchers, holiday assistance, vision and hearing screenings, and backpack buddies, to name a few. The school actively supports athletics, UIL academics, academics, fine arts programs, and parent booster clubs. Annual events are held to support college and career exploration.

Barbers Hill School School educates students in grades 9-12 in all core areas, LOTE, CTE, Fine Arts, and electives. APs and Counselors are assigned to an alphabetized group to support students in their well-rounded education.

The BHHS staff has access to a variety of systems that support student achievement including common planning time, professional development, teacher mentoring programs, and department leadership structures. The campus solicits and utilizes input from teachers, students, and the community to support student achievement.

A Guiding Coalition has been created to solicit input from staff on campus culture and obtain feedback on policies and practices.

The campus needs to continue to focus on creating and sustaining a post-high school learning culture so that all students are well prepared to pursue an entry into and successful completion of an undergraduate degree, a skilled and/or certification program, and/or entry into the military.

Additionally, based on stakeholder feedback, there is a need for written policies and practices along with consistent and clear communication.

Strengths

- Community members and family members are actively involved and supportive of athletic, CTE, UIL academic, and fine arts programs. Barbers Hill High School has many active parent booster clubs. The entire community participates in the fall community pep rally, homecoming, and graduation in May.
- A variety of communications resources are used to disseminate information to stakeholders including grade-level specific emails, Apptegy, podcasts, BHISD YouTube channel, and the updated BHHS website.
- BHHS hosts parent information nights for all grade levels throughout the year. This information is also posted on the website for parent reference at any time throughout the school year.
- Each counselor is engaging all freshman families in one on one parent meetings to discuss personal graduation plans, endorsements, and postsecondary planning.
- The college & career counselor is engaging all senior families in one on one parent meetings to discuss postsecondary plans - college, workforce, or military.
- All dual credit students and families were invited to attend a dual credit information meeting.
- Academic UIL, Academic Decathalon, National Honor Society, and the Select Academic team are all successful because of high levels of parental involvement and support.

- Families are supported with academic counseling through parent nights beginning in the 8th grade, a College & Career Night, a CTE Career Fair, a FASFA night, and other opportunities to support families through the academic guidance process.
- BHHS is hosting a District-Wide Emergent Bilingual Parent Night to connect families to a better understanding of TELPAS and high school graduation requirements.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	We continue to strive to provide more resources to help educate, promote, and inform our parents about any topics that may help their student's academic success.	When considering programs and meetings, we inform parents of details, but struggle to reach all parents/guardians in a variety of methods. The switch to Apptegy this year has brought a communication barrier so far.
2	As our community continues to grow and diversify, we continue to communicate primarily through the English language.	Our Emergent Bilingual population has been relatively small and communication in English has been effective in the past. Now that we have a more linguistically diverse population, it is important that we include all populations by translating our documents and utilizing communication platforms where parents can translate our messages in their native language.
3	Raptor does not consistently work as a part of our safety plan with drills and real time accounting for students.	When there is not a solid Internet connection, Raptor cannot be accessed. It is also difficult for a substitute to access rosters and check students in through Raptor.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Accountability Distinction Designations**
- ☑ **Local Accountability Systems (LAS) data**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **STAAR released test questions**
- ☑ **STAAR Emergent Bilingual (EB) progress measure data**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and**

workforce readiness

- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Texas Success Initiative (TSI) 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] **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] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion 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**
- [x] **School safety data**

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**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [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] **Study of best practices and high yield strategies**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1

Barbers Hill High School will provide effective teaching and learning that results in the highest ratings in the state accountability system.

Performance Objective 1

90% or more of all students and each student group will achieve the Approaches Grade Level performance standards on all state assessments.

70% or more of all students and each student group will achieve the Meets Grade Level performance standards on all state assessments.

50% or more of all students and each student group will achieve the Masters Grade Level performance standards on all state assessments.

Evaluation Data Source: English, Math, Science, and Social Studies Curriculum-Based Assessments, Benchmarks, and STAAR EOC Assessments.

Strategy 1

All student groups will be carefully monitored with Domain 3 - Closing the Gaps for each curriculum based assessment with particular attention to EBs, economically disadvantaged, and special education students.

Strategy's Expected Result/Impact: Improved student performance on classroom, CBA, Benchmark, and STAAR EOC assessments.

