Title II, Part A Program Plan

Improving Academic Achievement — 2026–2027 School Year

Purpose and Overview

The purpose of Barbers Hill ISD's Title II, Part A program is to strengthen the quality and effectiveness of teachers, principals, and other school leaders in order to improve student achievement and ensure all students have access to effective instruction. Title II, Part A activities are aligned with needs identified through the district's Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) and are coordinated with district and campus efforts to strengthen teaching and learning.

For the 2026–2027 school year, BHISD will use Title II, Part A funds to support the recruitment, development, support, and retention of effective teachers, principals, and other school leaders and to provide professional learning and educator growth opportunities responsive to identified district, campus, staff, and student needs. Title II-supported activities will supplement state and locally required professional development and will be implemented in coordination with other federal, state, and local resources as appropriate.

Through targeted professional learning, ongoing educator and leadership support, collaboration, and continuous evaluation of program effectiveness, BHISD seeks to strengthen instructional and leadership practices, support educator growth and retention, and improve outcomes for all students.

Goal 1: Strengthen Instructional Effectiveness and Student Achievement

Measurable Goal

Title II, Part A activities will support the district's established student achievement goal that all students and student groups achieve at least 90% Approaches Grade Level, 80% Meets Grade Level, and 50% Masters Grade Level on state assessments. Educator growth and instructional effectiveness will be monitored through multiple measures, including student performance data, classroom observations, T-TESS data, professional learning participation and feedback, and evidence of implementation of identified instructional practices.

Evidence-Based Strategies

1. Provide sustained, job-embedded professional learning aligned with needs identified through the Comprehensive Needs Assessment (CNA), student performance data, educator needs, and district and campus improvement priorities.
2. Utilize the district's Staff Development Planning Committee as an ongoing, multidisciplinary structure for professional learning needs assessment and planning. The committee meets monthly to review districtwide and position-specific training requirements, educator and student needs, participant feedback from previous professional learning, support for staff new to the district or profession, and emerging academic, behavioral, social-emotional, and specialized service needs. Committee findings inform professional learning priorities and future training opportunities.
3. Support professional learning in areas identified through district and campus needs, including core-content instruction, small-group instruction, intervention and differentiation, cross-curricular instructional practices, support for Emergent Bilingual students and students receiving specialized services, classroom management, and other areas demonstrated through student and educator data.

4. Utilize Professional Learning Communities (PLCs) as an ongoing structure for educators to analyze student performance, collaborate around instructional practices, identify students needing intervention or enrichment, and plan responsive instruction through the district's 15 Day Challenge process.
5. Support vertical and horizontal collaboration among teachers and instructional staff to strengthen curriculum alignment, instructional consistency, content knowledge, and effective implementation of the Texas Essential Knowledge and Skills (TEKS).
6. Provide educators with ongoing opportunities to strengthen instructional practice through district, campus, and content-specific professional learning responsive to identified needs.

Roles and Responsibilities

- **District Curriculum and Instruction Staff:** Coordinate districtwide professional learning, support curriculum and instructional implementation, facilitate alignment across campuses and grade levels, and monitor professional learning needs and outcomes.
- **Staff Development Planning Committee:** Review professional learning requirements, educator and student needs, participant feedback, and implementation information to identify districtwide professional learning priorities and inform ongoing planning and evaluation.
- **Campus Administrators and Instructional Leaders:** Identify campus and staff professional learning needs, support implementation of learned practices, facilitate collaborative structures, and monitor instructional impact through observations and student performance data.
- **Teachers and Other Instructional Staff:** Participate in applicable professional learning, PLCs, and collaborative planning and apply learned strategies to instruction based on student needs and evidence of learning.
- **State and Federal Programs Coordinator:** Support alignment of Title II, Part A expenditures and activities with identified needs, the District Improvement Plan, federal program requirements, and applicable documentation requirements.

Timeline

Professional learning and collaborative instructional support will be provided throughout the 2026–2027 school year based on district and campus professional development calendars, identified needs, and ongoing review of student and educator data. Implementation and progress will be reviewed throughout the year and as part of the district's annual comprehensive needs assessment and improvement planning cycle.

