

# **Dickinson Independent School District**

## **Barber Middle School**

### **2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

The mission of Barber Middle School is to provide a safe and nurturing environment in which ALL students will make forward progress, build strong character, and receive quality academic instruction to read and perform math on grade level or higher.

## Vision

We believe that every student has value and can learn. We are committed to continually increasing our effectiveness through growth and development, thereby increasing student achievement. We will provide all students with quality learning opportunities to enhance their social, emotional, and academic growth. We will ensure that every student has the foundation necessary to succeed in high school, college, and life.

## Core Beliefs

At Barber Middle School, all adults believe in:

1. High expectations and standards - We believe that all students have the innate ability to achieve them and are committed to doing everything in our power to help them get there.
2. Intentionality - We believe that every aspect of our practice impacts student growth and achievement.
3. Continually Increasing our Effectiveness and embodying a Growth Mindset - We believe that continuous adult learning, feedback, and reflection lead to great teaching. We believe in a growth mindset for ourselves and our students.

- 4 Respect and Humility - We believe that demonstrating respect and humility towards students, parents, the community, and each other is critically important to student growth and achievement. We honor the values, beliefs, and work of others.
5. Personal Responsibility - We believe that student growth and achievement are within our realm of control; we take personal responsibility for students' learning and believe we can make an impact.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

John and Shamarion Barber Middle School is one of twelve campuses in the Dickinson Independent School District. Barber Middle School opened its doors in August 2008 and serves predominantly low-income families. Barber Middle School serves 663 students in grades 5 and 6. Eight years ago, the campus served 576 students, which is an increase of 15%. This campus is a Title I School-wide Campus.

The student population is .1% American Indian, 12.8% African-American, 30.9% Anglo, 2.2% Asian, 51.7% Hispanic, 1.9% Multi-race, .1% Nat. Hawaiian, 51.2% male and 48.7% female with a low socioeconomic status of 63%%. The staff population is 11.1% African-American, 75% Anglo, 0% Asian, 20.8% Hispanic, 1.3% Other, 18% male and 81.9% female with an average of 12.8 years of experience. The current teacher/student ratio is 1:11. This ratio has improved from the previous year of 1:13.

- **Student Populations:**

American Indian	African American	Anglo	Asian	Hispanic	Multi-Race	Nat. Hawaiian
.1%	12.8%	30.9%	2.2%	51.7%	1.9%	.1%

Male	Female	Low Socioeconomic
48.5%	51.4%	70%

- **Staff Populations:**

African-American	Anglo	Asian	Hispanic	Other	Male	Female	Years of Experience
11.1%	75%	0%	20.8%	1.3%	17.9%	82%	12.8

The overall mobility rate for the campus is approximately 12.9%. The average daily attendance rate for students is 96.32%. There were a total of 239 discipline referrals this year, which is a decrease from 594 last year. The previous year, 2015-16, there were 665, so discipline incidents are declining school-wide.

	<b>2016- 2017 School Year</b>	<b>2017- 2018 School Year</b>
<b>Mobility Rate</b>	25.7%	12.9%
<b>Average Dailey Attendance</b>	96%	96.32%
<b>Discipline Referrals</b>	725	239

John and Sharmarion Barber Middle School Campus serves 113 English Language Learner students (16.1%) which includes Bilingual/ESL/M1/M2, 70 students in the Gifted and Talented program(10%), 41 students identified for 504 services(5.8%), and 72 students served through special education services (10.2%).

	<b>ELL</b>	<b>GT</b>	<b>504</b>	<b>SPED</b>
<b>Number of Students</b>	66	75	41	52
<b>Percent of Students</b>	9.9%	11.3%	6.1%	7.8%

### Demographics Strengths

Our campus has the following demographic strengths:

- Diverse student population
- Many teachers are GT and/or ESL certified

- Multiple training opportunities to better prepare staff for our diversified campus, including AVID, Fast Forward, STEM, and Safe and Civil, Lead4ward, Dyslexia, LLI
- Promote attendance using parent contact
- Use motivational rewards to encourage high student attendance
- Majority of the teachers have attended 7 Steps to a Language Rich Classroom, ELPS, and Talk Read Talk Write
- Extra Bilingual Teachers and Paraprofessionals, plus LLI instruction led to improvement on TELPAS
- Implementing our guidelines for success with SWAMP Bingo and SWAMP character lessons
- African American test scores showed improvements
- ELL Literacy and parent involvement
- Amount of teachers that are able to speak Spanish

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** On the 2018 Accountability Summary, Barber Middle School is in the 3rd quartile for attendance among comparison schools. **Root Cause:** The mobility rate at Barber is 12.8%, and we do not have an effective campus-wide system for addressing chronic absenteeism.

# Student Achievement

## Student Achievement Summary

### STAAR % Met Standard

	2014	2015	2016	2017	2018
5 <sup>th</sup> Reading					
(1 <sup>st</sup> administration)	67%	69%	62%	74%	75% 18%
(2 <sup>nd</sup> administration)					
5 <sup>th</sup> Math					
(1 <sup>st</sup> administration)	83%	81%	74%	85%	87% 51%
5 <sup>th</sup> Science	71%	68%	66%	75%	Pre-STAAR 72%
6 <sup>th</sup> Reading	72%	78%	68%	62%	Pre-STAAR 72%
6 <sup>th</sup> Math	83%	81%	72%	82%	Pre-STAAR 83%

1.

