Barbers Hill Independent School District



Barbers Hill Middle School North

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, 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 10:00 AM

Mission Statement

It is the fundamental purpose of Middle School North to engage, educate, and empower all students to become responsible and productive members of society who demonstrate strong character and integrity.

Vision

At MSN, we will cultivate a safe and inclusive environment where academic, social, behavioral, and emotional growth are fostered, valued, & grounded in BHISD's "Tradition of Excellence." We will empower students with voice, choice, and responsibility in shaping, their own learning while contributing to our own collective success.

Pride...Passion...Purpose

I.L.T. Members

Name	Committee Role	Term
Jerrett Fabain	Principal	Ongoing
Traci Moody	Administrator	
Kylie Kunefke	Administrator	
Michael Kuroski	Administrator	
Kori Tyler	Teacher	
Ashley Conway	Teacher	
Jessica Vass	Teacher	
Malissa Phillips	Teacher	
Janet Tims	Teacher	
Andrew Locklin	Teacher	
Heather Smith	Nurse	
Jessica Travis	Paraprofessional	
Sarah Stone	Parent	
Teresa Cooper, Ed.D.	State and Federal Programs Coordinator (LSC Administrator)	Ongoing

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Middle School North continues to demonstrate strong overall academic performance and organizational health. Longitudinal STAAR data reflects sustained student achievement across grade levels and content areas, with high percentages of students meeting the Approaches standard and increasing numbers performing at the Meets and Masters levels. Additionally, Organizational Health Inventory (OHI) results indicate all domains score above the 90th percentile, reflecting a positive campus culture, strong leadership systems, and collaborative staff relationships.

Despite these strengths, data analysis reveals two main targeted areas requiring focused improvement to sustain growth and increase advanced student (and staff) performance:

1. Increase the percentage of students performing at the Meets and Masters levels on STAAR assessments, particularly in mathematics and social studies.

2. Strengthen the Adaptation dimension within Organizational Health Inventory (OHI) results to support innovation, flexibility, and responsiveness to changing student needs.

Demographics

Summary

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

BHMS North is comprised of approximately 547 total students in 7th and 8th grade.

The approximate student breakdown by subgroups is as follows:

By Grade	By Gender	By Ethnicity	By Special Populations
7th-52.1%	Female-50.46%	Hispanic-27.7%	At risk-20.8%
8th-47.9%	Male- 49.54%	African American-5.4%	ED-23.58%
		White-58.87%	504-13.71%
		Asian-2.56%	SPD-11.5%
		Two or More Races-4.7%	GT- 6.7%
			RTI-5.12%
			EB - 1.83%
			High Focus - 42%

There were no significant changes from last year.

In terms of teaching/professional staff, the following are the professional staff demographics and certification information:

Years of Exp.all staff	Gender of all staff	Certification Info of professional staff members
0= 0%	Female-80%	% All Professional Staff w/ESL cert-38% / % of ELA Tch w/ESL cert-100%
1-5=17%	Male-20%	% of all Professional Staff w/GT cert=70% of Core Classroom Tch w/GT cert-100%
6-10=25%	Ethnicity-of all staff	% of Core Classroom Tch w/PAP training-46%
11-20=36%	Hispanic-10%	% of Professional Staff with National Board Cert.-4%
>20=22%	African Am.-4%	% of Professional Staff with Masters Degree-49%
	White-84%	
	2 or MORE-2%	

The student teacher ratio is approximately 22:1.

Strengths

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

Student Learning

Summary

STAAR Data for 2025-2026:

[redacted]	May 2026 STAAR Reading Language Arts, Grade 7			
	Total Students	**Approaches Grade Level (TX)**	**Meets Grade Level (TX)**	**Masters Grade Level (TX)**
	262	93%	79%	52%
Economically Disadvantaged	54	81%	67%	38%
Black/African American	15	100%	87%	47%
Hispanic	68	93%	75%	50%
Two or More Races	11	82%	55%	18%
White	163	93%	82%	54%
Special Ed Indicator	23	52%	26%	17%

