Crosby Independent School District

Barrett Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: September 15, 2025

Mission Statement

We are dedicated to the education of all children in our diverse community. It is our mission to develop a foundation that emphasizes a love for learning, a love for oneself, and a love for others.

Vision

The vision of Barrett Elementary is to provide an education that addresses the needs of every student on our campus. We want every child to leave Barrett Elementary and move to Crosby Middle School prepared to pursue an education that will tap into their learning potential and will capitalize on their talents and interests. We want to help our students discover how education is truly the key to future opportunities. We want Barrett Elementary graduates to realize how lifelong learning will open-up doors to any future they desire to achieve.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Barrett Elementary School is one of seven campuses in the Crosby Independent School District. Barrett Elementary School opened its doors in 1991 and serves a diverse group of families in the community. At the conclusion of the 2024-25 school year, Barrett Elementary School served approximately 640 students in grades Kindergarten through 5. We currently serve 630.

Campus Demographics

	Count	Percentage
Male	333	52.86%
Female	297	47.14%
American Indian/Alaskan Native	1	0.16%
Asian	0	0%
Black/African American	45	7.14%
Native Hawaiian/Pacific Islander	0	0%
White	180	28.57%
Hispanic/Latino Ethnicity	392	62.22%
Two or More Races	12	1.90%
At-Risk	312	49.52%
Eco Dis	408	64.76%
Emergent Bilingual	162	25.71%
Gifted/Talented	37	5.87%
Special Education	134	21.27%

Barrett Elementary addresses the diverse needs of its students through a comprehensive array of special programs. At the conclusion of the 2024–25 school year, the campus offered One-Way and Two-Way Dual Language Immersion programs in grades 1–3, as well as ESL Pull-Out services for students in grades K–5. For the 2025–26 school year, the dual language program will be expanded to include grades 4–5. In the area of special education, the campus provides Lifeskills, Structured Learning, STEP, Resource, Inclusion, and Speech services. Additional programs for identified students include Gifted and Talented, Dyslexia support, and 504 services.

Barrett Elementary is staffed by two administrators, 45 highly qualified teachers, six professional personnel—including a counselor, nurse, diagnostician, licensed speech

pathologists, and speech pathologist assistants—one Safety Resource Officer, and 13 paraprofessionals. Through the campus mentoring program, new teachers receive support, resources, and ongoing professional development via the district's New Teacher Program. Additionally, interventionists are available to model, coach, and provide instructional resources to enhance teaching and learning.

The average class size is 19:1 for kindergarten, 18:1 for 1st grade, 22:1 for 2nd grade, 19:1 for third grade, 21:1 for 4th grade, 26:1 for 5th grade.

Barrett Elementary provides special education support through certified SPED teachers in Life Skills, Structured Learning, and STEP programs. Additionally, four special education resource teachers offer both resource and in-class support for students in math and reading instruction.

To provide instructional and intervention support, Barrett Elementary employs one Bilingual Interventionist (grades 1-5 Reading); one Interventionist for Grades K-5 Reading; one Interventionist for Math Grades K-5.

Needs:

- The fifth grade general education classrooms have a 24 student enrollment.
- The fifth grade bilingual program has 30 student enrollment.
- The attendance rate for the 2024–25 school year was 93.6%, with a chronic absenteeism rate of 15.6%.

Demographics Strengths

- The current enrollment for 2025-26 demonstrates a student enrollment of 630, a slight decrease from 640 students in 2024-25.
- Barrett Elementary received a B accountability rating from the Texas Education Agency for the 2024–25 school year.
- The campus is a 1:1 electronic device campus, integrating technology to address the individual learning needs of students.
- Instructional paraprofessionals provide additional support to enhance student learning.
- A well-established RTI process identifies students in need, provides Tier 2 and Tier 3 interventions, and monitors progress on a .
- All classroom teachers hold appropriate certification to support all students, including students with special education or emergent bilingual services.
- An additional SPED resource was hired to meet the needs of a growing SPED population.
- The campus offers One-Way and Two-Way Dual Language programs in grades 1–5, as well as ESL services in grades K–5 to support Emergent Bilingual students.
- New teachers, whether new to the profession or to Crosby ISD, are paired with a mentor or buddy to provide support throughout the school year.

Student Learning

Student Learning Summary

According to the Texas Education Agency (TEA), Barrett Elementary received a 'B' rating in the 2025 accountability ratings, earning an overall score of 81 out of 100. This rating reflects the campus's performance in Student Achievement, School Progress, and Closing the Gaps across diverse racial, ethnic, and socioeconomic student groups. Barrett Elementary is committed to ensuring that all students in grades K–2 achieve academic growth in reading and mathematics, in alignment with HB 3 requirements. The campus emphasizes early literacy and numeracy development through targeted instruction and interventions, with the goal that at least 80% of students will meet or exceed end-of-year grade-level benchmarks on district assessments, including DRA for reading and Amplify for math, laying a strong foundation for continued academic success.

Change over Time - TEA Ratings	
2024-25	B/81
2023-24	C/77
2022-23	C/71

Overtime Performance Levels - All Tests, All Levels

	STAAR 2025			STAAR 2024			STAAR 2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Subjects	68%	42%	15%						
Reading	70%	44%	16%	59%	30%	7%	75%	45%	18%
Math	67%	43%	15%	58%	24%	5%	77%	46%	19%
Science	66%	27%	10%	57%	24%	9%	64%	33%	13%

STAAR 2025 Reading by Grade Level by Performance Level

	Approaches	Meets	Masters
3rd Grade Reading	65%	34%	10%
4th Grade Reading	69%	32%	9%
5th Grade Reading	81%	64%	31%

STAAR 2025 Math by Grade Level by Performance Level

	Approaches	Meets	Masters
3rd Grade Math	60%	33%	9%
4th Grade Math	57%	28%	8%
5th Grade Math	82%	56%	23%

STAAR 2025 Reading and Math - Meets Performance Level by Subgroup - Accountability Domain 3