### Reading -5<sup>th</sup> Grade-1<sup>st</sup> Administration

STATE	# students	All Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
2013-2014	349,363	76%	71%	66%	88%	68%	52%50%
2014-2015	351,339	78%	73%	67%	89%	70%	57%45%



2015-2016	359,130	75%	70%	64%	86%	66%	54%	40%
2016-2017	379,532	71%	66%	60%	82%	62%	52%	31%
2017-2018	391,795	78	74	66	87	70	62	39

District	# students	All Hispanic	Afr. White Am.	Eco. Dis.	LEP	Sp. Ed.
2013-2014	699	69%	66%	64%	74%	64% 0% 32%
2014-2015	702	71%	68%	69%	74%	64% 0% 22%
2015-2016	736	66%	61%	65%	75%	58% 10% 19%
2016-2017	815	64%	63%	52%	73%	58% 22% 31%
2017-2018	Pre-Staar	52%	47%	55%	62%	48% 16% 23%
	STAAR – 852	68%	64%	67%	75%	64% 27% 30%

BMS	# students	All Hispanic	Afr. White Am.	Eco. Dis.	LEP	Sp. Ed.
2013-2014	342	67%	64%	61%	74%	64% 0% 22%
2014-2015	336	69%	66%	78%	73%	65% 0% 21%
2015-2016	359	62%	57%	63%	72%	57% 6% 14%
2016-2017	377	68%	67%	61%	73%	65% 9% 24%
2017-2018	Pre-Staar	54%	48%	76%	57%	51% 16% 40%
	STAAR -331	75%	73%	79%	80%	70% 34% 55%

### Math -5<sup>th</sup> Grade-1<sup>st</sup> Administration

STATE	#	All Hispanic	Afr.	White	Eco.	LEP	Sp.
	students			Am.	Dis.	Ed.	
2013-2014	354,996	79%	75%	65%	87%	72%	67%53%
2014-2015	356,759	79%	76%	64%	87%	72%	69%48%
2015-2016	359,130	79%	76%	64%	87%	72%	70%47%
2016-2017	387,610	81%	79%	69%	88%	75%	73%48%
2017-2018	400,342	84%	83%	72%	90%	80%	79%55%

District	#	All Hispanic	Afr.	White	Eco.	LEP	Sp.
	students			Am.	Dis.	Ed.	
2013-2014	699	82%	84%	74%	80%	79%	50%38%
2014-2015	696	77%	81%	68%	76%	71%	54%26%
2015-2016	730	71%	74%	58%	73%	66%	40%17%
2016-2017	776	78%	80%	65%	86%	78%	58%46%
2017-2018	Pre-Staar	68%	66%	65%	75%	66%	49%35%
	STAAR-854	77%	76%	71%	82%	75%	57%43%

BMS	#	All Hispanic	Afr.	White	Eco.	LEP	Sp.
	students			Am.	Dis.	Ed.	
2013-2014	342	83%	85%	82%	79%	82%	67%36%
2014-2015	335	81%	84%	81%	74%	78%	48%32%
2015-2016	358	73%	75%	61%	71%	72%	50%11%
2016-2017	384	85%	86%	76%	86%	85%	53%52%

2017-2018	Pre-Staar STAAR-331	70%	67%	73%	74%	70%	46%	48%
		86%	83%	91%	90%	85%	61%	63%

1.

### Science -5<sup>th</sup> Grade

STATE	# students	All	Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
2013-2014	356,231	73%	68%	59%	86%	64%	53%	46%
2014-2015	353,746	72%	66%	56%	85%	62%	52%	41%
2015-2016	363,919	75%	71%	59%	86%	67%	61%	43%
2016-2017	385,853	73%	68%	58%	84%	65%	57%	36%
2017-2018	399,294	75%	72%	60%	85%	68%	63%	40%

District	# students	All	Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
2013-2014	697	69%	67%	55%	79%	64%	19%	33%
2014-2015	697	69%	70%	55%	74%	60%	36%	23%
2015-2016	729	69%	67%	57%	79%	61%	37%	29%
2016-2017	775	73%	73%	60%	82%	69%	37%	36%
2017-2018	853	72%	72%	62%	80%	69%	41%	34%

BMS	# students	All	Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
2013-2014	340	71%	69%	58%	78%	68%	33%	36%

2014-2015	335	68%	68%	53%	73%	63%	33%	29%
2015-2016	351	68%	66%	59%	76%	63%	38%	23%
2016-2017	299	81%	76%	76%	91%	78%	14%	40%
2017-2018	330	82%	78%	81%	89%	79%	40%	55%

### Reading -6<sup>th</sup> Grade

STATE	#	All Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
2013-2014	355,709	77%	71%	68%	88%	69%	48%
2014-2015	358,211	76%	69%	67%	88%	67%	46%
2015-2016	365,062	71%	64%	60%	84%	61%	42%
2016-2017	391,613	67%	60%	57%	81%	57%	37%
2017-2018	394,958	66%	60%	55%	78%	56%	40%

District	#	All Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
2013-2014	654	76%	73%	69%	85%	70%	0%
2014-2015	711	77%	75%	74%	83%	74%	4%
2015-2016	751	68%	61%	55%	72%	61%	11%
2016-2017	774	65%	59%	61%	76%	57%	5%
2017-2018	827	63%	61%	55%	73%	59%	19%

BMS	#	All Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
		students					

2013-2014	315	72%	70%	74%	77%	68%	0%	30%
2014-2015	359	78%	75%	83%	82%	77%	5%	43%
2015-2016	355	68%	66%	68%	69%	63%	16%	34%
2016-2017	295	62%	53%	67%	77%	56%	6%	22%
2017-2018	308	75%	72%	74%	80%	72%	23%	15%

1.

### Math -6<sup>th</sup> Grade

STATE	# students	All Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
2013-2014	352,433	79%	74%	66%	88%	72%	62%47%
2014-2015	348,792	75%	71%	62%	86%	67%	58%44%
2015-2016	353,581	74%	66%	57%	82%	62%	58%43%
2016-2017	384,610	75%	70%	64%	86%	67%	58%38%
2017-2018	387,665	76%	72%	64%	86%	69%	61%43%

District	# students	All Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
2013-2014	657	86%	84%	82%	91%	82%	56%48%
2014-2015	712	79%	76%	75%	83%	76%	38%68%
2015-2016	747	72%	75%	61%	73%	66%	30%30%
2016-2017	774	78%	77%	68%	84%	73%	47%49%

2017- 829 75% 76% 63% 79% 74%51%57%  
2018

<b>BMS</b>	<b>#</b>	<b>All Hispanic</b>		<b>Afr.</b>	<b>White</b>	<b>Eco.</b>	<b>LEP</b>	<b>Sp.</b>
	<b>students</b>			<b>Am.</b>		<b>Dis.</b>		<b>Ed.</b>
2013-2014	314	83%	82%	89%	83%	83%	60%	43%
2014-2015	360	81%	79%	89%	82%	79%	40%	67%
2015-2016	352	72%	75%	65%	67%	68%	27%	37%
2016-2017	295	82%	79%	81%	86%	79%	61%	52%
2017-2018	308	91%	93%	83%	89%	91%	73%	85%

As a whole, BMS 5<sup>th</sup> graders increased in reading by 7 percentage points overall and decreased in Math by 3% on the STAAR test. The increase in reading scores can be attributed to consistent rules and procedures being implemented campus wide as well as an increase in STEM students. Every ELA classroom has been relentlessly focused on teaching through a balanced literacy approach. Although the 5<sup>th</sup> grade math scores were slightly lower this year, our students still beat the state data in most categories. In 6<sup>th</sup> grade, our reading STAAR scores increased 13 percentage points and our math scores increased by 1%. All teachers focused on incorporating rigor through literacy in all content areas, and committed themselves to strategically planning for student engagement.