Staff Responsible for Monitoring: Administration, Instructional Coaches, Team Leads, Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Strategy 2

Design a comprehensive review, remediation, and enrichment program for STAAR EOC testers based on Benchmark, CBA and previous EOC data for all students and student groups.

Strategy's Expected Result/Impact: Improved student performance on STAAR EOC in all subjects: Algebra I, English I, English II, Biology, and US History.

Improved student performance on Formative/Summative assessments, CBAs, Benchmarks, and course goals.

Staff Responsible for Monitoring: Administration, Instructional Coaches, Team Leads, Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Strategy 3

Maximize our time during Eagle Hour in order to take advantage of tutorials during the school day and targeted intervention for accelerated instruction for all EOC re-testers..

Strategy's Expected Result/Impact: Increased student performance on EOC tests.

Staff Responsible for Monitoring: Administration, Technology Instructional Coach, Instructional Coaches, Teachers

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

Formative Reviews

November	January	March	June

Strategy 4

Schedule Special Education students so that effective, timely, and on-going Inclusion Support is provided through a Co-Teach model.

Strategy's Expected Result/Impact: Improved academic performance of special education students on all assessments including STAAR EOC.

Staff Responsible for Monitoring: Administration, Special Education Instructional Coach, Case Managers, Counselors

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Strategy 5

Ensure that all Special Education/504 students have access to, are taught how to use, and are provided opportunities to utilize supplemental aides during classroom instruction, when taking summative/formative classroom assessments, and when taking state tests.

Strategy's Expected Result/Impact: Improved academic performance of targeted student groups on all assessments, including STAAR EOC.

Differentiated Instruction

Documentation of Supplemental Aid use

Staff Responsible for Monitoring: All Teachers, Academic Dean of Testing

Formative Reviews

November	January	March	June

Strategy 6

Consistently use Summit K12's online, standards-based supplemental curriculum to close gaps and ensure growth for EB students.

Strategy's Expected Result/Impact: Improved language acquisition and improved performance on campus, district, and state assessments.

Staff Responsible for Monitoring: Dean of Testing, LPAC Administrator, Administration, Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Strategy 7

Ensure all BHHS English teachers are trained in language acquisition (sheltered instruction) and are ESL certified.

Strategy's Expected Result/Impact: Improved student performance on classroom, CBA, Benchmark, and STAAR EOC assessments.

Staff Responsible for Monitoring: Campus LPAC Administrator
Administrators, English Instructional Coach, English Teachers

Formative Reviews

November	January	March	June

Strategy 8

Teachers will continuously engage in the Fundamental Five to maximize instructional efforts;

Administrators will conduct "Eagle Walks" each week and provide feedback to teachers on the Fundamental Five.

Strategy's Expected Result/Impact: Improved student performance on Formative/Summative assessments, CBAs, Benchmarks, and course grades.

Improved performance on STAAR EOC, AP, SAT, ACT

Staff Responsible for Monitoring: Administrators, Instructional Coache, Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

November	January	March	June

Strategy 9

Core teachers meet daily in professional learning communities to collaboratively design TEKS-based lessons, share and model best practices, data analysis (common assessments, CBA, Benchmark, STAAR, AP, six weeks passing rates), and to review the progress of campus and department goals.

Strategy's Expected Result/Impact: Improved literacy skills for all students as demonstrated by improved EOC, AP, PSAT, SAT, ACT, and TSI scores.

Improved student performance on Formative/Summative assessments, CBAs, Benchmarks, and course grades.

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Team Leads, Teachers

Formative Reviews

November	January	March	June

Strategy 10

Implement the BHISD Grading Guidelines to ensure grading practices support learning.

Strategy's Expected Result/Impact: Reduction in course failure rates.

Improved student performance on Formative/Summative assessments, CBAs, Benchmarks, and course goals.

Improved performance on STAAR, EOC, AP, SAT, ACT.

Staff Responsible for Monitoring: Administration, Teachers

Formative Reviews

November	January	March	June

Strategy 11

All honors and AP teachers will receive the required training annually (six hour updates by the end of the year and 30 hour initials by December for a teacher new to the course)

Strategy's Expected Result/Impact: Increase Meets and Masters Grade Level performance as well as Advanced Placement scores of 3's, 4's, and 5's.

Staff Responsible for Monitoring: Director of Program & Curriculum Integration
Associate Principal

Formative Reviews

November	January	March	June

Strategy 12

Digital software will be evaluated annually to determine which softwares enhance our instruction and maximize impact without paying for duplicate softwares.