Resources

- Title II, Part A funds for allowable professional development and educator growth activities
- Local, Title I, Title III, IDEA, and other applicable funds used in coordination with Title II, Part A to address identified professional learning needs
- District and campus Curriculum and Instruction personnel and other instructional leaders
- Education Service Center and other appropriate professional learning providers

Expected Impact

Title II-supported professional learning and collaborative instructional structures are expected to strengthen educator knowledge and instructional practice, improve the use of student data to inform instruction, increase consistency and alignment of curriculum and instruction, and improve the district's capacity to meet the academic needs of all students. Effectiveness will be evaluated through student

achievement and growth data, classroom observations, T-TESS data, professional learning participation and feedback, and other evidence of instructional implementation and impact.

Goal 2: Recruit, Support, Develop, and Retain Effective Teachers and School Leaders

Measurable Goal

Barbers Hill ISD will recruit, support, develop, and retain effective teachers, principals, and other school leaders while maintaining equitable student access to appropriately certified and experienced educators. Progress will be monitored through teacher and administrator retention data, certification and assignment information, T-TESS and T-PESS data, participation in professional learning and support programs, and review of equitable access to effective educators.

Evidence-Based Strategies

1. Provide a comprehensive orientation and induction process for teachers who are new to Barbers Hill ISD to support their successful transition into the district and familiarize them with district expectations, curriculum, instructional practices, procedures, and available resources.
2. Implement a districtwide mentor/mentee program for teachers who are new to BHISD, including experienced teachers who are new to the district, to provide ongoing guidance, collaboration, and professional support throughout the transition into BHISD.
3. Provide ongoing professional learning and growth opportunities for teachers, principals, and other school leaders based on identified district, campus, staff, and student needs.
4. Support leadership development and continued professional growth for campus and district leaders to strengthen instructional leadership, staff support, data-informed decision-making, and implementation of district and campus improvement priorities.
5. Monitor staffing, certification, experience, assignments, and retention data to identify potential staffing needs and ensure that low-income and minority students are not disproportionately served by ineffective, inexperienced, or out-of-field teachers.
6. Use educator feedback, evaluation data, professional learning needs, and other relevant information to identify opportunities to strengthen educator support, professional growth, working conditions, and retention.

Roles and Responsibilities

- **District Administration and Human Resources:** Coordinate recruitment, hiring, onboarding, retention, certification monitoring, and other personnel processes designed to maintain an effective educator workforce.
- **District Curriculum and Instruction Staff:** Coordinate professional learning and instructional support for teachers and school leaders and provide ongoing opportunities for professional growth.
- **Campus Administrators:** Support teachers through onboarding, mentoring, feedback, professional learning, and ongoing instructional leadership and identify emerging staff support and development needs.
- **Mentor Teachers:** Provide ongoing guidance, collaboration, and support to teachers new to BHISD as they become established within the district.
- **Teachers, Principals, and Other School Leaders:** Participate in applicable professional learning, mentoring, collaboration, evaluation, and growth opportunities and use feedback to strengthen professional practice.

- **State and Federal Programs Coordinator:** Support alignment of Title II, Part A activities and expenditures with identified needs, federal program requirements, the District Improvement Plan, and applicable documentation requirements.

Timeline

Recruitment and hiring activities occur throughout the year based on staffing needs. New-to-district orientation and induction activities are concentrated before and during the beginning of the school year, with mentoring and ongoing educator support continuing throughout the year. Professional growth and leadership development opportunities are provided throughout the 2026–2027 school year based on identified needs. Staffing, retention, certification, and equitable-access data are reviewed as part of ongoing district planning and annual comprehensive needs assessment processes.

Resources

- Title II, Part A funds for allowable activities supporting educator recruitment, development, support, and retention
- Local and other applicable funding sources used in coordination with Title II, Part A
- District and campus administrators, Human Resources, Curriculum and Instruction personnel, mentor teachers, and other instructional leaders
- Education Service Center and other appropriate professional learning and leadership-development providers

Expected Impact

BHISD expects these activities to strengthen support for teachers and school leaders, promote successful induction of educators new to the district, provide meaningful opportunities for continued professional growth, support strong educator retention, and maintain equitable access to effective and appropriately certified educators. Effectiveness will be evaluated through retention and staffing data, certification and assignment information, T-TESS and T-PESS data, participation and feedback from professional learning and mentoring activities, and review of equitable-access data.