[redacted]	May 2026 STAAR Reading Language Arts, Grade 8			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
	246	95%	81%	52%
Economically Disadvantaged	45	87%	63%	37%
Black/African American	11	82%	82%	45%
Hispanic	64	89%	75%	39%
Two or More Races	10	100%	90%	30%
White	151	97%	81%	57%
Special Ed Indicator	23	83%	17%	0%

[redacted]	May 2026 STAAR Science, Grade 8			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
	246	94%	84%	60%
Economically Disadvantaged	45	82%	62%	40%

[redacted]

May 2026 STAAR Reading Language Arts, Grade 7

[redacted]	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Black/African American	11	64%	73%	36%
Hispanic	64	86%	72%	44%
Two or More Races	10	90%	90%	80%
White	151	97%	88%	65%
Special Ed Indicator	23	70%	35%	4%

[redacted]

May 2026 STAAR Social Studies, Grade 8

[redacted]	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
	246	76%	52%	26%
Economically Disadvantaged	45	53%	27%	11%
Black/African American	11	64%	45%	27%
Hispanic	64	62%	34%	6%
Two or More Races	10	80%	50%	20%
White	151	82%	58%	32%
Special Indicator	23	26%	13%	0%

[redacted]

May 2026 STAAR Mathematics, Grade 8

[redacted]	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
	140	95%	68%	18%
Economically Disadvantaged	37	95%	57%	16%
Black/African American	9	100%	56%	22%
Hispanic	48	92%	67%	8%
Two or More Races	4	100%	100%	0%
White	75	96%	67%	20%
Special Ed Indicator	23	83%	26%	0%

[redacted]

May 2026 STAAR Mathematics, Grade 7

[redacted]	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
	259	86%	74%	31%
Economically Disadvantaged	55	80%	65%	20%

[redacted]	May 2026 STAAR Reading Language Arts, Grade 7			
	Total Students	**Approaches Grade Level (TX)**	**Meets Grade Level (TX)**	**Masters Grade Level (TX)**
Black/African American	14	93%	71%	7%
Hispanic	68	84%	71%	28%
Two or More Races	11	64%	55%	0%
White	163	88%	76%	37%
Special Ed Indicator	23	43%	17%	8%

[redacted]	May 2026 STAAR Algebra 1 EOC			
	Total Students	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
	112	100%	100%	88%
Economic Disadvantaged	8	100%	100%	75%
Black/Africa American	3	100%	100%	100%
Hispanic	17	100%	100%	94%
Two or More Races	6	100%	100%	100%
White	78	100%	100%	87%
Special Ed Indicator	N/A	N/A	N/A	N/A

Strengths

The historic longitudinal STAAR data for Middle School North demonstrates a strong tradition of academic excellence and continuous growth across tested subject areas. Over multiple years, student performance has remained consistently high, with the majority of students meeting or exceeding STAAR expectations and increasing percentages achieving at the Meets and Masters performance levels. The data reflects a steady commitment to rigorous instruction, targeted intervention, and student support, resulting in long-term gains and strong academic outcomes. In addition, the campus has shown resilience and continued progress following statewide post-pandemic learning challenges, with achievement levels rebounding and accelerating in recent years. Overall, the longitudinal STAAR trends highlight Middle School North's dedication to maintaining high standards, fostering academic growth, and preparing students for continued success at the high school level.

The overall campus performance remains strong across grade levels and subjects and reflects high performance with strong student achievement trends, while also identifying opportunities to strengthen support systems for specialized student populations and increase advanced academic performance across all content areas.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	While overall campus achievement remains strong, the data suggests a continued need to focus on moving students from the Approaches level into the Meets and Masters categories, particularly in mathematics and social studies content areas.	While students are demonstrating foundational understanding sufficient for Approaches performance, instructional tasks may not consistently require the higher-order thinking, multi-step problem solving, and academic reasoning necessary for Meets and Masters achievement.
2 ★	Existing intervention supports successfully move students to passing levels but do not yet emphasize acceleration and enrichment strategies designed to push students toward advanced performance levels.	Students already performing at the Approaches level require more intentional small-group instruction, enrichment opportunities, and targeted feedback to close specific skill gaps preventing advanced achievement.