Strategy's Expected Result/Impact: Increased engagement and consistency in usage to support learning and positive learning outcomes.

Staff Responsible for Monitoring: Technology department, curriculum department, instructional technology coach, ICs, Associate Principal

Formative Reviews

November	January	March	June

Performance Objective 2

Increase the percentage of students who meet or exceed their projected STAAR Progress Measure.

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

Strategy 1

Administrators guide teachers in setting goals and developing strategies to help all students

achieve greater than expected growth.

Strategy's Expected Result/Impact: Increased percentage of students meeting and exceeding the STAAR Progress Measure.

Staff Responsible for Monitoring: Administration
Teachers

Formative Reviews

November	January	March	June

Strategy 2

Students will set individual goals related to their academic progress with their teachers.

Strategy's Expected Result/Impact: Increased percentage of students meeting and exceeding the STAAR Progress Measure.

Staff Responsible for Monitoring: Teachers

Formative Reviews

November	January	March	June

Strategy 3

Data protocols will be provided and implemented to monitor student progress related to the Approaches, Meets, and Masters grade level performance levels.

Strategy's Expected Result/Impact: Increased data analysis and student achievement.

Staff Responsible for Monitoring: Administration, ICs, Team Leads, Teachers

Formative Reviews

November	January	March	June

Strategy 4

Intentional use of Frequent, Small Group, Purposeful Talk and Writing Critically will support student engagement and improved student learning outcomes.

Strategy's Expected Result/Impact: Increased scores and progress

Staff Responsible for Monitoring: Administration, ICs, and Teachers

Formative Reviews

November	January	March	June

Performance Objective 3

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

Evaluation Data Source: Attendance reports each six weeks.

Strategy 1

Skyward attendance notifications will be implemented to provide ongoing tracking of student attendance and increase communication to home and school regarding attendance.

Strategy's Expected Result/Impact: Increase in attendance rate.

Staff Responsible for Monitoring: Administration and Counselors

Formative Reviews

November	January	March	June

Strategy 2

Parents will be called by the attendance clerk when students are absent.

Strategy's Expected Result/Impact: Improved communication and relational capacity to show the importance of attendance

Staff Responsible for Monitoring: Administration and Attendance Clerks

Formative Reviews

November	January	March	June

Strategy 3

Assistant Principals will hold attendance hearings for students with chronic absentee patterns.

Staff Responsible for Monitoring: Campus Principal
Assistant Principals

Formative Reviews

November	January	March	June

Strategy 4

Campus Principal will highlight the importance of attendance in newsletters and other communication avenues.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

November	January	March	June

Performance Objective 4

100% of students will meet eligibility for graduation requirements at Barbers Hill High School

Evaluation Data Source: Accountability
Graduation class data

Strategy 1

Maintain proper tracking of student transcripts and graduation requirements.

Strategy's Expected Result/Impact: Student transcripts will be accurate and reflect completed courses.

Staff Responsible for Monitoring: Counselors, CTE Coordinator, Registrar, Associate Principal

TEA Priorities: Connect high school to career and college

Formative Reviews

November	January	March	June

Strategy 2

Maintain a Credit Recovery program for students who fall behind to recapture credits needed for graduation.

Strategy's Expected Result/Impact: Students who fall behind will be able to catch up on credits.

Staff Responsible for Monitoring: Associate Principal
Counselors
Credit Recovery Instructional Paraprofessional

Funding Sources: State Comp Funds, $43,287.28

TEA Priorities: Connect high school to career and college

Formative Reviews

November	January	March	June

Goal 2 All Barbers Hill High School students will graduate college, career, or military ready.

Performance Objective 1

Provide teacher professional development for and monitor completion of students who are meeting the college, career, or military readiness requirements.

Evaluation Data Source: Number of students receiving CCMR credit in the state accountability system.

Strategy 1

Identify students with AP Potential from teacher recommendations, AP Potential report, PSAT 8/9, PSAT/NMSQT, and STAAR data.

Strategy's Expected Result/Impact: Increased AP participation and performance.

Increase in masters grade level EOC scores.

Staff Responsible for Monitoring: Associate Principal
Instructional Coaches
Teachers

Formative Reviews

November	January	March	June

Strategy 2

Teachers will participate in AP/Honors/DC training. All current AP/Honors/DC teachers will participate in the appropriate advanced academics training to be compliant with district training requirements.

Strategy's Expected Result/Impact: Increased AP participation and performance.