	All Students	African American	Hispanic	High Focus
2025 Reading	44%	43%	39%	35%
Met 2025 Target	No - 46%	Yes-34%	Yes-39%	No- 37%
2025 Math	43%	35%	43%	39%
Met 2025 Target	No - 49%	Yes - 33%	No - 44%	No - 42%

STAAR 2025 Reading and Math - Meets Performance Level by Subgroup - Accountability Domain 3

	All Students	Eco. Dis.	SPED	Emergent Bilingual
2025 Reading	44%	34%	22%	38%
Met 2025 Target	No - 46%	No - 35%	No - 26%	No - 37%
2025 Math	43%	39%	24%	47%
Met 2025 Target	No - 49%	No- 40%	No - 29%	Yes - 45%

TELPAS English Language Proficiency Status - Accountability Domain 3

	State Target Goal- 49%
2025	47%
Met Target	No- 49%
2024	49%
Met Target	Yes-49%

HB 3 - Kindergarten - 3rd grade

	2025 Target - Meets Level	Meets Level
Early Literacy Assessment: Amplify - Kindergarten	79%	79%
mClass Math Assessment - Kindergarten	85%	38%
Early Literacy Assessment: Amplify - 1st Grade	73%	69%
mClass Math Assessment - 1st Grade	52%	45%
Early Literacy Assessment: Amplify - 2nd Grade	88%	71%
mClass Math Assessment - 2nd Grade	65%	51%
STAAR Reading - 3rd Grade	70%	38%
STAAR Math - 3rd Grade	60%	37%

Student Learning Strengths

- Barrett Elementary earned a “B” rating from TEA with an overall score of 81, reflecting strong student performance across Student Achievement, School Progress, and Closing the Gaps domains.
- The campus demonstrated consistent academic growth across diverse student groups, highlighting effective instructional practices and targeted support systems.
- Strong foundational literacy and math programs in grades K–2 contribute to student readiness for upper-grade success.
- The implementation of interventions and RTI processes supports students performing below grade level, ensuring growth opportunities for all learners.
- Certified and highly qualified teachers provide high-quality instruction aligned to state standards.

School Processes & Programs

School Processes & Programs Summary

Barrett Elementary offers a comprehensive range of programs, processes, and services designed to support the academic, social-emotional, and personal growth of all students. These initiatives provide targeted instruction, enrichment opportunities, and mentorship, while fostering family and community engagement. The following list highlights key programs and processes in place to ensure that every student has access to the resources and support needed to achieve their full potential.

Academic Programs & Instructional Support

- One-Way Dual Language Immersion Program (Grades 1–5)
- Two-Way Dual Language Immersion Program (Grades 1–5)
- ESL Pull-Out Services (Grades K–5)
- Gifted and Talented Program
- Special Education Programs: Lifeskills, Structured Learning, STEP, Resource, Inclusion, Speech Services
- 504 Services
- Dyslexia Support
- Response to Intervention (RTI) – Tier 2 and Tier 3 interventions with progress monitoring
- Interventionist Support – Modeling, coaching, and providing instructional resources
- Data-Driven Instruction – Teachers use assessment data to guide instruction

Technology & Digital Learning

- 1:1 Electronic Device Campus - iPads for every student on campus
- Digital Platforms – Facts & Fracts, Summit K–12, 99math, Amplify, Accelerated Reader
- Technology-Integrated Lessons to build 21st-century skills aligned to state-adopted curriculum resources

Student Engagement & Enrichment

- After-School Clubs – Academic, STEAM, arts, and enrichment activities
- Field Trips – Academic and experiential learning opportunities
- College Awareness Programs – College Week, morning announcements, classroom displays

- National Elementary Honor Society
- Spelling Bee and Academic Competitions

Social, Emotional & Mentorship Supports

- Watch D.O.G.S. Program – Male role model involvement
- Kids Hope Mentors – One-on-one student mentoring
- Backpack Buddies – Support for student basic needs
- Counseling Services – Individual and small-group support
- Classroom Character Education & PBIS Initiatives

Family & Community Engagement

- Parent-Teacher Organization (PTO) – Events, fundraisers, and initiatives
- Family Nights – Literacy Night, STEM Night, Math Night, College Awareness Night
- Parent Advisory Committees – Site-Based Committee participation

Teacher & Staff Support

- Mentoring Program for New Teachers
- Professional Learning Communities (PLCs)
- Professional Development Opportunities – Campus, district, and service center trainings
- Collaboration with District Coordinators – Grade-level planning and instructional support

School Processes & Programs Strengths

Barrett Elementary provides comprehensive academic support through programs for diverse learners, including Dual Language, ESL, Special Education, Gifted and Talented, and Dyslexia services. The campus integrates technology with a 1:1 device program and digital learning platforms to enhance instruction. Enrichment opportunities, such as after-school clubs, field trips, college awareness programs, and academic competitions, foster engagement and motivation. PBIS and mentorship programs promote positive behavior and student well-being. Strong family and community partnerships, coupled with teacher mentoring, PLCs, and ongoing professional development, ensure a collaborative and high-expectation campus culture.

Perceptions

Perceptions Summary

Stakeholders at Barrett Elementary—including students, parents, staff, and community members—consistently express positive perceptions of the campus culture, academic programs, and student supports. Families appreciate the school's commitment to meeting diverse student needs through programs such as Dual Language, ESL, Special Education, Gifted and Talented, and Dyslexia support. Staff report strong collaboration through Professional Learning Communities, mentoring programs, and access to professional development, which fosters a culture of high expectations and continuous growth. Students benefit from engaging learning experiences, enrichment activities, and PBIS initiatives that promote positive behavior and well-being. Overall, Barrett Elementary is viewed as a welcoming, student-centered campus that values stakeholder input and maintains a focus on academic excellence and social-emotional growth.

Perceptions Strengths

Stakeholders perceive Barrett Elementary as a welcoming, student-centered campus that delivers robust academic programs, effective social-emotional supports, and ample opportunities for student engagement and enrichment. The school fosters strong partnerships through active parent and community involvement.