The number of students taking Pre-AP and STEM courses has increased in math and reading; we will continue to focus on increasing the amount of students scoring in the Masters range.

The 5th grade reading department has increased the LEP and SpEd scores over the past three years. We attribute this to interventions such as Fast Forward and LLI, focused TEKS based instruction, and use of academic coaches and other instructional support. The SSI, ARD, LPAC, 504 and other committee decisions concerning state assessments and interventions are appropriate and beneficial for students.

The 5th grade math SpEd scores have increased over the past 3 years. LEP scores have increased over the last 3, as well.

Our areas of lowest performance as a campus overall are the LEP and SpEd population, although we have seen growth over the past 3 years. SpEd, 504, and LEP scores are significantly lower than non-SpEd and/or non-LEP students. Non SpEd and LEP teachers receive push in support from SpEd and LEP certified teachers. SpEd, 504, and LEP students receive accommodations to help them be successful.

The requirements for accelerated instruction in reading are being met through the Fast Forward, LLI programs, reading intervention groups, and small groups in class. In math there are small groups being pulled during electives as well as academic coaches pulling small groups during class.

Individual student needs are identified through pre STAAR benchmark scores and CBA scores. Students engage in STAAR blitz program, LLI, Fast Forward, and small group interventions based on this data. The RTI process is handled by the counselor and the process is communicated to staff.

The performance on STAAR, CBAs, and report cards are consistent across both grade levels in math and reading. We can attribute this to district curriculum that is aligned well to the TEKS and STAAR assessments.

For chronically absent students teachers work with students before and after class as well as in tutorials before school and students pulled during specials.

### **Student Achievement Strengths**

Our strengths are:

- BMS Met Standard on the 2018 State Accountability Rating. Campus Met Standards on Student Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness.
- BMS received distinction designations in Mathematics, Academic Growth, Postsecondary Readiness, and Closing the Gaps
- 5th gr. Reading - The percentage of students passing the first administration of reading increased by 2% from 2017. Special education group increased by 31% on the first administration from 2017 to 2018; LEP population increased by 25%.
- 5th gr. Math - The percentage of students passing math the first administration increased by 1%. The Special Education group increased by 11%; the LEP group increased by 8%.
- BMS increased length of instructional time in content area classes.
- LLI (Leveled Literacy Intervention) groups were pulled for struggling students
- Fast Forward was used with 230 students, of which 81% made reading gains. 82 students made a reading gain of between 1-2 years; 29 students made a reading gain of more than 2 years.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** First-time instruction is not effective for all student groups resulting in missing State Safeguards for ELLs and Special Education students. **Root Cause:** All teams do not effectively use data to plan targeted instruction and all teachers do not consistently use formative data to adjust instruction.

# School Culture and Climate

## School Culture and Climate Summary

At Barber Middle School, the culture and climate is enhanced by staff members and students consistently following campus-wide expectations and procedures. **Lead4Ward** and 7 Steps strategies have enriched our student academic experiences by incorporating meaningful tasks and engaging dialogue within each classroom. **AVID** has promoted growth mindset, high expectations for individual behavior and academic success, and holding individuals responsible for their learning and actions to help students become aware of how their choices can improve their destinies. The **Safe and Civil** committee, with the help of the staff, has created an orderly, safe environment for our students. This committee continues to monitor and adjust routines and procedures throughout the school to ensure little loss of time in movement through the hallways, monitoring of the restrooms, cafeteria procedures, and successful arrivals and dismissals. On the Staff Survey given in March 2018, there were 34 questions answered with a high percentage of people who felt things were going well. There were 9 questions where staff felt that there needed to be clarification of job descriptions or changes. Many people offered solutions for those 9 areas where we want to improve to make our school better. Staff and students are determined and dedicated to making our school successful. Administration and Staff offer support and encouragement to our students to help them realize their true worth. Students offer support to each other as well as to their teachers. In short, Barber Middle School is a good place to Learn.

The average daily attendance rate for students is 96.32%. There were a total of 239 discipline referrals this year, which is decrease from 594 the previous year.

	2016-2017 School  Year	2017-18 School Year
Mobility Rate	12.8	12.9



<b>Average Daily Attendance</b>	96	96.32
<b>Discipline Referrals</b>	594	239

## School Culture and Climate Strengths

Safe and Civil Survey: 90% or more of parents, staff and students respond favorably in the following areas:

- Students feel safe in classrooms, cafeteria and common areas
- Students are taught rules and expectations in classrooms, cafeteria, and common areas
- Parents and families are informed about the rules and expectations for student behavior.
- Staff members are supportive of students.
- Staff members encourage students to do their best.
- Staff has a clear understanding of how to monitor student behavior and academic success.
- Staff has a clear understanding of how to motivate students.

Implementation of Safe and Civil has improved behaviors throughout the school by explicitly communicating and teaching procedures for hallways, cafeteria, common areas, and dismissal.

Through Safe and Civil, the staff developed Guidelines for Success - SWAMP (self-control, worth, accountability, motivation, and perseverance) as well as lessons around the traits. These guidelines provide staff and students a picture of what a successful individual looks like, acts like and sounds like.

SWAMP Bingo is way to reinforce the positive behaviors observed that are connected to SWAMP. Staff acknowledge students and other staff members who exhibit good behavior, leadership qualities, or other positive traits by presenting them with a positive note and an opportunity to win the bingo reward.

The campus has school-wide systems that are reviewed annually for efficiency, accuracy, and use. All staff are trained in campus-wide systems. The campus also has a school-wide discipline plan where staff follows a 6 step intervention procedure before referring students to the office; our goal is to teach students good behaviors through modeling, positive reinforcement, and redirection.