Increase in masters grade level EOC scores.

Staff Responsible for Monitoring: Coordinator for Advanced Academics
Principal
Associate Principal
Instructional Coaches
Teachers

Formative Reviews

November	January	March	June

Strategy 3

Offer additional AP and CTE course offerings.

Strategy's Expected Result/Impact: Increased AP participation and performance and Increase in masters grade level EOC scores.
Increased enrollment in CTE classes and Increase in the number of certifications earned.

Staff Responsible for Monitoring: Administration, CTE cooridnators, AP Teachers, CTE teachers

Formative Reviews

November	January	March	June

Strategy 4

Utilize CollegeBoard student performance reports to identify and correct weaknesses in our instructional program.

Strategy's Expected Result/Impact: Increased AP participation and performance.

Increase in masters grade level EOC scores.

Staff Responsible for Monitoring: AP Teachers, College and Career Center

Formative Reviews

November	January	March	June

Strategy 5

Provide SAT and TSIA 2.0 training and resources for Instructional Coaches, English, and Math teachers.

Strategy's Expected Result/Impact: Increased SAT overall and subject area performance scores.

Staff Responsible for Monitoring: Principal
Associate Principal
Department Administrators
Mathematics Teachers
English Teachers
Curriculum Coordinators
Instructional Coaches

Formative Reviews

November	January	March	June

Strategy 6

Teacher training will be provided in courses that lead to student certifications.

Strategy's Expected Result/Impact: Training will be offered and attended as needed.

Staff Responsible for Monitoring: Director of Program and Curriculum Integration
CTE Coordinator

Formative Reviews

November	January	March	June

Strategy 7

The failure rate of students in CTE courses will be tracked each six weeks and student remediation will occur as needed.

Strategy's Expected Result/Impact: Increased completion rate of CTE students.

Staff Responsible for Monitoring: CTE Coordinator

Formative Reviews

November	January	March	June

Strategy 8

Monitor the progression of students meeting college, career, and military readiness indicators and provide opportunities when appropriate to meet CCMR criteria.

Strategy's Expected Result/Impact: Increase the number of students meeting CCMR accountability indicators.

Staff Responsible for Monitoring: CTE Coordinator
College and Career Counselor
Counselors

Formative Reviews

November	January	March	June

Performance Objective 2

Provide multiple assessments opportunities for students to demonstrate college, career, or military readiness.

Evaluation Data Source: Number of students participating in college, career, or military readiness assessments with satisfactory performance.

Strategy 1

Provide students in grades 9-11 with the opportunity to take the PSAT test at no expense to the student during the regular school day.
9th graders will be included if they have an English honors course, all 10th graders will be included, and 11th graders that had accelerated math in the middle school will be included in the school day administration of the PSAT.

Strategy's Expected Result/Impact: Measure readiness for college, access scholarships, and practice for the SAT.

Staff Responsible for Monitoring: Director of Program and Curriculum Integration
Dean of Testing

Formative Reviews

November	January	March	June

Strategy 2

Provide students in grade 11 with the opportunity to take the SAT test at no expense to the student during the regular school day.

Strategy's Expected Result/Impact: Measure readiness for college and access scholarships.

Staff Responsible for Monitoring: Director of Program and Curriculum Integration
Dean of Testing

Formative Reviews

November	January	March	June

Strategy 3

Offer and provide SAT and PSAT course preparation to students in grades 9-12. The following individual groups will receive test prep at no cost from the school:
Select Academic Team
EAGLES RISE Team (Title 4 Student Group)

Strategy's Expected Result/Impact: Increased SAT overall and subject area performance scores.

Staff Responsible for Monitoring: Coordinator of State and Federal Funding
Curriculum Coordinators
Director of Program Integration
Administration
Select Academic Team Sponsor
EAGLES RISE Team Sponsor

Formative Reviews

November	January	March	June

Strategy 4

Administer TSIA 2.0 in the fall to seniors not making progress on meeting CCMR criteria and again in the Spring for DC kids trying to qualify for fall courses, exiting seniors that need it for college placement purposes, and to support CCMR needs.

Strategy's Expected Result/Impact: Increase in students meeting CCMR criteria.

Staff Responsible for Monitoring: College and Career Counselor
Counselors

Formative Reviews

November	January	March	June

Strategy 5

Administer AP exams for students enrolled in AP courses.