Parents are integral to the campus community and are provided multiple opportunities to engage throughout the school year, including Meet-the-Teacher Night, Open House/Title I Annual Meeting, BES PTO, family nights, bilingual nights, assemblies, Principal Pride, Field Day, fundraisers, and district-level parent activities. Community members actively support the school through programs such as the Kids Hope Mentorship Program.

Goals

Goal 1: Student Achievement

Barrett Elementary will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 1: By the end of the 2025-2026 school year, Barrett Elementary will increase the performance of all student groups in grades 3-5 across all tested subjects on the STAAR assessment, with at least 80% of students achieving Approaches Grade Level, 50% achieving Meets Grade Level, and 20% achieving Masters Grade Level.

High Priority

HB3 Goal

Evaluation Data Sources: District Unit Tests
Milestones
STAAR 2025-26 Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue establishing and monitoring campus goals focused on student achievement, academic growth, and continuous improvement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Teachers will utilize formative and summative assessment data to identify student learning gaps and provide targeted interventions in reading and math. **Strategy's Expected Result/Impact:** Students will show improved achievement in reading and math, with at least 80% meeting or exceeding end-of-year benchmarks as a result of targeted interventions. **Staff Responsible for Monitoring:** Principal Assistant Principal Classroom Teachers Interventionsists SPED Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	 Moderate Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Students will participate in small-group, differentiated instruction daily to ensure mastery of grade-level TEKS or IEP goals during our Planned Intervention and Enrichment (PIE) time. **Strategy's Expected Result/Impact:** Increase student mastery of grade level TEKS **Staff Responsible for Monitoring:** Principal Assistant Principal Classroom Teachers Interventionists SPED Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	 Moderate Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Teachers will implement instructional strategies that align with district initiatives, including "Write a Little, A Lot," maximizing time on task, and delivering high-quality instruction. **Strategy's Expected Result/Impact:** Maximize learning time by engaging students in rigorous instruction. **Staff Responsible for Monitoring:** Principal Assistant Principal Classroom Teachers Interventionists SPED Teachers	 Moderate Progress	 Moderate Progress	 Considerable	 Accomplished

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Students will track their progress on unit and milestone assessments in data folders, while teachers provide structured opportunities for goal setting, reflection, and celebrating growth. **Strategy's Expected Result/Impact:** Students will demonstrate increased ownership of their learning, as evidenced by improved performance on unit and milestone assessments. **Staff Responsible for Monitoring:** Principal Assistant Principal Classroom Teachers Interventionists SPED teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Students in grades 2-5 will analyze their assessment data after each unit test and milestone to understand their unique needs and create goals to work toward TEKS mastery. **Strategy's Expected Result/Impact:** Students will develop an understanding of their learning needs and demonstrate intrinsic growth by meeting individual academic goals throughout the school year. **Staff Responsible for Monitoring:** Principal Assistant Principal Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	Moderate Progress	Considerable	Considerable	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Student Achievement
Barrett Elementary will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 2: By the end of the 2025-26 school year, Barrett Elementary will increase the performance of all students and student subgroups in grades K-2 in Reading and Math by ensuring that at least 80% of students meet or exceed their end-of-year grade-level literacy and numeracy benchmarks as measured by DRA and Amplify.

High Priority

HB3 Goal

Evaluation Data Sources: DRA levels at beginning, middle, and end of year
Amplify Performance Results

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue implementing targeted literacy and numeracy instruction to ensure Barrett Elementary increases the performance of all students and student subgroups in grades K-2

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Teachers will provide differentiated small-group Instruction based on DRA levels and targeted skill needs with a focus on in phonics, decoding, comprehension, and fluency. **Strategy's Expected Result/Impact:** Students will show measurable growth in reading proficiency, as evidenced by improved DRA levels and increased mastery of phonics, decoding, comprehension, and fluency skills. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Interventionist SPED Resource Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	 Moderate Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Teachers will deliver systematic phonics instruction with fidelity, providing explicit lessons, guided practice, and progress monitoring to support student literacy growth. **Strategy's Expected Result/Impact:** Students will demonstrate increased literacy skills, with measurable growth in phonics, decoding, and reading fluency as shown by progress monitoring and end-of-year assessments. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	 Moderate Progress	 Considerable	 Considerable	 Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Teachers will incorporate daily numeracy routines including counting activities and problem-of-the-day exercises to reinforce key skills. **Strategy's Expected Result/Impact:** Students will strengthen number sense and problem-solving skills, leading to improved performance on classroom assessments and end-of-year math benchmarks. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Interventionist SPED Resource Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	 Moderate Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Teachers will integrate hands-on manipulatives, visual models, and interactive activities to strengthen number sense and operations fluency. **Strategy's Expected Result/Impact:** Students will build stronger number sense and operations fluency, as reflected in improved math assessment scores and daily problem-solving performance. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Student Achievement
Barrett Elementary will ensure that every student achieves their full academic potential by providing high-quality instruction, engaging learning opportunities, and a supportive environment that prepares all learners for success in an ever-changing world

Performance Objective 3: Barrett Elementary will exceed the state target for English Learners by ensuring that at least 50% of Emergent Bilingual (EB) students demonstrate growth in their TELPAS composite score.

High Priority

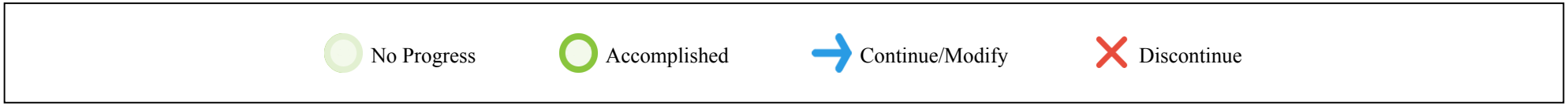
Evaluation Data Sources: TELPAS 2026

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue implementing language-based activities and instructional supports to strengthen English language development for Emergent Bilingual students and support progress toward meeting the 50% accountability goal.l