Teachers on the School Culture and Climate Committee specifically noted the following strengths:

- Campus Wide Routines and Procedures
- Discipline Procedures
- Feedback from Administration
- Professional Learning
- School Administration Effectively Communicates with Staff
- Counselor Effectively Communicates with Staff

- Overall Feeling of Being at Barber

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** On our 2017-18 Safe and Civil survey, 30% of students feel that students do not treat each other respectfully in the hallways; 37% feel that students do not treat each other respectfully in the cafe; 32% in the restrooms; 38% in the gym; and 30% in the classrooms. **Root Cause:** There has been an increase in inappropriate use of social media outside of the school that has spilled over into school time.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

BMS strives to meet the district requirement of interviewing and employing highly qualified teachers, instructional paraprofessionals, and academic coaches. We work closely with the district's Educational Services and Human Resources department when selecting candidates and/or providing assistance to those seeking highly qualified positions. Prior to the beginning of the school year, we post instructional positions on our district website with ample time to recruit certified, highly qualified and effective candidates. We also have a support system set in place to ensure that our sought after highly qualified staff members have their needs met and those include: an encouraging leadership team (that includes our principal, assistant principal, and counselor), expert/mentor teachers, content based collaborative teams, academic/instruction coaches, behavior coaches, and a compassionate Communities in School coordinator. With these support systems in place, BMS has had a high rate of current teachers reaching out to other highly trained individuals to join our school community. With the unfortunate events that took place this year in regards to the devastation left by Hurricane Harvey, we saw a huge outpouring of kindness and selfless service from our staff. Our community was able to see the amazing family-like values that we have here. We suggest that getting our school out into the community more (through fundraisers, parades, and community events such as Trash Bash) would aide in the recruiting of more highly qualified teaching staff.

BMS always strives to ensure that quality and retention rates remain high at our campus. In order to accomplish these goals, we are constantly learning new content and classroom management procedures, techniques, and strategies. We currently meet two to four times monthly for faculty and PLC meetings to learn about these various trainings. We have had opportunities to observe teachers using these procedures, techniques, and strategies successfully in the classroom. We feel that having even more observation opportunities will help with more teacher/student success and in return ensure retention rates of our more novice educators. We have started to incorporate Coaching Sessions within our school community where Academic Coaches are working with current staff to support either classroom management or content delivery. The sessions have helped teachers from all experience levels improve upon their art of teaching and we believe that incorporating non-academic coaching staff would provide yet another layer of support to all teachers. We still see a slight lack of novice and new-to-BMS teachers having the opportunity to meet and understand the roles of all support and specialists on campus. During the first week back to school, we obtain so much information that it can be difficult to remember all the different support staff's names and roles. We may be able to facilitate this need by finding an opportunity to "get to know" your campus throughout some of our faculty meetings and/or team building activities outside the school.

From our own observations, we see that the number one setback and cause for low teacher retention is poor classroom management techniques. This year we have had opportunities to observe some effective classroom management techniques but even more opportunities would help to reduce these numbers. In addition to observing these teachers, having some faculty/PLC meetings to discuss new techniques or attend trainings would be of great benefit.

We also believe that teachers need assistance with learning how to support our specific population of students. We have a very diverse group of learners who have varying levels of emotional and educational needs. Having the opportunity to go to trainings, like Eric Jensen Teaching

with Poverty in Mind, would give our teachers an opportunity to reach our learners more on their own turf. Other professional learning that focuses on low-socioeconomic students, diverse student populations, and cultural awareness would be of great benefit, as well. Faculty meetings have been a great and effective avenue for sharing and learning new strategies for reaching our English Language Learners. These meetings cover general areas of learning and helping ELL's in our respective content areas. We have found that having more opportunities to explore strategies in our content area have been very valuable and would like to continue these sessions regarding our specific content areas.

Overall, our team feels that BMS has a good foundation for retaining and recruiting teachers and staff of high quality standards. We have a support system of companionate administrators and mentor teachers to aid novice teachers. In addition, we have faculty PLCs geared toward supporting our English Language Learners and struggling students.

### **Staff Quality, Recruitment, and Retention Strengths**

The following strengths were identified:

- All BMS staff members meet the requirement of highly qualified according to our district and state requirements
- Our district uses multiple avenues for recruiting highly qualified candidates
- Professional development is offered on the district and campus level
- We set and maintain specific campus wide goals
- Supportive district and campus wide novice teacher programs
- Participation in district, campus, and individual training surveys relating to professional development
- Trainings focused on developing more effective classroom instruction across a variety of student groups and needs
- Teachers have stepped up and helped out in our community during Harvey and its aftermath

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** There are many staff members with zero referrals and there are a few staff members that write the majority (85%) of the referrals.

**Root Cause:** Inconsistency with management techniques and/or a lack of positive relationships between teacher and student, result in an increase in numbers of referrals.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

A committee of teachers and specialists create and edit the curriculum used throughout Dickinson ISD. These professionals use the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and the College Career Readiness Standards (CCRS) as an outline when writing curriculum. In addition to the curriculum, this committee also provides teachers with a year-at-a-glance outline and pacing guide for instruction. Team leaders and academic coaches collaborate with both the specialists and their teams of teachers to plan daily lessons and common assessments based on the TEKS and data from daily activities, common assessments, and CBAs. Curriculum is also revisited and updated each summer.

This year our school initiative was to use the AVID program and Lead4Ward strategies. The AVID program incorporates many structures which provide students with practical organizational and study skills aligned to College Readiness. The Lead4Ward strategies include elements from data analysis tools for instructional analysis, instructional strategies focused on student engagement, and authentic assessments which are to be implemented into student-focused learning. AVID focuses on providing an infrastructure to individual learning while Lead4Ward provides a scaffold for higher order thinking. Lead4Ward resources, which includes guides for planning, an emphasis on engaging activities, and tools for data analysis, are utilized during regular planning sessions. Using the provided documents through Lead4Ward, planning was more purposeful and a variety of strategies were implemented in the classroom to emphasize collaborative learning and critical thinking.

Gifted and Talented students follow a PreAP curriculum which covers grade-level TEKS and a portion of the next grade level's curriculum. Gifted and Talented students also complete a Texas Performance Standards project each year. The 2017-2018 school year marked the second year of the STEM program at Barber Middle School. This program was extended to a new group of 5th graders, giving BMS approximately 200 students total in both 5th and 6th grade participating in the TEKS-based program that extends learning through projects and activities focused in Science, Technology, Engineering and Math.

