Crosby Independent School District

Barrett Elementary

2026-2027 Campus Improvement Plan



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 2025-2026 school year, Barrett Elementary School served approximately 650 students in grades Kindergarten through 5. We currently serve 674 students for the 2026-2027 school year.

Campus Demographics

	Count	Percentage
Male	335	53.09%
Female	296	46.91%
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. For the 2025–26 school year, the dual language program expanded to include grades 4–5. Our bilingual program now serves grades 1 - 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, 47 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 21:1 for kindergarten, 19:1 for 1st grade, 17:1 for 2nd grade, 18:1 for third grade, 19:1 for 4th grade, 21:1 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 based on demographics:

- The attendance rate for the 2025-26 school year was 93.75%.

Barrett Elementary was identified for School Improvement following the 2026 accountability rating of D (69). The campus improvement process is designed to accelerate student achievement, increase academic growth, improve outcomes for identified student groups, strengthen Tier I instruction, and improve accountability outcomes in Domains 1, 2, and 3.

Demographics Strengths

- Enrollment at the conclusion of the 2025-26 school year was approximately 650 students, a slight increase from the previous school year. At the beginning of the 2026-2027 year, we have increased enrollment by 25 students.
- 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.
- 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Barrett Elementary serves a diverse population of students identified as Economically Disadvantaged, Emergent Bilingual, At-Risk, and/or Special Education, requiring differentiated supports to ensure academic success.
Root Cause: Systems for monitoring and responding to the academic and social-emotional needs of student groups are not consistently implemented across grade levels, resulting in varying levels of support and achievement.

Student Learning

Student Learning Summary

Based on the Spring 2026 STAAR administration, Barrett Elementary begins the 2026–2027 school year with an overall accountability rating of **D (69)**. The campus earned a **70 in Domain 1: Student Achievement**, reflecting student performance on STAAR assessments; a **68 in Domain 2: School Progress**, indicating the need to accelerate academic growth for all students; and a **66 in Domain 3: Closing the Gaps**, highlighting the importance of improving outcomes for all student groups. These baseline results identify the need for a focused and strategic approach to improving student achievement through high-quality Tier I instruction, targeted intervention, data-driven decision-making, and continuous progress monitoring. Throughout the 2026–2027 school year, Barrett Elementary will prioritize strengthening instructional practices, implementing strategic intervention and enrichment, fostering collaborative professional learning communities, and monitoring student progress to improve outcomes across all accountability domains and increase overall campus performance.

Change over Time - TEA Ratings	
2025-26	D/69
2024-25	B/81
2023-24	C/77
2022-23	C/71

Overtime Performance Levels - All Tests, All Levels

	STAAR 2026			STAAR 2025			STAAR 2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Subjects	66%	40%	16%	68%	42%	15%			
Reading	70%	45%	19%	70%	44%	16%	59%	30%	7%
Math	66%	40%	14%	67%	43%	15%	58%	24%	5%
Science	53%	27%	13%	66%	27%	10%	57%	24%	9%

STAAR 2025 Reading by Grade Level by Performance Level

	Approaches	Meets	Masters
3rd Grade Reading	68%	45%	24%
4th Grade Reading	67%	36%	11%
5th Grade Reading	70%	45%	21%

STAAR 2025 Math by Grade Level by Performance Level

	Approaches	Meets	Masters
3rd Grade Math	70%	45%	15%
4th Grade Math	55%	39%	15%
5th Grade Math	65%	26%	9%

STAAR 2026 Reading and Math - Meets Performance Level by Subgroup - Accountability Domain 3

	All Students	African American	Hispanic	High Focus
2026 Reading	45%	46%	39%	37%
Met 2026 Target	No - 46%	Yes-34%	Yes-39%	Yes- 37%
2026 Math	40%	32%	38%	35%
Met 2026 Target	No - 49%	No - 33%	No - 44%	No - 42%

STAAR 2026 Reading and Math - Meets Performance Level by Subgroup - Accountability Domain 3