Staff Responsible for Monitoring: Director of Program and Curriculum Integration
College and Career Counselor
AP Teachers

Formative Reviews

November	January	March	June

Strategy 6

The ASVAB will be administered annually.

Strategy's Expected Result/Impact: Increase in students meeting CCMR criteria.

Staff Responsible for Monitoring: College and Career Counselor

Formative Reviews

November	January	March	June

Strategy 7

Increase the number of students certified in specific areas related to workforce development in the CTE department.

Strategy's Expected Result/Impact: Continued increase in the number of CTE certifications earned and completed pathways within courses of study.

Staff Responsible for Monitoring: CTE Coordinator, CTE teachers

Formative Reviews

November	January	March	June

Performance Objective 3

Initiate courses and/or programs based on student interests and needs that allow for successful and equitable access to college, career, and military readiness activities.

Evaluation Data Source: Course offerings and participation data.

Strategy 1

CTE course offerings will be aligned to current industry standards.

Strategy's Expected Result/Impact: Increased course offerings.

Staff Responsible for Monitoring: CTE Coordinator

Formative Reviews

November	January	March	June

Strategy 2

A coherent sequence of courses will be offered that lead to an endorsement and/or certification.

Strategy's Expected Result/Impact: Course offerings are monitored.

Staff Responsible for Monitoring: CTE Coordinator

Formative Reviews

November	January	March	June

Strategy 3

Provide the necessary hardware/software/basic supplies for the CTE courses.

Strategy's Expected Result/Impact: Meet requirements for all course offerings.

Staff Responsible for Monitoring: CTE Coordinator
Director of Technology

Funding Sources: Additional equipment CTE Budget,

Formative Reviews

November	January	March	June

Strategy 4

Collaborate with Lee College, CMEF, and local industry to meet the needs of a community workforce program, and seek funding sources for training equipment.

Strategy's Expected Result/Impact: Increase enrollment in CTE courses.

Increase the number of licenses and/or certifications earned by students enrolled in CTE courses.

Staff Responsible for Monitoring: CTE Coordinator
CTE Teachers

Formative Reviews

November	January	March	June

Strategy 5

Use the evaluation of the CTE program conducted during the previous year to make decisions regarding the addition/deletion/revision of CTE programs for the 26-27 school year.

Strategy's Expected Result/Impact: Increase in student enrollment in CTE courses.

Increase in CTE course offerings.

Completion of CTE strands.

Staff Responsible for Monitoring: College and Career Task Force
CTE Coordinator
Campus Principal
Counselors
Associate Principal
CTE Teachers

Formative Reviews

November	January	March	June

Strategy 6

Support a Select Academic Team (grades 9-11) to foster and grow National Merit and AP Scholars.

Strategy's Expected Result/Impact: Increased number of National Merit and AP Scholars.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction
Assoc. Director of Curriculum & Advanced Academics
Associate Principal
Select Academic Team Sponsors

Formative Reviews

November	January	March	June

Performance Objective 4

Promote college, career, and military readiness programs within the campuses and throughout the community.

Evaluation Data Source: Increased enrollment and interest in college, career, and military readiness programs.

Strategy 1

Military recruiting agents will visit the campus.

Strategy's Expected Result/Impact: Increased awareness and military interest.

Staff Responsible for Monitoring: College and Career Counselor

Formative Reviews

November	January	March	June

Strategy 2

Conduct an annual college and career fair.

Strategy's Expected Result/Impact: Increased opportunities to students.

Staff Responsible for Monitoring: College and Career Counselor
Counselors

Formative Reviews

November	January	March	June

Strategy 3

Conduct an elective fair for grades 8-11 during registration that includes CTE courses and programs.

Strategy's Expected Result/Impact: Increased enrollment in CTE courses, increased number of licenses and/or certifications earned by students enrolled in CTE courses, increased number of students meeting CCMR criteria.

Staff Responsible for Monitoring: CTE Coordinator
CTE Teachers
Associate Principal
Counselors

Formative Reviews

November	January	March	June

Goal 3

Barbers Hill High School personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1

All parents will have at least opportunity to participate in school activities, organizations, trainings, meetings, and/or parent conferences.

Evaluation Data Source: Meeting attendance data

Strategy 1

Implement the use of Apptegy/BHISD app for all campus communications, along with Skyward Message Center, X, or other platforms, such as SportsYou, to create personalized emails and phone calls/text to parents regarding important events.

Strategy's Expected Result/Impact: Increased parent and student involvement and feedback.