At Barber Middle School, grade-level departments meet on a regular basis to find and discuss research-based best practices for implementing lessons and using meaningful activities to reach all students. Strategies used in the classroom include speaking and writing in complete sentences, using academic language, higher-level questioning and randomization of student selection. In addition to whole-group instruction, remediation and differentiation occurs in small groups informed by data analysis. Assessment, both formative and summative, is on-going, following district guidelines for CBAs and Benchmarks, and using common assessments in the classroom to guide instruction.

Teachers, academic coaches, and bilingual/special education support staff analyze common assessments, CBAs, STAR Reading and state testing as well as informal assessments to identify the needs of students. Small groups during class are selected based on these needs. Struggling students also receive RTI intervention, academic coach support, Leveled Literacy Intervention, and Fast ForWord.

## Curriculum, Instruction, and Assessment Strengths

### Strengths:

- All core subjects follow TEKS-based common assessments across the district
- Literacy Library dedicated to leveled and guided reading
- Struggling readers identified and involved in some form of small group/remediation
- Reading Interventionist
- Increased rigor in writing throughout the year in all core subjects by implementing AVID strategies
- Sentence stems and academic language used in all content classes
- Seven Steps to a Language Rich Classroom utilized by all teachers
- Continual evaluation of CBAs and common assessments
- 5th grade has successfully implemented guided reading in small groups
- Implementation phase of vertical alignment with middle school and junior high (through high school in reading)
- Small groups in Math and Science targeting specific TEKS
- Maximizing reading time at independent reading levels with student-selected "just right" books
- Increased use of technology through interactive websites, Chrome books, Google classroom
- Curriculum aligned with state standards
- Using data from on-going assessments to create and adjust small groups and individualized instruction
- Gains of students passing STAAR in Math, Reading, and Science
- Increased level of students reading on or above grade level from last year's results
- STEM students participate in a 50-minute STEM enrichment course daily focusing on projects in robotics, flight, research, computer coding, and literature (Project Lead the Way)
- Access to digital learning through STEMscopes in Science
- Students understanding the purpose of tracking of their own data by TEKS and reading levels
- Goal setting with individual students for CBA's and STAAR
- Student's responding to teachers questions in a complete sentence
- Multiple family literacy nights and school-wide Curriculum Night

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** First-time instruction is not effective for all student groups resulting in lower performance in the ELL and Special Education groups.

**Root Cause:** Instruction is not differentiated well enough to meet the needs of all students.

## Parent and Community Engagement

### Parent and Community Engagement Summary

A parent survey was sent out in April 2018; 113 responses were collected. 94% of parents prefer to receive school information via email, and the majority of parents said that adequate information had been sent throughout the year. When asked what they would be interested in learning more about, 67% of parents indicated they would like to know more about "how to help prepare my student for college."

Parents have opportunities such as curriculum nights in the fall and spring, Open House, student dances, field trips, fundraisers, CIC and DEIC participation, student performances, parent surveys, and ELL Parent Night to be involved with the school. Individual conferences are scheduled as needed throughout the year. The school communicates with parents through various formats and languages so that the information is accessible to all. Letters and fliers are sent home in English and Spanish. Interpreters are available to help at ARDs and other meetings where language could be a barrier. With the help of Communities in Schools, we have strong ties with several community partners. They are recruited as needed and supported through appreciative gestures such as artwork, letters, and lunches.

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. The building was a temporary shelter during Hurricane Harvey due to the fact that it was one of the few places that did not flood. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translation services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

### Parent and Community Engagement Strengths

Campus strengths include:

- Skyward was used by administrators and teachers to email communication to parents.
- The large majority of the people who responded to the parent survey felt that BMS was very strong and effective in communicating with them.
- Communities in Schools works to help parents and students with needs such as eyeglasses, school supplies, clothes, food, transportation, mentoring and tutoring, and many other type of support students and parents.
- Our counselor supports the emotional needs of both students and families through direct services and referral to outside agencies.
- To welcome incoming fifth graders and help families feel at home in their new school, an orientation is held. Parents and students tour the school and any questions they have are answered at that time.
- Each year, during the G/T Showcase, students present their projects to families and friends.

- A strong local business partnership supporting BMS teachers, students and activities.
- The counselor, teachers, social worker and campus administrators make home visits when necessary to support academics, attendance, behavioral or emotional needs of students.
- Our district social worker and campus counselor provide services and coordinate transportation for our identified homeless students.
- Parents and community members were involved in STEM classrooms through lab activities and field trips.

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** On the 2018 Accountability Summary, Barber Middle School is in the 3rd quartile for attendance among comparison schools. **Root Cause:** More consistent communication is needed between home and school that emphasizes the value of attendance.



## School Context and Organization

### School Context and Organization Summary

Barber Middle School is a safe, healthy, secure, and orderly learning environment that sets high expectations and realizes the benefit of collaboration with parents, students, and staff. We provide highly motivating lessons that are aligned with TEKS, which promotes the most beneficial learning for successful college and career readiness. Daily operations and schedules are in place to ensure all students are receiving maximum instructional time. As a staff, we discuss needs, changes, or modifications which can be made in order to promote success for all students. The principal reports campus academic and staffing needs throughout the school year during bi-weekly A-Team meetings with district administration for the upcoming year in early spring. Barber employs and retains highly qualified staff to maximize learning for all students.

### School Context and Organization Strengths

The following strengths were identified:

- After school programs include Gator Drama Club, Student Council, Early Robotics, Yearbook, Science Club.
- Academic coaches and extra support staff monitor hallways along with academic teachers posted at incremental stations throughout campus.
- Students who need additional instruction can attend morning/after school tutorials or receive additional instruction from Academic Coaches during the school day. Reading and Math intervention are implemented during electives.
- Academic teams meet after school or during conference to plan and discuss current and future lessons, and student needs.
- Teachers and students routinely set goals and monitor academic growth.
- Safe and Civil facilitates campus wide decision making through collaboration and feedback.
- Teachers have the ability to communicate digitally with parents through Skyward and Outlook.
- The perception of students, teachers, and parents, and community members is that Barber Middle School is a safe, positive learning environment that meets the needs of all students.
- Increased vertical alignment of the curriculum links our campus and district goals.
- Successful implementation of Safe and Civil policies guiding common areas and transitions.
- Duty schedules are predetermined at the beginning of the school year to ensure coverage.
- Active Community in Schools outreach.
- Resolve It for students in need of extra therapy.
- Positive and professional campus climate.
- Conducted Literacy Night, ELL Night, Curriculum Night, Museum Night, STEM showcase, an extra evening of book fair, Musical Revue, 2 school dances.
- Electives have performances throughout the year and invite family and community members. Art participates in Rodeo Art Competition

and Google Art.