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Teachers will integrate strategies such as sentence frames, oral language practice, and writing scaffolds to support EB students' language development during targeted whole group and small group instruciton. **Strategy's Expected Result/Impact:** EB students will show measurable growth in TELPAS composite scores, demonstrating improved use of academic language, sentence structure, and communication skills in both oral and written tasks. **Staff Responsible for Monitoring:** Principal Assistant Principal Bilingual Teacher Bilingual Interventionists	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide students in grade 2-5 weekly practice (a minimum of twice a week) for EB students in the area of listening, speaking and vocabulary development through the use of online tools such as Summit K12. **Strategy's Expected Result/Impact:** Increase modeling and practice opportunities for students to increase language proficiency. **Staff Responsible for Monitoring:** Principal Assistant Principal Bilingual Teachers Bilingual Interventionist Bilingual Paraprofessional	 Moderate Progress	 Considerable	 Considerable	 Continue/ Modify


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 2: Public Education Reform
Barrett Elementary will support and/or participate in litigation and/or legislative efforts in support of a strong public education system

Performance Objective 1: Regularly monitor education policies and keep staff and families informed through updates, newsletters, and informational sessions on legislative priorities and advocacy opportunities.

Evaluation Data Sources: Newsletter
Presentation Agendas
Sign-Ins

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue maintaining consistent parent communication to encourage and increase parental involvement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Include policy updates and advocacy opportunities in campus newsletters, emails, and social media posts. **Strategy's Expected Result/Impact:** Staff, students, and families will stay informed about education policies and advocacy opportunities, fostering greater awareness and participation in supporting public education. **Staff Responsible for Monitoring:** Principal Social Media Liason	 Moderate Progress	 Considerable	 Considerable	 Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Discuss policy changes and advocacy strategies during faculty meetings or PLCs. **Strategy's Expected Result/Impact:** Staff will be informed about policy changes and equipped with strategies to support advocacy efforts, resulting in increased awareness and engagement in promoting a strong public education system. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning	 Moderate Progress	 Considerable	 Accomplished	 Accomplished

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Technology

Barrett Elementary will integrate technology into the day-to-day activities of staff and students in order to increase productivity and efficiency as well as prepare students for success in the 21st century academic world and workplace

Performance Objective 1: Offer ongoing professional learning and coaching for staff on effective use of educational technology, including training on devices, software, and online resources.

Evaluation Data Sources: Session Flyer
Sign in sheets

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue supporting professional learning through ongoing staff development opportunities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: In collaboration with district coordinators, offer on campus professional development on various technology tools to help teachers integrate them into daily instruction. **Strategy's Expected Result/Impact:** Teachers will use technology daily to boost student engagement, improve learning, and make instruction more efficient. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Technology
Barrett Elementary will integrate technology into the day-to-day activities of staff and students in order to increase productivity and efficiency as well as prepare students for success in the 21st century academic world and workplace

Performance Objective 2: Teachers will consistently integrate technology into daily instruction, including interactive activities and formative assessments to enhance teaching and learning.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue integrating technology into daily instruction to enhance student engagement, personalize learning experiences, and support academic achievement across content areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: By the end of the 2025-26 school year, 90% of students will regularly use technology for collaboration, problem-solving, and critical thinking activities aligned to grade-level TEKS such as Facts&Fracts, Summit K-12, 99math, Amplify, and Accelerated Reader. **Strategy's Expected Result/Impact:** Teachers will intentionally embed digital platforms such as IXL, Facts & Fracts, Summit K-12, 99math, Amplify, and Accelerated Reader into daily instruction to provide students with structured opportunities for collaboration, problem-solving, and critical thinking aligned to grade-level TEKS. **Staff Responsible for Monitoring:** Principal Assistant Principals Teachers **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	Moderate Progress	Moderate Progress	Considerable	Accomplished

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Facilities

Barrett Elementary will complete all planned construction projects, maintain quality & safe facilities, and adequately plan for future needs

Performance Objective 1: Provide all classrooms with necessary instructional furniture and supplies to create a modern and effective learning environment.

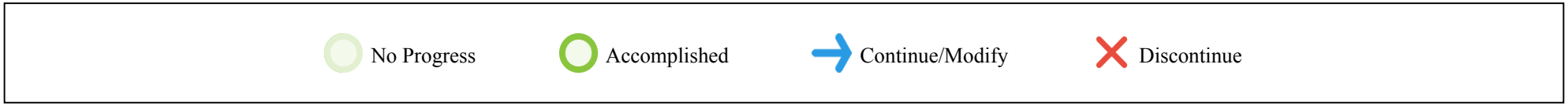
Evaluation Data Sources: Surveys

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue conducting inventory reviews of the building to ensure classrooms are furnished with the furniture needed to support instruction and student learning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Regularly assess classroom resources to identify gaps in furniture, technology, and instructional tools, prioritizing updates based on student and teacher needs **Strategy's Expected Result/Impact:** Classrooms will be consistently equipped with appropriate furniture, technology, and instructional tools, ensuring that student learning needs are effectively supported. **Staff Responsible for Monitoring:** Principal Assistant Principal Secretary Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning	 Moderate Progress	 Considerable	 Considerable	 Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Ensure all classroom furniture and equipment meet safety standards and are properly maintained for long-term use and plan for future growth. **Strategy's Expected Result/Impact:** Classrooms will be consistently equipped with appropriate furniture ensuring that student learning needs are effectively supported. **Staff Responsible for Monitoring:** Principal Assistant Principal Secretary Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning	 Moderate Progress	 Moderate Progress	 Accomplished	 Accomplished


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 4: Facilities
Barrett Elementary will complete all planned construction projects, maintain quality & safe facilities, and adequately plan for future needs

Performance Objective 2: Implement in regularly scheduled safety drills to demonstrate a clear understanding of emergency procedures, achieve a minimum rate in response time, and ensure protocol adherence.