★ = Priority

School Processes & Programs

Summary

Staff Quality, Recruitment, and Retention:

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

Curriculum, Instruction, and Assessment:

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

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

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

Academic Programs and Opportunities for Students:

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

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

Barbers Hill's Technology Department is committed to providing the essential tools and resources to enhance critical thinking and

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

Strengths

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

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	A co-teach model is used in Math and ELA inclusion classrooms, when possible, however not all departments and grade levels are effective.	Increased inclusion numbers have resulted in teachers who need more training in the Co-Teach model. and many inclusion classes with aides versus certified teachers.
2	Although curriculum maps are written collaboratively and horizontally at each grade level for each subject, vertical alignment is not consistent.	The implementation of PLC's is different on each campus resulting in varied curriculum development, instructional delivery including enrichment and remediation practices.

★ = Priority

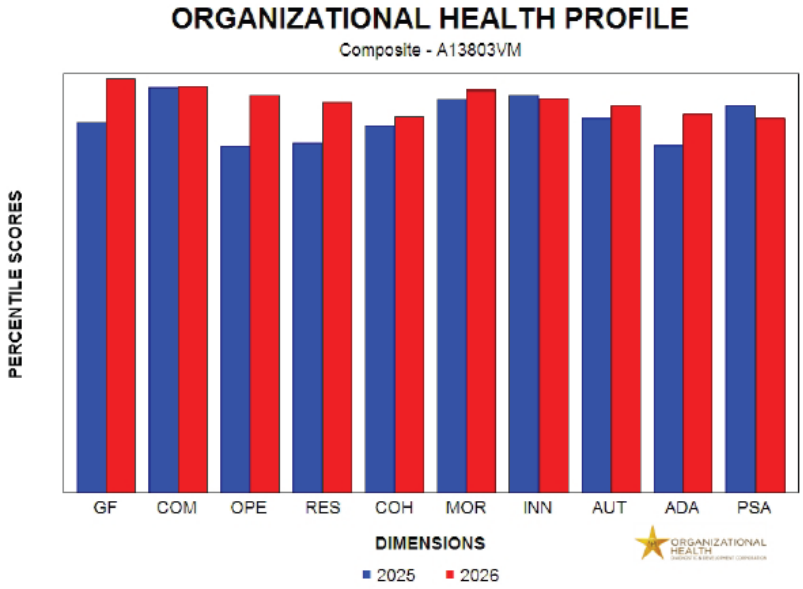
Perceptions

Summary

As a campus whole we believe fully in our mission statement:

It is the fundamental purpose of Middle School North to engage, educate, and empower all students to become responsible and productive members of society who demonstrate strong character and integrity.

Our campus is a high performing organization with a culture that continues to thrive as the Organizational Health Inventory data below demonstrates:



The OHI measures faculty members' perceptions of the culture and internal dynamics of their school. As our campus is functioning at or above the 90th percentile on all ten dimensions of Organizational Health, we are encouraged to focus our attention on Adaptation because that is the dimension that has the greatest impact upon student performance. Based on our faculty's perception, MSN is healthy enough to make needed changes.

Strengths

Based upon these data, we anticipate that MSN will continue to function well above the district's student performance regression lines and to be recognized by the state as a top performing school. The data clearly states that our campus is healthy enough to make significant changes in order to improve output measures such as student performance.

Overall, the data suggests that the campus has strong organizational systems and culture in place. The opportunity moving forward is to strengthen flexibility, innovation, and responsiveness so the campus can continue evolving while sustaining its high levels of success.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Adaptation is an area of focus and remains the lowest relative area of performance on the Organizational Health Inventory.	With the ever present expectation to be "Excellent by any measure ... " teachers and staff may have insufficient opportunities during the school day to collaboratively problem-solve, analyze data, experiment with new instructional approaches, or reflect on practices.
2	Staff feel overwhelmed by multiple district, state, or campus expectations, leading to hesitation or slower adoption of new strategies and innovation.	Staff are focused on meeting immediate operational demands and maintaining high performance expectations, and have limited capacity, time, or energy to fully embrace additional changes or innovative practices.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	While overall campus achievement remains strong, the data suggests a continued need to focus on moving students from the Approaches level into the Meets and Masters categories, particularly in mathematics and social studies content areas.	While students are demonstrating foundational understanding sufficient for Approaches performance, instructional tasks may not consistently require the higher-order thinking, multi-step problem solving, and academic reasoning necessary for Meets and Masters achievement.
2 ★	Existing intervention supports successfully move students to passing levels but do not yet emphasize acceleration and enrichment strategies designed to push students toward advanced performance levels.	Students already performing at the Approaches level require more intentional small-group instruction, enrichment opportunities, and targeted feedback to close specific skill gaps preventing advanced achievement.
3 ★	Adaptation is an area of focus and remains the lowest relative area of performance on the Organizational Health Inventory.	With the ever present expectation to be "Excellent by any measure ... " teachers and staff may have insufficient opportunities during the school day to collaboratively problem-solve, analyze data, experiment with new instructional approaches, or reflect on practices.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