- Plan to have Barber Celebration Day in the spring.
- Gator Olympics are held in the spring at the high school with all 3 middle schools.
- Open house and Meet the Teacher are held in the autumn and the spring for parents and students.
- Participates in Homecoming Parade with a float representing Robotics and Barber Middle School.
- Yearbook fundraiser at Altitude in Texas City.

# Technology

## Technology Summary

At Barber Middle School, the teachers and staff are equipped with adequate technology to teach students and enhance lessons. All classrooms have a teacher computer, student computer, document camera, and projector. Some additional classrooms are equipped with Mimeos, and Interwrite pads, Quizdoms, Flashmasters, digital cameras, and digital games are available for teachers to check out through the library. Along with tangible technology items, BMS also provides trainings on programs such as Fast Forward. Students have the opportunity to work on this program throughout the school day.

## Available Technology on BMS Campus

- 6 Chromebook carts (qty 30 each) 2017/2018 & 3 chromebook carts for 2017/2018
- 12 computers in library
- 2 computer labs – 1 for tech classes and 1 for classes to sign up and use
- 60 IPADS for STEM program
- Each classroom has 1 student and 1 teacher computer
- SAILS classes have 1 chromebook cart available to them
- Mimeos
- 1 smart board
- 5<sup>th</sup> & 6<sup>th</sup> grade STEM classrooms have interactive projectors

## Technology Strengths

## Technology Strengths

- Teachers frequently access to Symbaloo on DISD webpage
- Teachers utilize the Instruction Technology Specialist (Claudia Valastro)
- Students have access to internet based education programs provided by the state (Fast Forward, Prodigy, Google Classroom)
- Teachers utilize upstairs computer lab, and Chromebook carts
- Technology easy assessable through online signup for our campus.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Available technology (8 chromebook carts) does not accommodate the enrollment (702) **Root Cause:** Funds necessary to purchase needed devices exceeds what is available.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

#### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

**Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.**

**Performance Objective 1:** During the 2018-19 school year, all BMS student groups will improve their performance on STAAR Reading and Math by at least 10%.

**Evaluation Data Source(s) 1:** BMS will have Met Standard on reading and math STAAR tests, met all federal and state safeguards and improve PBMAS results for ELL and Special Education groups.


## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  1) Students will track their own data each nine weeks, after every common assessment.		Campus Team Leaders	Data Tracking Sheets will show student progress over time; Data conferences with instructional coaches and teachers will verify that students understand their performance and are setting and achieving instructional goals.				
Problem Statements: Student Achievement 1 Funding Sources: No Funding Required - 0.00							
2) We will provide one half day each semester for core departments to conduct data analysis and instructional planning.		Campus Administrators	Lesson plans turned in weekly to demonstrate collaboration; Sign-in sheets and meeting documents from data PLC meetings.				
Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 255-Title IIA - 0.00							
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 3) Teachers will implement Balanced Literacy in all ELA classrooms.		ELA Staff	Documented walk-through observations by Administrators. CBAs, Reading records, and student performance at Final Level.				
Funding Sources: No Funding Required - 0.00							
<b>Targeted Support Strategy</b> 4) Math teachers will implement the district math curriculum with fidelity to ensure student mastery of the Math TEKS.		Math Curriculum Specialists, Math Department teachers	Classroom walk-throughs and lesson plans. Improved student performance in Math for all student groups on common assessments and STAAR.				
Funding Sources: Local Funding - 0.00							


<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 5) Teachers will provide small group and individual instruction in core classes for students who are not demonstrating mastery of concepts.		Instructional Staff	Instructional Coach and Interventionist schedules, lesson plans, documented walk-throughs. Improved student performance in Math, reading and science on CBAs and STAAR. Improved TELPAS levels.				
	Funding Sources: Local Funding - 0.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 6) Reading support/intervention will be provided through LLI materials, FastForward, Comprehension Toolkit, and guided reading.		ELA teachers, Instructional Coaches, Interventionists	Documentation of interventions maintained. Student reading levels will increase and student performance on STAAR will increase.				
	Problem Statements: Student Achievement 1 Funding Sources: 199-SCE - 0.00, 211-Title IA - 0.00, IDEA B - 0.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7 7) Interventionists and Instructional Coaches will provide intervention for identified students at-risk of failing and collaborate with teachers in the classroom, mentoring successful instructional techniques to improve overall instruction.		Campus Administrators	Data analysis documentation of successful intervention activities. Observation of classroom mentoring by walk-through observations and lesson plans. Improved STAAR performance for at-risk students.				
	Problem Statements: Student Achievement 1 Funding Sources: 211-Title IA - 0.00, SCE - 0.00, IDEA B - 0.00						
<b>Critical Success Factors</b> CSF 7 8) District curriculum specialists, Instructional Coaches, and classroom teachers will collaborate to develop, write and review aligned lessons and curriculum based assessments during the school year and summer months.		ESC Curriculum specialists	Extra duty contracts and time sheets. Aligned lessons and CBAs.				
	Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Local Funding - 0.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 9) Students who do not meet standard on 5th grade STAAR Reading and/or Math after the 1st administration will be provided with research-based interventions during the school day.		ELA and Math Team leaders	Documentation of interventions provided to students. Students who meet standard after 2nd and 3rd administration of STAAR Reading and/or Math.				
	Problem Statements: Student Achievement 1 Funding Sources: 199-SCE - 0.00, Local Funding - 0.00						
10) Teachers will add WICOR strategies (Writing, Inquiry, Collaboration, Organization, or Reading) to lessons each day. Teachers will focus on strategies to increase student engagement.		Classroom teachers, Instructional Coaches, Campus Administration	Documentation on lesson plans; increased levels of student achievement.				