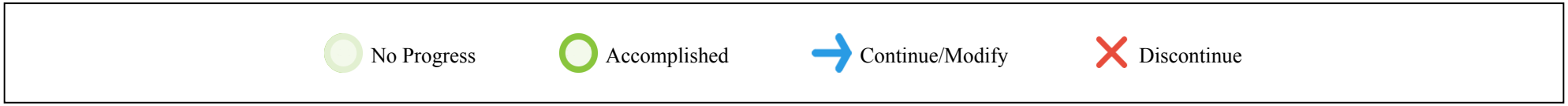
High Priority

Evaluation Data Sources: Students and staff will demonstrate proficiency in emergency procedures, respond promptly during drills, and consistently follow established safety protocols.

Next Year's Recommendation: Continue conducting emergency drills in accordance with state and district guidelines to practice safety procedures and ensure the preparedness and safety of all students and staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Regularly update and maintain all necessary safety documentation in the district drive to ensure safety compliance. **Strategy's Expected Result/Impact:** All safety documentation will be accurate, up-to-date, and readily accessible, ensuring compliance with district safety requirements. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Staff **ESF Levers:** Lever 1: Strong School Leadership and Planning	Moderate Progress	Considerable	Accomplished	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Debrief with BES safety team after each campus drill and provide written feedback to campus staff at the conclusion of the drill **Strategy's Expected Result/Impact:** Campus staff will receive timely feedback after each drill, leading to improved understanding of safety procedures and enhanced readiness for emergency situations. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Staff **ESF Levers:** Lever 1: Strong School Leadership and Planning	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 5: Finance

Barrett Elementary will be a good steward of taxpayers' money

Performance Objective 1: Allocate funds to equip classrooms with instructional materials and technology tools that maximize student learning and achievement.

High Priority

Evaluation Data Sources: Purchase orders

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue allocating funds to provide classrooms with instructional materials and technology tools that support high-quality instruction and maximize student learning and achievement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Purchase digital platform subscriptions that provide high-quality supplemental support for TEKS-based instruction. **Strategy's Expected Result/Impact:** Students will improve TEKS mastery and show higher performance on assessments through the use of quality digital platforms. **Staff Responsible for Monitoring:** Principal Assistant Principal Classroom Teachers Interventionists **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	Some Progress	Moderate Progress	Moderate Progress	Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide teachers with supplemental instructional materials to support the diverse learning needs of all students, including Gifted and Talented and Emergent Bilingual populations. **Strategy's Expected Result/Impact:** Students, including Gifted and Talented and Emergent Bilingual learners, will show increased engagement and academic growth through the use of supplemental instructional materials. **Staff Responsible for Monitoring:** Principal Assistant Principal Classroom Teachers Interventionists **Title I:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	Some Progress	Some Progress	Some Progress	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Finance
Barrett Elementary will be a good steward of taxpayers' money

Performance Objective 2: Ensure all campus expenditures comply with the approved budget and district financial policies, and are completed within the recommended timelines.

Evaluation Data Sources: Budget entries

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue intentionally monitoring campus expenditures to ensure all purchases align with the approved budget, comply with district financial policies, and are completed within established timelines.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Conduct regular budget planning sessions with campus leadership and campus secretary to align spending with instructional priorities and district guidelines, while establishing timelines to ensure timely completion of all expenditures. **Strategy's Expected Result/Impact:** Campus leadership will ensure spending aligns with instructional priorities and district guidelines, with all purchases completed on time to support student learning. **Staff Responsible for Monitoring:** Principal Secretary **ESF Levers:** Lever 1: Strong School Leadership and Planning	Some Progress	Moderate Progress	Considerable	Accomplished

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Community Relations

Through communications and customer service, Barrett Elementary will create an informative and responsive culture while maintaining a welcoming environment to all.

Performance Objective 1: Provide a variety of opportunities for parents to actively engage in their child's education, ensuring they are involved in meaningful ways that support learning and development.

Evaluation Data Sources: Sign-in sheets
Attendance at events

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue providing a variety of meaningful opportunities for parents to actively engage in their child's education and support their academic growth and overall development.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Host a variety of parent involvement activities such as: Meet the Teacher, Open House, Family Academic Nights and Dual Language Family Nights. **Strategy's Expected Result/Impact:** Increased parent and family engagement will strengthen school-community partnerships and support student learning and success. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Staff **ESF Levers:** Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Considerable	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Actively promote communication and collaboration between parents and educators by offering opportunities for parent-teacher conferences. **Strategy's Expected Result/Impact:** Regular parent-teacher conferences will enhance communication and collaboration, leading to stronger partnerships that support student learning and academic growth. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Share important school information through multiple channels, including the campus website, Facebook, monthly newsletters, and ParentSquare. **Strategy's Expected Result/Impact:** Families and stakeholders will stay well-informed about campus events, updates, and initiatives, fostering stronger engagement and support for student success. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Community Relations
Through communications and customer service, Barrett Elementary will create an informative and responsive culture while maintaining a welcoming environment to all.

Performance Objective 2: Barrett Elementary will actively collaborate with community members and organizations to build and sustain dynamic partnerships that enrich our academic programs and empower students to thrive as lifelong learners.

Evaluation Data Sources: Community Partnerships

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue fostering collaboration with community members and organizations to enrich academic programs and provide students with meaningful learning opportunities and experiences.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Barrett Elementary will partner with the Kids Hope Organization to establish a mentorship program for students identified as at-risk, offering them guidance and support to help them succeed socially and academically. **Strategy's Expected Result/Impact:** Sign-in sheets and reduction of discipline referrals for mentored students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **ESF Levers:** Lever 3: Positive School Culture	Moderate Progress	Considerable	Considerable	Accomplished

No Progress Accomplished Continue/Modify Discontinue

Goal 7: Co-Curricular Activities

Barrett Elementary will develop co-curricular programs which enhance students' educational experiences, academic achievements, and school & community pride

Performance Objective 1: Implement co-curricular programs that complement classroom instruction and support academic achievement.