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

Student Data: Student Groups

- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement 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] **Student surveys and/or other feedback**

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**

Goals

Goal 1

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

Performance Objective 1

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

Evaluation Data Source: - STAAR, district benchmarks, and common assessments
- Walk-throughs and coaching feedback
- PLC agendas/minutes
- Student work samples
- 7th Grade Reading and Math Labs
- 8th Grade Structured Enrichment

Strategy 1

Teachers will utilize the following strategies and practices to support mastery:

- Purposeful, data-driven instruction
- Data Talks in PLCs
- 7 Steps (sentence stems)
- Fundamental 5 - The CLOSE!
- Tier II & III Intervention

Strategy's Expected Result/Impact: 50% or higher mastery on STAAR

Staff Responsible for Monitoring: ELA Teachers; IC's; Academic Dean; T-Tess Appraisers

Formative Reviews

November	January	March	June

Strategy 2

Teachers will guide students in self-reflection by creating student-data tracking charts with CFA's, CBA's, benchmarks, and other appropriate assessments to track their own growth on essential TEKS

Strategy's Expected Result/Impact: Students develop meta cognition skills; increase understanding of essential standards

Staff Responsible for Monitoring: ELA Teachers; IC's; Academic Dean; T-Tess Appraisers

Formative Reviews

November	January	March	June

Strategy 3

Increase the percentage of High Focus Group students (as defined by STAAR accountability) achieving "Meets Grade Level" and "Masters" performance standards

Strategy's Expected Result/Impact: Increase accountability rating from 91 to 95

Formative Reviews

November	January	March	June

Performance Objective 2

Students will have an attendance rate of 96% or better for 2026-2027.

Evaluation Data Source: Skyward Attendance Reports centered on MSN's 9:05am reporting time.

Strategy 1

Attention 2 Attendance will be implemented to provide ongoing tracking of student attendance and increase communication with parents regarding attendance laws.

Strategy's Expected Result/Impact: Attendance Rate Increases

Staff Responsible for Monitoring: Attendance Clerk; AP's

Formative Reviews

November	January	March	June

Strategy 2

Attendance clerk will call parents daily when students are absent.

Strategy's Expected Result/Impact: Increased Attendance; Parents aware of laws

Staff Responsible for Monitoring: Attendance Clerk

Formative Reviews

November	January	March	June

Strategy 3

Incentives for each grading period and semester will be put in place.

Strategy's Expected Result/Impact: Incentives increase motivation/Increased Attendance

Staff Responsible for Monitoring: Attendance Clerk; AP's; Principal

Formative Reviews

November	January	March	June

Performance Objective 3

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

Evaluation Data Source: - Meeting minutes
- 15 Day Challenge Process
- Data Talks
- Focusing on High Focus Groups

Strategy 1

Content teams will meet at least twice weekly to discuss instructional practices, strategies, data protocols, interventions, and enrichment all focused student success and growth. These content teams are led by CIA leaders that participate as a member of the district PK-12 vertical alignment team.

Strategy's Expected Result/Impact: Student growth

Staff Responsible for Monitoring: Teachers/Academic Dean/Counselors/AP's

Funding Sources: Interventionist State Comp Funds, $175,579

Formative Reviews

November	January	March	June

Strategy 2

Content teams meet twice a week to discuss solutions to behavioral concerns, social concerns, SEL lessons, vertical alignment or common interdisciplinary strategies to be used in the classroom.