11) BMS will promote well-rounded educational opportunities by providing ALL students (including those considered low-income) with supplies, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum.	2.5	Principal, STEM staff, Robotics Coach	Increase in student state standardized test scores				
	Funding Sources: 287-Title IV - 0.00						




= Accomplished




= Continue/Modify




= Considerable



= Some Progress



= No Progress



= Discontinue

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> First-time instruction is not effective for all student groups resulting in missing State Safeguards for ELLs and Special Education students. <b>Root Cause 1:</b> All teams do not effectively use data to plan targeted instruction and all teachers do not consistently use formative data to adjust instruction.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> First-time instruction is not effective for all student groups resulting in lower performance in the ELL and Special Education groups. <b>Root Cause 1:</b> Instruction is not differentiated well enough to meet the needs of all students.







**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 2:** ELL students will improve their scores toward meeting standard on the reading, math and science 2019 STAAR, and will make progress on TELPAS.

**Evaluation Data Source(s) 2:** STAAR scores, TELPAS and AMAOs

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  1) Teachers will demonstrate consistent use of Language Acquisition strategies in all classrooms which follows the District 3-year Plan for improved performance on PBMAS, which is supported by participation in planned district and campus professional development.		Campus Administrators	Documented use of strategies in walkthroughs and observations, documentation of attendance in professional development. Increase in ELL student scores on classroom assessments, CBAs, benchmarks and STAAR.				
	Problem Statements: Student Achievement 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  2) Teachers will consistently use word walls with pictures and other vocabulary strategies in all classrooms to support academic language development.		Classroom teachers	Word walls and other vocabulary strategies evidenced in walkthroughs and observations.				
	Problem Statements: Student Achievement 1 Funding Sources: 211-Title IA - 0.00, 263-Title IIIA - 0.00, SCE - 0.00, Local Funding - 0.00, Outside Agency - 0.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 3) Teachers will continue to plan and implement both TEKS and language objectives with fidelity in all lessons, supported by professional development throughout the school year.		Instructional Staff	Lesson plans, lesson and language objectives written and observed implementation during classroom observations/documentated walk-through. Improved CBAs and STAAR results for all students and improved TELPAS results for ELLs.				
	Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00						

<b>Critical Success Factors</b> CSF 7  4) All current instructional staff will be expected to have completed training on ELPs and Seven Steps by June 2018.		Campus administrators	Documentation in Eduphoria of staff attendance at trainings and implementation of strategies during walk-throughs. Improved vocabulary development for all students, not just limited to ELLs on STAAR reading, math, and science,				
	Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, Local Funding - 0.00, 263-Title IIIA - 0.00						
5) Teachers will participate in training opportunities provided by the district to prepare them for the ESL certification exam.		Classroom teachers	Documentation of ESL prep course attendance. Individual SBEC records documenting ESL certification applied to current certification.				
	Funding Sources: Local Funding - 0.00, 255-Title IIA - 0.00						
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>							

## Performance Objective 2 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> First-time instruction is not effective for all student groups resulting in missing State Safeguards for ELLs and Special Education students. <b>Root Cause 1:</b> All teams do not effectively use data to plan targeted instruction and all teachers do not consistently use formative data to adjust instruction.

**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 3:** Special Education students will improve their scores toward meeting standard on the reading, math and science 2019 STAAR.

**Evaluation Data Source(s) 3:** Academic IEP goals met for all students. State and federal safeguards met.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  1) Teachers will demonstrate consistent use of word walls with pictures and other vocabulary strategies in instruction to support academic language development.		Campus Administrators	Documented walk-through data IEP goals and STAAR results for the special education student group.				
	Funding Sources: No Funding Required - 0.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  2) Teachers will accelerate instruction supported by Instructional Coaches, Interventionists, paraprofessionals , and supplemental materials for students based on IEP goals, performance on common assessments, CBAs, and STAAR during the school day.		All teachers serving identified Special Education and at-risk students.	Lesson plans, documented walk-throughs. Increase in student performance on individual SEs identified for improvement.				
	Problem Statements: Student Achievement 1 Funding Sources: IDEA B - 0.00, Title IA - 0.00, SCE - 0.00, Local Funding - 0.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 3) Teachers will provide consistent use of ELPS and 7-Steps strategies and effectively use instructional resources in all instruction.		Classroom teachers	ELPS strategies seen in walk throughs and observations. Improvement of special education student scores throughout the school year.				
	Funding Sources: 211-Title IA - 0.00, IDEA B - 0.00, Local Funding - 0.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 4) Teachers will implement an effective co-teach model for special education students in the general education classroom.		Classroom teachers	Classroom observations of implementation of model. Documentation of planned training to support implementation. Special Education assessment scores (CBA, STAAR) will improve.				
	Funding Sources: IDEA B - 0.00, 211-Title IA - 0.00, Local Funding - 0.00						

5) All classroom teachers will use AVID Weekly resources at least once per week in their academic classes.		Classroom teachers, Instructional Coaches, Campus Administration	Classroom observations will indicate increased student engagement and more activities focused on reading and writing.				
	Funding Sources: 211-Title IA - 0.00						
<div>✔ = Accomplished</div> <div>➡ = Continue/Modify</div> <div>🍷 = Considerable</div> <div>🕒 = Some Progress</div> <div>⬤ = No Progress</div> <div>✖ = Discontinue</div>							

**Performance Objective 3 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> First-time instruction is not effective for all student groups resulting in missing State Safeguards for ELLs and Special Education students. <b>Root Cause 1:</b> All teams do not effectively use data to plan targeted instruction and all teachers do not consistently use formative data to adjust instruction.







**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 4:** BMS students will show at least one year's growth on Reading and Math STAAR.