Evaluation Data Sources: Student Participation

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue implementing co-curricular programs that complement classroom instruction and provide students with meaningful opportunities to strengthen academic skills and overall achievement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Implement a variety of after-school clubs provide meaningful learning experiences, promote student engagement, and foster a positive sense of school pride . **Strategy's Expected Result/Impact:** Students will demonstrate increased engagement and participation in after-school clubs, resulting in enhanced educational experiences, stronger school pride, and improved social and collaborative skills. **Staff Responsible for Monitoring:** Principal Assistant Principal Club Staff Sponsors	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Establish and maintain a National Elementary Honor Society chapter to recognize and celebrate academic achievement, promote student leadership, and encourage active participation in school and community service activities. **Strategy's Expected Result/Impact:** Students inducted into the National Elementary Honor Society will demonstrate increased academic achievement, leadership skills, and active participation in school and community service, contributing to a positive school culture and sense of pride. **Staff Responsible for Monitoring:** Principal Assistant Principal NEHS Advisors **ESF Levers:** Lever 3: Positive School Culture	 Moderate Progress	 Considerable	 Considerable	 Accomplished

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Implement a campus Spelling Bee program to recognize and celebrate students' academic skills, promote healthy competition, and encourage engagement in school-wide learning activities. **Strategy's Expected Result/Impact:** Students will demonstrate improved spelling, vocabulary, and language skills, while fostering academic confidence, school involvement, and a culture of celebrating achievement. **Staff Responsible for Monitoring:** Principal Assistant Principal Reading Interventionists	 Some Progress	 Accomplished	 Accomplished	 Accomplished

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Organize and implement educational field trips as part of co-curricular programs to enrich students' learning experiences and reinforce academic concepts. **Strategy's Expected Result/Impact:** Students will show greater engagement and understanding of academic concepts through participation in real-world learning experiences. **Staff Responsible for Monitoring:** Principal Classroom Teachers **Title I:** 2.52 **- ESF Levers:** Lever 3: Positive School Culture	 Some Progress	 Considerable	 Considerable	 Accomplished

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 7: Co-Curricular Activities
Barrett Elementary will develop co-curricular programs which enhance students' educational experiences, academic achievements, and school & community pride

Performance Objective 2: Provide multiple opportunities throughout the school year to promote healthy habits through physical education, as well as to appreciate music and art through showcases and performances.

Evaluation Data Sources: Musical Performances
Art Showcases
Physical Education Events

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue providing opportunities for students to participate in physical education, music appreciation, and art showcases to support creativity, wellness, and the development of well-rounded learners.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Students will have the opportunity to participate in music programs throughout the year which will showcase different grade levels such as Veteran's Day, Christmas Program, Black History, Recorder program, and 5th Grade Presentation at Award Ceremony. **Strategy's Expected Result/Impact:** Increase students' music appreciation and mastery of songs, dances, and rhythms aligned with the music TEKS throughout the school year. **Staff Responsible for Monitoring:** Music Teacher **ESF Levers:** Lever 3: Positive School Culture	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Student will participate in a well-rounded physical education program promoting healthy life-long skills in activities such as Mile Club, Rollerskating, Turkey Trot, and scooter city. **Strategy's Expected Result/Impact:** Students will demonstrate improved health knowledge and increased understanding of nutrition, exercise, and personal wellness. **Staff Responsible for Monitoring:** Physical Education Teacher **ESF Levers:** Lever 3: Positive School Culture	 Some Progress	 Moderate Progress	 Considerable	 Accomplished

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Students will develop art appreciation skills by engaging with a variety of artistic styles and media, including participation in Rodeo Art projects. **Strategy's Expected Result/Impact:** Students will explore artistic techniques and creative expression by creating their own artwork. **Staff Responsible for Monitoring:** Art paraprofessional **ESF Levers:** Lever 3: Positive School Culture	 Considerable	 Considerable	 Considerable	 Accomplished

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 7: Co-Curricular Activities
Barrett Elementary will develop co-curricular programs which enhance students' educational experiences, academic achievements, and school & community pride

Performance Objective 3: Implement a campus-wide academic recognition program to celebrate student achievement, honor academic growth, and motivate students to strive for excellence across all subjects.

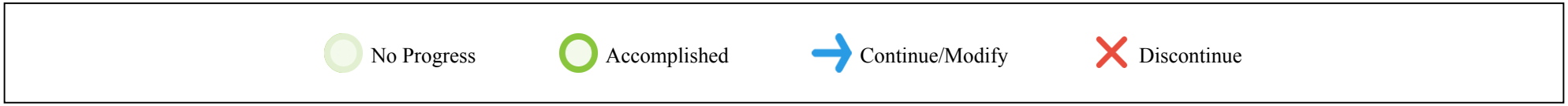
Evaluation Data Sources: Report cards

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue implementing recognition programs that celebrate student achievement, academic growth, positive behavior, and individual success to promote motivation and a culture of excellence.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Hold a Principal's Pride assembly to recognize and celebrate students who achieve high academic performance each grading period, promoting motivation, excellence, and a culture of academic achievement. **Strategy's Expected Result/Impact:** Students recognized at the Principal's Pride assembly will show increased motivation and academic achievement, helping to build a positive school culture. **Staff Responsible for Monitoring:** Principal Assistant Principal Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture	 Some Progress	 Moderate Progress	 Moderate Progress	 Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Award one student per classroom each grading period with the Bravo Award to celebrate strong effort and academic growth. **Strategy's Expected Result/Impact:** Students recognized for effort and academic growth will demonstrate continued progress, increased motivation, and a stronger commitment to learning throughout the school year. **Staff Responsible for Monitoring:** Principal Assistant Principal Classroom Teachers **ESF Levers:** Lever 3: Positive School Culture	 Some Progress	 Moderate Progress	 Considerable	 Accomplished


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 8: District-wide climate of high expectations and teamwork
Barrett Elementary will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy

Performance Objective 1:
Conduct regular meetings with teachers, staff, parents, and community members to gather input on school initiatives and decision-making process.