Staff Responsible for Monitoring: Campus administration
Counselors
Teachers
Organization & Team Sponsors

Formative Reviews

November	January	March	June

Strategy 2

The counseling office will offer the following services this year:

Senior Parent Night
Financial Aid Nights
SAT/ACT Boot camp
Junior Parent Night
Freshman Orientation
Incoming Freshman Parent Night
Sophomore Parent Night
Scheduling Presentations
Four Year Planning
Four Year Revise and Edit
Endorsement Update
Advanced Academics Parent Night
Mentor Coordination
College Applications

TACRO College Night
Career Fair - CTE
Dual Credit Parent Night
Dual Credit TSIA 2.0 Testing
TSIA 2.0 Testing for Seniors
Top 10% Banquet
Coffee with the Counselors
Rank Dissemination
New to the Nest

Strategy's Expected Result/Impact: Increased communication, clarification, and awareness of all opportunities, requirements, and services provided by the school.

Staff Responsible for Monitoring: Counselors
Associate Principal
Principal

Formative Reviews

November	January	March	June

Strategy 3

Eagle Launch/Flight School and Open House will take place to invite parents into our school and to begin building positive relationships.

Strategy's Expected Result/Impact: Increase in teacher and parent communication.

Staff Responsible for Monitoring: Deputy Superintendent of Curriculum and Instruction
Campus Principal

Formative Reviews

November	January	March	June

Strategy 4

Watch D.O.G.S. program will be utilized.

Strategy's Expected Result/Impact: Increased participation of parents on campus.

Staff Responsible for Monitoring: Assistant Principal over Safety
Counselors

Formative Reviews

November	January	March	June

Strategy 5

Apptegy/BHISD app will be utilized so that families can translate our communication to the language that is spoken in the home.

Strategy's Expected Result/Impact: Improved access to important communciation and increased partnerships with parents

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March	June

Strategy 6

Teachers will engage families in true partnerships with two way communication to support student learning and well rounded growth, including phone calls and parent conferences when needed.

Strategy's Expected Result/Impact: Positive parent partnerships resulting in student success

Staff Responsible for Monitoring: Teachers, Administration

Formative Reviews

November	January	March	June

Goal 4

Barbers Hill High School will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 1

Implement PBIS Initiative at Barbers Hill High School

Evaluation Data Source: The number of discipline referrals and student placements in ISS, DAEP, and High Point.

Strategy 1

Provide multiple PBIS updates throughout the year for all high school staff.

Strategy's Expected Result/Impact: Reduction in number of ISS, DAEP, and High Point placements.

Staff Responsible for Monitoring: Campus Principal
PBIS Administrator
PBIS Team

Formative Reviews

November	January	March	June

Strategy 2

Provide on-going support for the PBIS committee to ensure effective implementation.

Strategy's Expected Result/Impact: Reduction in number of ISS, DAEP, and High Point placements.

Staff Responsible for Monitoring: Campus Principal
PBIS Administrator
PBIS Team

Formative Reviews

November	January	March	June

Strategy 3

Provide guest speakers and special presentations to encourage positive and productive decision-making.

Strategy's Expected Result/Impact: Improved student behavior as reflected in the number of class tardies, improvement in student attendance rate, and reduction in the number of discipline referrals.

Staff Responsible for Monitoring: Campus Administrators
Counselors
S4 Committee

Formative Reviews

November	January	March	June

Strategy 4

Share resources and information regarding the dangers of cyber bullying, dating violence, sexual harassment, and teenage tobacco/drug/alcohol use with students and parents through SEL time, Coffee with Counselors, and updates through Apptegy/BHISD app.

Strategy's Expected Result/Impact: Increased awareness and understanding of problems and situations faced by high school students.

Staff Responsible for Monitoring: Counselors
Campus Administrators
School Nurse
District Social Worker

Formative Reviews

November	January	March	June

Strategy 5

Create and display signage throughout the school and classrooms furthering behavioral expectations.

Strategy's Expected Result/Impact: Improved student behavior as reflected in the number of class tardies, improvement in student attendance rate, and reduction in the number of discipline referrals.

Staff Responsible for Monitoring: Principal
PBIS Administrator
PBIS Team

Formative Reviews

November	January	March	June

Strategy 6

Use STOPit! annonymous reporting program for bullying and other threatening behavior.

Strategy's Expected Result/Impact: Decrease in unwanted behavior across the campus.