Strategy's Expected Result/Impact: Student success; Increased communication

Staff Responsible for Monitoring: Teachers/Academic Dean/AP's/Counselor's

Formative Reviews

November	January	March	June

Strategy 3

Increase the percentage of classrooms consistently implementing high-yield strategies as evidenced by campus walk-through data.

Strategy's Expected Result/Impact: - Walk-through/observation data
- PLC agendas & sign-ins
- Coaching cycle records
- Teacher reflections

Formative Reviews

November	January	March	June

Performance Objective 4

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

Evaluation Data Source: - RtI documentation logs
- Data tracking/intentional tutorials
- Student goal trackers posted/visible
- Intervention schedules
- SPED PLC's, Team PLC's, and Staffing's

Strategy 1

- Intentional, focused intervention/enrichment (RtI)
- "Small moves, BIG gains" targeted practices
- Goal-setting and visible tracking

Formative Reviews

November	January	March	June

Performance Objective 5

Staff will focus on high focus groups (African-American and Two or More Races) to ensure academic growth and intentionality on closing the gaps.

Evaluation Data Source: - Goal Setting
- Progress Monitoring
- Planned Instruction
- MTSS

Goal 2

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

Performance Objective 1

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

Evaluation Data Source: - SEL Advisory Curriculum
- District Website
- Bilingual Parent Night
- Parent Communication (Apptegy & Weekly Newsletters)
- Campus Clubs
- UIL

Strategy 1

Professional development in social and emotional learning and support will be provided for staff members.

Strategy's Expected Result/Impact: Training in SEL for staff occurs

Staff Responsible for Monitoring: District Admin; Campus Admin

Formative Reviews

November	January	March	June

Strategy 2

Utilize, and further develop, the PBIS system for behavioral intervention.

Strategy's Expected Result/Impact: Decreased behavioral issues; Decreased discipline referrals

Staff Responsible for Monitoring: PBIS Team; AP's; Principal

Formative Reviews

November	January	March	June

Strategy 3

BASE program will be implemented this year to help with students that have consistent behavioral issues that are disrupting their own learning environment and others.

Strategy's Expected Result/Impact: Education of social behaviors to students; Decreased behavioral issues

Staff Responsible for Monitoring: BASE instructor; AP

Formative Reviews

November	January	March	June

Strategy 4

Install and implement the Tardy Kiosk system. Consistency will be the key to effectiveness.

Strategy's Expected Result/Impact: Increased instructional time; Less tardies

Staff Responsible for Monitoring: AP's; Teachers

Formative Reviews

November	January	March	June

Performance Objective 2

Programs will be put in to place to promote health and safety.

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

Strategy 1

Random drug testing will occur.

Strategy's Expected Result/Impact: Decreased drug use; Increased interventions for students in need

Staff Responsible for Monitoring: DAEP Principal and AP's

Formative Reviews

November	January	March	June

Strategy 2

The RAPTOR system will be used for regularly scheduled drills and teachers will become effective when checking in students.

Strategy's Expected Result/Impact: Increased safety across the district. More effective in safety situations.

Staff Responsible for Monitoring: Principal; Assistant Principals; Teachers; Technology

Formative Reviews

November	January	March	June

Strategy 3

All staff members complete SAFE Schools training at the beginning of each year.

Strategy's Expected Result/Impact: Knowledge of laws and safety protocols

Staff Responsible for Monitoring: Human Resources

Formative Reviews

November	January	March	June

Strategy 4

Utilize the Vape sensors and APP to identify students using vapes in the restrooms.

Strategy's Expected Result/Impact: Reduce use of youth usage of vapes

Staff Responsible for Monitoring: AP's; Campus officer; Principal

Formative Reviews

November	January	March	June

Strategy 5

Utilize the "Stop It" program to identify bullying and threatening behavior.

Strategy's Expected Result/Impact: Anonymously reports suspicious behavior

Staff Responsible for Monitoring: Counselors; AP's; Safe Schools Coordinator; Technology

Formative Reviews

November	January	March	June

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

Performance Objective 1

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

Evaluation Data Source: SEL Curriculum
Apptegy Communication
Weekly Newsletters
Eagle Launch

Strategy 1

A wide variety of school activities will be offered to facilitate a positive home/school connection. Events will be communicated through Apptegy, Skyward, Newsletters; Websites; marquees, etc.