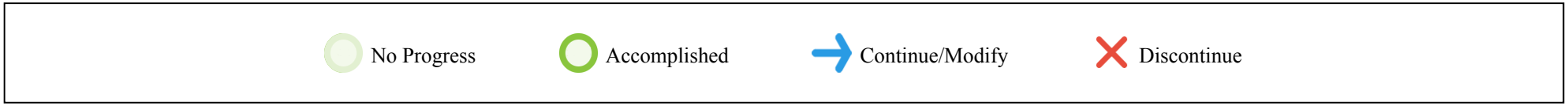
Evaluation Data Sources: Agendas
Sign in sheets

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue holding regular meetings to engage various stakeholders in the decision-making process and support collaborative campus planning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Conduct a minimum of three Site-Based Committee meetings each year to actively engage multiple stakeholders in the decision-making process. **Strategy's Expected Result/Impact:** Stakeholders will participate in decision-making, helping ensure campus initiatives meet the needs of the school community. **Staff Responsible for Monitoring:** Principal Assistant Principal Members of Site-Based Committee **ESF Levers:** Lever 1: Strong School Leadership and Planning	Some Progress	Moderate Progress	Moderate Progress	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Through the BES Parent-Teacher-Organization (PTO), parents will collaborate with campus administration to plan events, fundraisers, and initiatives that enhance school programs. **Strategy's Expected Result/Impact:** Parent involvement through the BES PTO will increase, resulting in stronger school-community partnerships and enhanced programs and activities for students. **Staff Responsible for Monitoring:** Principal PTO Board President PTO Board Members **ESF Levers:** Lever 3: Positive School Culture	Moderate Progress	Considerable	Moderate Progress	Accomplished


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 8: District-wide climate of high expectations and teamwork
Barrett Elementary will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy

Performance Objective 2: Promote teamwork among staff through professional learning communities (PLCs), co-teaching models, and collaborative planning sessions.

Evaluation Data Sources: Team Agendas
Sign in Sheets

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue providing uninterrupted collaborative planning time for grade-level teams to meet, analyze data, and design effective instructional plans aligned to student needs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Provide teachers with uninterrupted PLC time to collaborate, strengthen collective efficacy, and plan lessons through TEKS disaggregation and student performance data analysis. **Strategy's Expected Result/Impact:** Teachers will use PLC collaboration and data analysis to improve instructional practices, resulting in increased student achievement and mastery of TEKS. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Interventionists District Coordinators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	 Moderate Progress	 Moderate Progress	 Considerable	 Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Work collaboratively with district coordinators to support and enhance grade-level planning. **Strategy's Expected Result/Impact:** Teachers will improve lesson planning and instruction with support from district coordinators, leading to better student learning outcomes. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Interventionists District Coordinators **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Moderate Progress	Moderate Progress	Considerable	Continue/ Modify

No Progress Accomplished Continue/Modify Discontinue

Goal 9: Quality Faculty and staff

Barrett Elementary will strive to recruit, hire, develop, and retain highly qualified educators

Performance Objective 1: Increase the number of highly qualified applicants for open positions by actively promoting Barrett Elementary through job fairs, social media, and district recruitment initiatives.

Evaluation Data Sources: Staff Records

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to pursue all highly qualified teachers for all certified positions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Attend local and regional job fairs to showcase Barrett Elementary and connect with potential candidates. **Strategy's Expected Result/Impact:** Increase the number of potential candidates **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing	Accomplished	Accomplished	Accomplished	Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Identify subject areas or grade levels with staffing shortages and develop focused outreach campaigns to attract qualified applicants. **Strategy's Expected Result/Impact:** Fill open positions with qualified teachers **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing	Moderate Progress	Accomplished	Accomplished	Accomplished

No Progress Accomplished Continue/Modify Discontinue

Goal 9: Quality Faculty and staff
Barrett Elementary will strive to recruit, hire, develop, and retain highly qualified educators

Performance Objective 2: Ensure that 100% of newly hired teachers meet state and district certification requirements and are considered highly qualified for their assigned positions.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to pursue all highly qualified teachers for all certified positions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: When recruiting new staff, the administration will prioritize candidates with certifications that can effectively support diverse student populations. **Strategy's Expected Result/Impact:** Employ highly-qualified staff in all positions. **Staff Responsible for Monitoring:** Principal	Accomplished	Accomplished	Accomplished	Accomplished

No Progress Accomplished Continue/Modify Discontinue

Goal 9: Quality Faculty and staff
Barrett Elementary will strive to recruit, hire, develop, and retain highly qualified educators

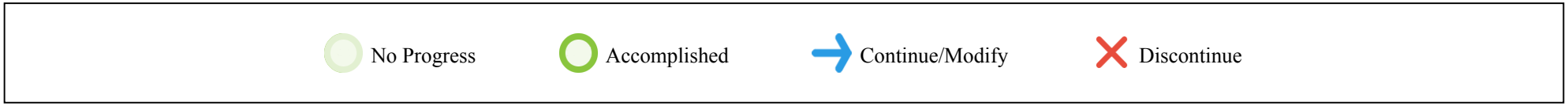
Performance Objective 3: Provide ongoing professional learning opportunities that support instructional excellence, including mentoring for new teachers and targeted training based on teacher needs.

Summative Evaluation: Met Objective

Next Year's Recommendation: Provide teachers the targeted support needed to make transition to BES smooth for students and teachers.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Implement a teacher mentoring program in which experienced educators provide guidance, support, and coaching to new teachers to promote professional growth, instructional effectiveness, and retention. **Strategy's Expected Result/Impact:** New teachers to Barrett will demonstrate increased instructional effectiveness, confidence, and professional growth, contributing to higher teacher retention and improved student learning outcomes. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing	 Considerable	 Accomplished	 Accomplished	 Accomplished

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide teachers with ongoing professional development opportunities through campus, district, and service center programs to enhance instructional skills, address individual needs, and improve student outcomes. **Strategy's Expected Result/Impact:** Teachers will apply knowledge and skills gained from campus, district, and service center professional development to improve instructional practices, resulting in increased student engagement and achievement. **Staff Responsible for Monitoring:** Principal Assistant Principal **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing	 Moderate Progress	 Considerable	 Accomplished	 Accomplished


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 9: Quality Faculty and staff
Barrett Elementary will strive to recruit, hire, develop, and retain highly qualified educators