Staff Responsible for Monitoring: Safe Schools Coordinator
Director of Technology
Principal
Assistant Principals

Formative Reviews

November	January	March	June

Strategy 7

Safety Assessment Monitors located at all campuses to assist in safety awareness and training of substitutes on safety protocols.

Strategy's Expected Result/Impact: Safety

Staff Responsible for Monitoring: Safe Schools Coordinator
Principal
Assistant Principal over Safety

Formative Reviews

November	January	March	June

Strategy 8

SEL lessons delivered to classes using the 7 Mindsets platform every other Wednesday.

Strategy's Expected Result/Impact: Helps students to better comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others. Improve the school environment by increasing awareness of the struggles others may be facing.

Staff Responsible for Monitoring: Principal
Campus Administrators
Counselors
Social Worker
Teachers
SEL Task Force

Formative Reviews

November	January	March	June

Performance Objective 2

Audits, drills, student surveys, and staff/student training will occur regularly to ensure student/employee safety.

Evaluation Data Source: S4 meeting minutes, training records, testing documents, sign-in sheets.

Strategy 1

Random drug testing program will be conducted.

Strategy's Expected Result/Impact: Decrease in drug use.

Staff Responsible for Monitoring: DAEP Principal, Principal, and Principal's Secretary

Formative Reviews

November	January	March	June

Strategy 2

Sexual Child Abuse training will be conducted annually.

Strategy's Expected Result/Impact: Increased awareness of warning signs and procedures for reporting.

Staff Responsible for Monitoring: Counselors
Principal

Formative Reviews

November	January	March	June

Strategy 3

Counseling and School Social Worker services will be available on campus.

Strategy's Expected Result/Impact: Needs of all students will be met.

Staff Responsible for Monitoring: Safe Schools Coordinator
Counselors
District Social Worker

Formative Reviews

November	January	March	June

Strategy 4

CPR training will be offered twice annually for all employees.

Strategy's Expected Result/Impact: Ability to help students/staff in need.

Staff Responsible for Monitoring: Lead Nurse

Formative Reviews

November	January	March	June

Strategy 5

504 updates will occur annually and as needed.

Strategy's Expected Result/Impact: Requirements are met.

Staff Responsible for Monitoring: 504 Coordinator

Formative Reviews

November	January	March	June

Strategy 6

Drug and Alcohol abuse awareness will occur throughout the year (Red Ribbon Week, Fall Fest)

Strategy's Expected Result/Impact: Decrease in drug and alcohol use.

Staff Responsible for Monitoring: Safe Schools Coordinator
Counselors
District Social Worker
S4 Committee

Formative Reviews

November	January	March	June

Strategy 7

CPR instruction will be provided to all students during their 9th grade year.

Strategy's Expected Result/Impact: Ability to help those in need. Meet state requirements.

Staff Responsible for Monitoring: Lead Nurse
Biology Teachers
Counselors

Formative Reviews

November	January	March	June

Strategy 8

Identify homeless students through registration and provide ongoing support throughout the school year.

Strategy's Expected Result/Impact: Identification of students and allocation of resources.

Staff Responsible for Monitoring: District Social Worker
Counselors

Formative Reviews

November	January	March	June

Strategy 9

Support foster students and families throughout the year.

Strategy's Expected Result/Impact: Ability to support all students in need.

Staff Responsible for Monitoring: District Social Worker
Counselors

Formative Reviews

November	January	March	June

Strategy 10

Raptor will be used for all safety drills so that staff can become familiar with the platform and we can identify troublespots to address proactively.

Strategy's Expected Result/Impact: Improved communication during any safety drill or crisis.

Staff Responsible for Monitoring: Administration
District Technology Director

Formative Reviews

November	January	March	June

Performance Objective 3

Increased staff presence in hallways and bathrooms to reduce incidences of vaping and cell phone usage.

Evaluation Data Source: The number of discipline referrals and student placements in ISS, DAEP, and High Point.

Strategy 1

Staff will follow a duty schedule for monitoring of hallways and various building areas during class transitions and during Eagle Hour.

Strategy's Expected Result/Impact: Decreased numbers of students roaming hallways and in prohibited areas during class transitions and during Eagle hour

Staff Responsible for Monitoring: Teachers
Paraprofessionals
Administration

Formative Reviews

November	January	March	June

Strategy 2

Administration monitors an assigned area of the building between classes and during Eagle Hour

for cell phone usage, dress code and student behavior.