Program Evaluation and Accountability

Barbers Hill ISD will evaluate the effectiveness of Title II, Part A activities annually using multiple sources of quantitative and qualitative data. Evaluation will consider both implementation of planned activities and evidence of their impact on educator effectiveness, educator support and retention, and student outcomes.

Measures used to evaluate Title II, Part A activities may include:

- T-TESS and T-PESS evaluation data;
- student achievement and growth data, including state and local assessment results;
- teacher and administrator retention data;
- educator certification, experience, and assignment information;
- professional learning participation, completion, and participant feedback;
- feedback and evidence of implementation from mentoring, induction, and other educator support activities;
- classroom observation and walkthrough data, as appropriate; and

- equitable-access data used to monitor whether low-income and minority students are disproportionately served by ineffective, inexperienced, or out-of-field teachers.

The district's Staff Development Planning Committee provides an ongoing structure for identifying professional learning needs and evaluating the effectiveness of professional development. The multidisciplinary committee meets monthly and includes representatives from campus leadership, Curriculum and Instruction, Technology, Special Services, Human Resources, State and Federal Programs, and other district areas involved in supporting staff and student needs.

The committee reviews districtwide and position-specific professional learning requirements, support for staff who are new to the district or profession, participation and completion of required training, and feedback from previously provided professional learning. Participant survey results are analyzed to identify strengths, areas for improvement, and needs for future learning opportunities. The committee also considers emerging student needs and trends, including academic, behavioral, social-emotional, and special services needs, when determining professional learning priorities.

BHISD monitors staff participation in required professional learning and maintains processes for addressing unmet requirements. Professional growth and completion of applicable requirements are also considered through the district's educator evaluation and year-end summative processes, as appropriate.

Evaluation findings from the Staff Development Planning Committee and other district monitoring processes will inform the district's ongoing comprehensive needs assessment and improvement planning. District and campus leaders will use available data and stakeholder feedback to determine whether Title II-supported activities are producing the intended results and whether activities should be continued, refined, expanded, or discontinued.

BHISD will use the results of this evaluation process to inform future professional learning priorities, educator support and retention strategies, and Title II, Part A funding decisions to ensure that resources remain aligned with identified needs and contribute to improved teaching, leadership, and student outcomes.

Integration of Professional Development in the District Improvement Plan

Professional development in Barbers Hill ISD is integrated with the district's comprehensive needs assessment and improvement planning processes to ensure that educator learning is responsive to identified student, staff, campus, and district needs. The Comprehensive Needs Assessment (CNA) provides a foundation for identifying professional learning priorities, and the District Improvement Plan (DIP) documents strategies and resources designed to address those priorities.

BHISD's professional learning strategies support district and campus performance objectives and are designed to strengthen educator effectiveness and improve student outcomes. Professional learning priorities identified within the improvement planning process include core-content instruction, small-group instruction, cross-curricular instructional practices, intervention and differentiation, support for Emergent Bilingual students and students receiving specialized services, classroom management and

safety, data analysis, curriculum alignment, and other areas identified through student performance and educator needs.

Professional Learning Communities (PLCs), vertical and horizontal curriculum collaboration, district and campus professional learning, and other ongoing professional growth structures provide opportunities for educators to apply new learning, analyze student performance, collaborate with colleagues, and refine instructional practices throughout the school year.

Title II, Part A funds are coordinated with local and other applicable federal and state resources to support professional learning activities identified through the district's planning process. The funding source used for a particular activity is determined based on the purpose of the activity, identified need, allowable use requirements, and the students or staff being served.

Implementation and effectiveness of professional learning are reviewed through student performance data, educator evaluation and observation data, professional learning participation and feedback, and other evidence of implementation and impact. Findings from these reviews inform subsequent comprehensive needs assessment, improvement planning, professional learning, and funding decisions, creating an ongoing cycle of needs identification, implementation, evaluation, and continuous improvement.