Performance Objective 4: Implement support systems such as mentorship, coaching, and teacher recognition programs to maintain a high retention rate of qualified staff year over year.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue the recognition of teachers in their distinct areas of expertise.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Assign teacher mentors to new teachers to the profession and buddies to new teachers at Barrett to support their professional growth, classroom effectiveness, and successful integration into the school community. **Strategy's Expected Result/Impact:** New teachers will demonstrate increased instructional effectiveness, confidence, and engagement, resulting in higher teacher retention and improved student learning outcomes. **Staff Responsible for Monitoring:** Principal **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Some Progress	Moderate Progress	Accomplished	Accomplished

No Progress Accomplished Continue/Modify Discontinue

Goal 9: Quality Faculty and staff
Barrett Elementary will strive to recruit, hire, develop, and retain highly qualified educators

Performance Objective 5: Conduct regular walkthroughs and observations to provide actionable feedback to teachers, ensuring continuous professional growth and alignment with campus instructional goals.

High Priority

Evaluation Data Sources: Walkthrough and Observations Data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with teacher observations and walkthroughs to identify areas of strength and growth to ensure instructional effectiveness and determine target areas for professional development.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Maintain records of observations and feedback to identify trends, measure growth, and guide professional development priorities. **Strategy's Expected Result/Impact:** Teachers will improve their instructional practices and align with campus goals, leading to better student learning outcomes. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	Considerable	Considerable	Considerable	Accomplished

No Progress Accomplished Continue/Modify Discontinue

Goal 9: Quality Faculty and staff
Barrett Elementary will strive to recruit, hire, develop, and retain highly qualified educators

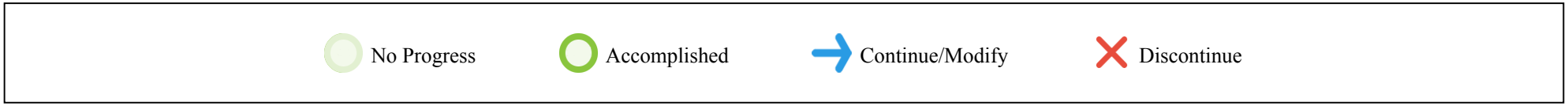
Performance Objective 6: Throughout the year, we will implement employee engagement activities to foster and sustain a positive school climate and culture.

Evaluation Data Sources: Attendance at functions

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with efforts to boost staff morale and create a positive campus culture.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Implement regular team-building events and recognition programs. These activities will foster collaboration, enhance morale, and promote a sense of belonging among staff, ultimately leading to improved job satisfaction and retention to include: Cougar Excellence Award (monthly) Staff Birthdays Baby & Wedding Showers Woot! Woot! Wagon! You've Been Booed! October Staff Trick-or-Treat Homecoming Red Out November: Thanksgiving Luncheon December: Secret Santa & Staff Christmas Party Bus Driver's Day Custodian's Day Counselor's Day Librarian's Day Staff Appreciation Week Nurse's Day Administrative Assistants' Day **Strategy's Expected Result/Impact:** Retention of staff at EOY **Staff Responsible for Monitoring:** Grade Level Committee & Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	 Moderate Progress	 Considerable	 Accomplished	 Accomplished


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 10: College and Career Readiness

Graduates of Crosby ISD will be prepared for success after high school by being college, career, and military ready

Performance Objective 1: Offer a variety of student-centered activities to explore college and career pathways.

Evaluation Data Sources: Calendar of Events

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue expanding and strengthening college and career awareness opportunities to provide students with greater exposure to postsecondary pathways, career exploration, and future readiness experiences.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Celebrate College Week each November, featuring daily highlights of colleges and universities and engaging activities to promote college awareness among students. **Strategy's Expected Result/Impact:** Students will gain awareness of colleges and develop early interest in future academic and career opportunities. **Staff Responsible for Monitoring:** Counselor Teachers **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Promote college awareness by sharing interesting college facts during the morning announcements on Tuesdays. **Strategy's Expected Result/Impact:** Students will gain knowledge about colleges and develop interest in future academic and career opportunities. **Staff Responsible for Monitoring:** Counselor **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning	 Considerable	 Accomplished	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Enhance college awareness by displaying teachers' university pennants on classroom windows **Strategy's Expected Result/Impact:** Students will develop increased awareness of colleges and universities, fostering early interest in higher education. **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning	 Considerable	 Accomplished	 Accomplished	 Accomplished

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

As reflected in the campus needs assessment, the following priorities have been established for Barrett Elementary.

1. Barrett Elementary attendance rates

2. Improvement in Tier 1 instruction in math and reading/writing.

3. Improvement in targeted interventions in reading and math based on student performance on state, district, and diagnostic assessments.

1.2: Location for Evidence of Multiple Meetings Held

Evidence of meetings will be electronically submitted to district and housed in our campus records closet.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The campus improvement plan (CIP) has been reviewed, revised, and updated with input from stakeholders representing all areas of the academic program. Members included campus administrators, counselor, district level representatives, grade level representatives, paraprofessional representative, community representatives, and parent representative. The campus improvement plan is reviewed in September, December, and April, and a summative review occurs in June.

2.2: Stakeholders 1114(b)(2)

The Site-Based Committee is composed of Principal, Assistant Principal, Counselor, grade level representatives, paraprofessional representative, special education representative, interventionist representative, community representatives, district representatives, and parent representatives.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The campus improvement plan will be housed on the district website and available from each campus and district office.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Barrett Elementary will make academic achievement and student performance its priority. Student performance will be monitored by the student achievement domain, the school

progress domain, and the closing the gap domain. Student progress will be monitored through a variety of formative and summative assessment methods. Academic support and/or interventions will be implemented with all student groups.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Agendas and sign-in sheets will be maintained as documentation to verify that an effective program evaluation was conducted.

Title I Personnel

Name	Position	Program	FTE
Claudia Ovalle	Interventionist		1
Lenlee Ordner	Interventionist		.37
Roberta Bernard	Interventionist		1