	All Students	Eco. Dis.	SPED	Emergent Bilingual
2026 Reading	45%	37%	20%	33%
Met 2026 Target	No - 46%	Yes - 35%	No - 26%	No - 37%
2026 Math	40%	34%	23%	41%
Met 2026 Target	No - 49%	No- 40%	No - 29%	Yes - 45%

TELPAS English Language Proficiency Status - Accountability Domain 3

	State Target Goal- 40%
2025	34%
Met Target	No - 40%
2024	21%
Met Target	No-49%

HB 3 - Kindergarten - 3rd grade

	2026 Target for Meets Level	2026 EOY Performance Meets Level
Early Literacy Assessment: Amplify - Kindergarten	79%	59%
mClass Math Assessment - Kindergarten	72%	76%
Early Literacy Assessment: Amplify - 1st Grade	75%	62%
mClass Math Assessment - 1st Grade	55%	60%
Early Literacy Assessment: Amplify - 2nd Grade	70%	44%
mClass Math Assessment - 2nd Grade	56%	52%
STAAR Reading - 3rd Grade	70%	45%
STAAR Math - 3rd Grade	60%	45%

Student Learning Strengths

- An area of strength identified from the Spring 2026 STAAR administration is the performance of our **3rd grade students in Reading Language Arts and Mathematics**. Both content areas demonstrated consistent achievement, with **45% of students performing at the Meets Grade Level standard**. These results reflect the effectiveness of instructional practices and the commitment of teachers to providing high-quality, standards-aligned instruction. As a campus, we will continue to analyze the successful strategies implemented in 3rd grade and leverage these best practices across other grade levels to improve student achievement and increase performance throughout the campus.
- Additionally, our **Dual Language and Emergent Bilingual students demonstrated strong performance**, indicating that the intentional implementation of language acquisition strategies and supports is positively impacting student achievement. The progress these students have made in English language proficiency, as evidenced through TELPAS, has translated into success on the STAAR assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student performance in Reading, Mathematics, and Science did not meet campus accountability expectations, resulting in achievement levels and academic growth outcomes that contributed to the campus earning an accountability rating of D.
Root Cause: Inconsistent implementation of high-quality Tier I instruction, targeted intervention, and data-driven progress monitoring has limited student mastery of grade-level TEKS and academic growth across student groups.

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.

Priority Problem Statements

Problem Statement 1: Barrett Elementary serves a diverse population of students identified as Economically Disadvantaged, Emergent Bilingual, At-Risk, and/or Special Education, requiring differentiated supports to ensure academic success.

Root Cause 1: Systems for monitoring and responding to the academic and social-emotional needs of student groups are not consistently implemented across grade levels, resulting in varying levels of support and achievement.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student performance in Reading, Mathematics, and Science did not meet campus accountability expectations, resulting in achievement levels and academic growth outcomes that contributed to the campus earning an accountability rating of D.

Root Cause 2: Inconsistent implementation of high-quality Tier I instruction, targeted intervention, and data-driven progress monitoring has limited student mastery of grade-level TEKS and academic growth across student groups.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

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 2026-2027 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: CBAs
Nine Week Tests
STAAR 2026-27 Data

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: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Students will receive daily targeted instruction during Planned Intervention & Enrichment (PIE) time based on assessment data. Campus leadership will prioritize instructional time for students with identified learning gaps, adjust intervention groups every three weeks, and monitor student progress to ensure interventions are effective. **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: Instructional Leadership and Capacity Building				

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				

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: Instructional Leadership and Capacity Building				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Students in grades 1-5 will analyze their assessment data after each CBA and Nine Weeks Assessment 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 Interventionists SPED Resource Teachers Classroom Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: Teachers will implement TEKS-aligned science instruction through hands-on investigations, academic vocabulary development, spiraled review of science standards, and data-driven small-group intervention to increase student achievement in grades 3-5 science. **Strategy's Expected Result/Impact:** Increased approaches, meets, and masters scores on CBAs, 9-Weeks Tests, and STAAR **Staff Responsible for Monitoring:** Principal Assistant Principal Science Coordinator Grade 3-5 Teachers Interventionists				

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: Students in grades 4 and 5 will demonstrate measurable academic growth in Reading Language Arts and Mathematics through targeted, data-driven instruction, intervention, and progress monitoring, with a focus on accelerating learning for students performing below grade level.