Strategy's Expected Result/Impact: Decreased numbers of distracted cell phone or electronic usage within the hallways.
Decreased numbers of tardies due to fewer distractions within class changes.

Staff Responsible for Monitoring: Administrators

Formative Reviews

November	January	March	June

Goal 5

Barbers Hill High School will employ, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 1

Promote Professional Learning Communities in all departments on campus.

Evaluation Data Source: Department and team meeting agendas, decisions, and attendance.

Strategy 1

Provide a common planning period for all core curriculum content/grade level teams to allow for collaboration, planning, data analysis, and curriculum alignment (vertical/horizontal).

Strategy's Expected Result/Impact: Increased student and teacher performance in all areas.

Staff Responsible for Monitoring: Principal
Associate Principal
Instructional Coaches

Formative Reviews

November	January	March	June

Strategy 2

Assign team leaders to facilitate PLC efforts within a given team.

Strategy's Expected Result/Impact: Increased student and teacher performance in all areas.

Staff Responsible for Monitoring: Principal
Associate Principal
Assistant Principals
Instructional Coaches

Formative Reviews

November	January	March	June

Performance Objective 2

Provide all campus staff with a minimum of two professional development opportunities each school year.

Evaluation Data Source: Professional development attendance data. Professional development plan.

Strategy 1

Encourage enrollment for teachers and staff in upcoming professional development opportunities through careful communication and ensure all understand the process for registration if needed.

Strategy's Expected Result/Impact: Continual growth of professional staff.

Staff Responsible for Monitoring: Principal
Campus Administrators
CTE Coordinator
Department Chairs

Formative Reviews

November	January	March	June

Strategy 2

Embedded professional development opportunities into Faculty Meetings and PLCs to promote professional growth aligned to the goals of the campus.

Strategy's Expected Result/Impact: Continual growth of professional staff.

Staff Responsible for Monitoring: Principal
Campus Administrators
CTE Coordinator
Department Chairs

Formative Reviews

November	January	March	June

Strategy 3

Monitor staff participation in the district required trainings, such as the Fundamental Five, to ensure ongoing professional learning is aligned to district focus areas.

Strategy's Expected Result/Impact: Staff professional learning that will benefit instruction to improve learning outcomes for all students

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches

Formative Reviews

November	January	March	June

Performance Objective 3

Cultivate multiple opportunities for leadership in all areas on the campus.

Evaluation Data Source: Department and Campus structures.

Strategy 1

Maintain an organizational structure in all departments that includes a supervising administrator, a department chairperson, and/or content team leaders so that communication is accurate, timely, relevant, purposeful, and meaningful to all stakeholders.

Strategy's Expected Result/Impact: Effective and timely communication.

Staff Responsible for Monitoring: Principal
Administrators
Department Chairpersons

Formative Reviews

November	January	March	June

Strategy 2

Support the efforts of aspiring leaders and advanced degree pursuits through provision of observation hours, leadership assignments, and inclusion in leadership roles.

Strategy's Expected Result/Impact: Development of campus leaders.

Staff Responsible for Monitoring: Principal
Administrators

Formative Reviews

November	January	March	June

Strategy 3

Increase opportunities for leadership for all teachers/staff by offering responsibilities in departments, committees, site teams, and content teams.

Strategy's Expected Result/Impact: Development of campus leaders.

Staff Responsible for Monitoring: Principal
Administrators

Formative Reviews

November	January	March	June

Strategy 4

Administrators will meet weekly or biweekly with department chairpersons and instructional coaches to ensure open lines of communication and to provide opportunities to problem-solve and provide input to administration.

Strategy's Expected Result/Impact: Development of campus leaders.

Staff Responsible for Monitoring: Principal
Campus Administrators

Formative Reviews

November	January	March	June

Strategy 5

Improve relational capacity between mentors and mentees with the use of the New Teacher Handbook in order to provide ongoing support of new staff while empowering current staff.

Strategy's Expected Result/Impact: Successful onboarding and increased retention of new teachers

Staff Responsible for Monitoring: Mentor coaches, mentors, administration

Formative Reviews

November	January	March	June

State Compensatory Education

State Compensatory

Budget for Barbers Hill High School

Total SCE Funds: $23,310.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

One aide is paid for from SCE.

Funding Summary

Funding Summary

CTE Budget

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	3	Additional equipment	--	$0.00
				Sub-Total	$0.00

State Comp Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2		--	$43,287.28
				Sub-Total	$43,287.28

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