Strategy's Expected Result/Impact: Increased parental involvement

Staff Responsible for Monitoring: Principal

Formative Reviews

November	January	March	June

Strategy 2

Eagle Launch will occur inviting parents to build relationships between home/school. These events will be communicated through the calendar of events, emails, and the campus web page.

Strategy's Expected Result/Impact: Increased relationships between home/school; Increased student success; Increase interest in parent involvement

Staff Responsible for Monitoring: Campus admin

Formative Reviews

November	January	March	June

Performance Objective 2

BHMS North will communicate with family and community in a variety of ways including phone; mail, zoom,

text via Parent Square, twitter, email, and campus web pages.

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

Strategy 1

All parents will receive electronic versions of progress reports and report cards.

Strategy's Expected Result/Impact: Parent Awareness

Staff Responsible for Monitoring: Registrar; Academic Dean

Formative Reviews

November	January	March	June

Strategy 2

All families receive electronic updates from our new SEL curriculum, The 7 Mindsets.

Strategy's Expected Result/Impact: Students and parents increase family time

Staff Responsible for Monitoring: Safe Schools Coordinator

Formative Reviews

November	January	March	June

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

Performance Objective 1

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

Evaluation Data Source: PD records

Strategy 1

All core teachers on campus will be provided the 30 hour GT training within the first year of employment.

Strategy's Expected Result/Impact: Training; Higher level of instruction; Increased student achievement

Staff Responsible for Monitoring: District PD dept; Teachers; Principal

Formative Reviews

November	January	March	June

Strategy 2

All teachers that teach Honors classes will have received appropriate College Board Training.

Strategy's Expected Result/Impact: Trainings are monitored and attended

Staff Responsible for Monitoring: Academic Dean; Teachers

Formative Reviews

November	January	March	June

Performance Objective 2

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

Evaluation Data Source: Data Analysis; District required PD list

Strategy 1

Provide professional development for teachers and campus leaders to build a foundation of vertical and horizontal alignment in all content areas.

Strategy's Expected Result/Impact: Training occurs; Student achievement increases

Staff Responsible for Monitoring: District CIA

Formative Reviews

November	January	March	June

Strategy 2

Training will be provided in the use of supplemental aides and state testing accommodations for students with learning difficulties. (RTI, EL, SPD)

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: SPD district staff; Academic dean; Classroom Teachers

Formative Reviews

November	January	March	June

Strategy 3

Provide assistance to all teachers to allow various opportunities for online testing.

Strategy's Expected Result/Impact: Increased use of online tools; increased achievement of online testing

Staff Responsible for Monitoring: Test Coordinator (District and Campus); Teachers

Formative Reviews

November	January	March	June

Strategy 4

Provide training on instructional supports for paraprofessionals working with special education

students.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: SPD dept; Teachers; Aides

Formative Reviews

November	January	March	June

Strategy 5

All campus ELA teachers will be provided ESL training and become ESL certified within the first year of employment.

Strategy's Expected Result/Impact: ESL strategies used; Increased Lang Proficiency

Staff Responsible for Monitoring: LPAC; Principal; Teachers

Formative Reviews

November	January	March	June

Strategy 6

Professional development on social emotional learning and support will be provided for staff members.

Strategy's Expected Result/Impact: SEL Training; Support for staff

Staff Responsible for Monitoring: District level admin; Counselors

Formative Reviews

November	January	March	June

State Compensatory Education

State Compensatory

Budget for Barbers Hill Middle School North

Total SCE Funds: $175,579.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Targeted instructional programs are provided for students who are struggling with key subjects like reading, math, and writing. These sessions are designed to focus on the specific areas where students are falling behind. Additionally, these programs offer remediation for students who have not passed state assessments, helping them to catch up and improve their skills before the next round of tests.

Personnel for Barbers Hill Middle School North

Name	Position	FTE
Heather Young	Teacher	1
Jennifer Simmons	Teacher	1

Funding Summary

Funding Summary

State Comp Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Interventionist	--	$175,579.00
				Sub-Total	$175,579.00

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