High Priority

HB3 Goal

Evaluation Data Sources: CBAs
Nine Week Tests
STAAR 2026-27 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: By May 2027, at least 80% of students in grades K-5 will meet or exceed their annual Reading Language Arts growth targets as measured by MAP, DRA, Amplify, STAAR, and other district-approved assessments. Students performing below grade level will receive targeted interventions, with interventionists, special education staff, and instructional support personnel strategically assigned based on student performance data and identified needs. **Strategy's Expected Result/Impact:** 80% of students will meet their growth goal. **Staff Responsible for Monitoring:** Principal AP Interventionists SPED Resource Teachers Classroom Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: By May 2027, at least 80% of students in grades K-5 will meet or exceed their annual Mathematics growth projection, as measured by MAP, district assessments, STAAR, and/or other district-approved assessments, with targeted intervention provided to students performing below grade level. **Strategy's Expected Result/Impact:** 80% of students will meet growth goal **Staff Responsible for Monitoring:** Principal AP Interventionists SPED Resource Teachers Classroom Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

 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 60% of Emergent Bilingual (EB) students demonstrate growth in their TELPAS composite score.

High Priority

Evaluation Data Sources: TELPAS 2027

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 instruction. **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				

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				

 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 4: By the end of the 2026-27 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

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: Instructional Leadership and Capacity Building				

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: Instructional Leadership and Capacity Building				

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: Instructional Leadership and Capacity Building				

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: Instructional Leadership and Capacity Building				

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 5: Barrett Elementary will improve from a D rating (69) to a B or higher rating in the 2027 accountability system.

High Priority

Evaluation Data Sources: 2027 STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Teachers will implement rigorous, TEKS-aligned Tier I instruction through collaborative planning, learning targets, success criteria, and frequent checks for understanding to increase student mastery of grade-level standards. **Strategy's Expected Result/Impact:** Students will demonstrate increased mastery of grade-level TEKS as evidenced by improved performance on classroom assessments, district assessments, and STAAR assessments in Reading, Mathematics, and Science. **Staff Responsible for Monitoring:** Principal Assistant Principal Curriculum Coordinators Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Campus staff will utilize curriculum based assessments data every three weeks to identify student needs, adjust instruction, provide targeted intervention, and monitor academic growth in Reading, Mathematics, and Science. **Strategy's Expected Result/Impact:** Student achievement gaps will decrease, academic growth will increase, and instructional decisions will be driven by timely data, resulting in improved performance across all accountability domains. **Staff Responsible for Monitoring:** Principal Assistant Principal Director of Elementary Education Curriculum Coordinators Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Students performing below grade level will participate in targeted acceleration opportunities, including small-group instruction, and intervention programs with progress monitored regularly to ensure growth toward grade-level proficiency. **Strategy's Expected Result/Impact:** Students receiving acceleration and intervention services will demonstrate measurable academic growth, increased proficiency on assessments, and improved readiness for grade-level instruction. **Staff Responsible for Monitoring:** Principal Assistant Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Campus administrators will conduct weekly instructional walkthroughs, while district instructional leaders will participate in monthly campus visits to monitor Tier I instruction, student engagement, and intervention implementation. Walkthrough data, lesson plans, and student work will be reviewed to identify instructional needs. Teachers will receive timely feedback and targeted coaching, with follow-up observations to monitor improvement. **Strategy's Expected Result/Impact:** Increased instructional fidelity and implementation of campus instructional expectations will result in improved student achievement, academic growth, and accountability outcomes. **Staff Responsible for Monitoring:** Principal Assistant Principal Director of Elementary C&I Curriculum Coordinators				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: The Campus Leadership Team will meet every three weeks to analyze assessment results, student group performance, and intervention effectiveness. District and campus leaders will review progress monthly, identify barriers, assign corrective actions, and monitor implementation through documented follow-up. **Strategy's Expected Result/Impact:** Improved instructional implementation and student performance through consistent monitoring, timely feedback, and corrective actions. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Interventionists Grade-Level Team Leaders				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: When student performance is not progressing toward established targets or instructional strategies are not implemented effectively, campus and district leadership will identify barriers, provide targeted coaching and professional development, adjust intervention groups and instructional practices, and increase monitoring frequency until improvement is demonstrated. **Strategy's Expected Result/Impact:** Improved instructional implementation and accelerated student achievement through timely corrective actions and ongoing progress monitoring. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Director of Elementary Education, Curriculum Coordinators, Interventionists.				

 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 6: BES will increase Reading and Math Meets Grade Level Performance for Special Education students by at least 8 percentage points.

Evaluation Data Sources: CBAs
9-Weeks Tests
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Special education and general education teachers will collaboratively plan and implement TEKS-aligned instruction, accommodations, and targeted small-group interventions based on IEP goals and student performance data. **Strategy's Expected Result/Impact:** Special Education students will demonstrate increased mastery of grade-level standards and improved performance on curriculum based assessments and STAAR Reading and Mathematics assessments. **Staff Responsible for Monitoring:** Principal Assistant Principal Special Education Teachers General Education Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Campus staff will monitor Special Education student progress every three weeks using curriculum-based assessments, classroom performance, and IEP progress data to identify learning gaps, adjust interventions, and provide acceleration support. Students not demonstrating adequate growth will receive targeted intervention adjustments, with progress reviewed during the next monitoring cycle. **Strategy's Expected Result/Impact:** Special Education students will demonstrate measurable academic growth, increased achievement at the Meets Grade Level standard, and a reduction in performance gaps between Special Education students and All Students. **Staff Responsible for Monitoring:** Principal Assistant Principal Special Education Teachers Interventionists Classroom Teachers				

 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

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 Liaison				

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: Planning and Performance Management through Strong Leadership				

 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

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: Academic Experience: High Quality Instructional Materials				

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 and purposefully integrate technology into daily instruction in alignment with district technology usage guidelines, utilizing interactive learning activities and formative assessments to increase student engagement, monitor student learning, and enhance instructional effectiveness.

Evaluation Data Sources: Usage reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: By the end of the 2026-27 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: Academic Experience: High Quality Instructional Materials				

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

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: Planning and Performance Management through Strong Leadership				

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: Planning and Performance Management through Strong Leadership				

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 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Regularly update and maintain all necessary safety documentation 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: Planning and Performance Management through Strong Leadership				

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: Planning and Performance Management through Strong Leadership				

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

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: Academic Experience: High Quality Instructional Materials				

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: Academic Experience: High Quality Instructional Materials				

 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

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: Planning and Performance Management through Strong Leadership				

 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

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: Integrated Student Support Systems				

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: Planning and Performance Management through Strong Leadership				

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

 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

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: Integrated Student Support Systems				

 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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Implement a variety of after-school clubs to 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				

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: Integrated Student Support Systems				

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				

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: Integrated Student Support Systems				

 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

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: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Students will participate in a well-rounded physical education program promoting healthy life-long skills in activities such as Mile Club, Roller Skating, 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: Integrated Student Support Systems				

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: Integrated Student Support Systems				

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

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: Integrated Student Support Systems				

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: Integrated Student Support Systems				

 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

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: Planning and Performance Management through Strong Leadership				

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: Integrated Student Support Systems				

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

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

 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

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: Talent Retention and Strategic Staffing				

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: Talent Retention and Strategic Staffing				

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.

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				

 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.

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: Talent Retention and Strategic Staffing				

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: Talent Retention and Strategic Staffing				

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.

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

 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

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: Planning and Performance Management through Strong Leadership				

 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

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

 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

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: Integrated Student Support Systems				

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: Planning and Performance Management through Strong Leadership				

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: Planning and Performance Management through Strong Leadership				

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) was developed and updated with input from campus and community stakeholders. The CIP is formally reviewed in September, December, and April, with a summative review in June. Monthly monitoring meetings are held throughout the year to support implementation and track progress between formal reviews.

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.

Campus and district leadership will collaboratively monitor CIP implementation through monthly instructional reviews and analysis of student performance data. Evidence will include assessment results, walkthrough documentation, intervention records, and student work. Leadership teams will identify areas needing improvement, assign follow-up actions, and monitor progress toward established goals.

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		.73