**Evaluation Data Source(s) 4:** Student STAAR progress measure and ELL progress measure on TELPAS.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  1) Teachers will implement Balanced Literacy with all core components, including Guided Reading and participate in trainings provided by the district ELA Curriculum Specialist.		ELA Teachers	Lesson plans and documented walk-throughs. Documentation of attendance at trainings provided. Evidence of student STAAR or ELL progress measures and TELPAS progress.				
	Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 199-SCE - 0.00, 211-Title IA - 0.00, Local Funding - 0.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 7  2) Teachers will demonstrate instruction at the appropriate level of rigor on the TEKS supported by on-going professional development provided by the Elementary and Secondary Curriculum Specialists.		District Curriculum Specialists	Sign-in sheets from trainings, updated PLC and Power PLC data plus analysis and re-grouping documentation. Improved STAAR and ELL progress measure,				
	Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Local Funding - 0.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 3) Teachers will create classroom literacy libraries which support student reading improvement through the Guided Reading instruction.		ELA Team Leaders	Evidence of use of literacy library in guided instruction during walkthroughs and observations. Improved individual student reading levels documented semi-annually.				
	Funding Sources: 199-SCE - 0.00, Local Funding - 0.00						

<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1		Instructional Coaches, Interventionists, and Department Leaders	Extra duty contracts, time sheets, student attendance, pre and post student scores. Student CBAs and STAAR data.				
	4) Teachers will provide targeted intervention during the school day for students who have not mastered reading, math, or science TEKS at the grade level. Problem Statements: Student Achievement 1 Funding Sources: 199-SCE - 0.00						
5) Students identified with dyslexia will be served by teachers who have participated in appropriate, targeted training using Neihaus materials.		Campus Dyslexia teacher	Reading level data (STaR, DRA). Student CBA and STAAR results.				
	Funding Sources: Local Funding - 0.00						
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>							

#### Performance Objective 4 Problem Statements:







Student Achievement
<b>Problem Statement 1:</b> First-time instruction is not effective for all student groups resulting in missing State Safeguards for ELLs and Special Education students. <b>Root Cause 1:</b> All teams do not effectively use data to plan targeted instruction and all teachers do not consistently use formative data to adjust instruction.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> First-time instruction is not effective for all student groups resulting in lower performance in the ELL and Special Education groups. <b>Root Cause 1:</b> Instruction is not differentiated well enough to meet the needs of all students.

**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 5:** BMS students will show at least one year's growth in their reading levels.

**Evaluation Data Source(s) 5:** MAP and/or DRA testing.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will read self-selected, "just right" books with individual teacher conferences on a daily basis.		Classroom teachers, Instructional Specialists, Interventionists	Reading level data				
2) Students will participate in guided reading groups on a daily basis.		Classroom teachers, Instructional Specialists, Interventionists	Reading level data				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							









## Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

**Performance Objective 1:** At least once per year, the staff will have an opportunity to complete an anonymous survey to give their views on school climate; support from mentor teachers, team members, department members and administration; and provide suggestions for improvement.

**Evaluation Data Source(s) 1:** 100% of the teachers will complete the survey.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6		Campus principal	Survey distributed to staff once per year. Majority of surveys will be positive.				
1) An anonymous survey will be created by the administrative team with input from campus leaders and staff.	Problem Statements: School Culture and Climate 1						
2) Campus discussions will be held to review the data collected after each staff survey.		Campus principal	Minutes of Campus meetings where data was discussed. Action plan resulting from results and discussion.				
	Problem Statements: School Culture and Climate 1						
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>							

### Performance Objective 1 Problem Statements:







School Culture and Climate
<b>Problem Statement 1:</b> On our 2017-18 Safe and Civil survey, 30% of students feel that students do not treat each other respectfully in the hallways; 37% feel that students do not treat each other respectfully in the cafe; 32% in the restrooms; 38% in the gym; and 30% in the classrooms. <b>Root Cause 1:</b> There has been an increase in inappropriate use of social media outside of the school that has spilled over into school time.

**Goal 2:** DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

**Performance Objective 2:** 100% of teachers who are new to the campus will be assigned a mentor/buddy teacher to provide support and assistance with campus procedures and expectations.

**Evaluation Data Source(s) 2:** On the staff survey administered each semester, of those who respond to the mentor questions, at least 90% of the questions will be answered with "Strongly Agree" or "Agree".

### Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) New teachers will be matched with a knowledgeable staff member in order to be oriented to the campus and campus procedures.		Campus Administrators	Retention rate of new staff.				
2) New to the profession teachers will participate in the DISD mentor/protege program and will also meet with campus leaders at least one time per nine weeks.		Campus Administrators and Director of Teacher Development and Professional Learning	Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers.				
Funding Sources: 255-Title IIA - 0.00							
3) Teachers hired during the year who do not meet highly qualified standards will be provided opportunities such as training, certification classes and support from campus and district administration to meet BMS's current 100% highly qualified status.		Executive Director of Human Resources, Campus Principal	Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification.				
Funding Sources: 255-Title IIA - 0.00							
4) All Instructional Coaches and Interventionists will hold Special Education and ESL certification.		Campus Principal	Evidence of attendance at certification trainings. SBEC records reflect certification.				
Funding Sources: Local Funding - 0.00, 255-Title IIA - 0.00, IDEA B - 0.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

**Performance Objective 3:** The number of BMS teachers who are ESL and GT certified will increase by 10% by the start of the 2017-18 school year.

**Evaluation Data Source(s) 3:** Staff certifications will show a 10% increase in the number of teachers who are GT and ESL certified.

**Summative Evaluation 3:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff serving GT students along with additional selected staff, will attend GT training.		Campus principal	Number of teachers who meet the qualifications for GT certification.				
	Funding Sources: Local Funding - 0.00						
2) Selected staff will attend ESL training and take the ESL Certification test.		Campus principal	Evidence of attendance at ESL certification prep training provided by district. SBEC award of certification attached to current teaching certification.				
	Funding Sources: 255-Title IIA - 0.00, Local Funding - 0.00						
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>							

**Goal 2:** DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

**Performance Objective 4:** 100% of teachers will seek and participate in a minimum of two researched-based professional development areas addressing an area of their students needs in any of the following areas: improvement of student achievement, balanced literacy, increase student language proficiency, improve student critical thinking skills in all core content areas, improve student expository writing, meet the needs of special education students in a fully inclusive setting, writing across the curriculum, effective use of instructional time, strategies for ELL students, data analysis to improve student achievement, active student engagement, effective planning, cultural diversity, restorative discipline, or PBIS .

**Evaluation Data Source(s) 4:** Staff certificates for training attended and evidence of the implementation of strategies in classroom walkthroughs.

#### Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 7  1) Provide training, research-based resources, and support for teachers in all subject areas to support campus goals and enhance instruction in order to increase student achievement for all students.		Campus instructional and support staff	Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests.				
	Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00, Local Funding - 0.00, IDEA B - 0.00, Outside Agency - 0.00						
<b>Critical Success Factors</b> CSF 1  2) Administrators will attend current, research-based professional development in order to provide effective instructional leadership at the campus.		Campus Administration	Sign-in sheets, certificates of training attended. Evidence/documentation of campus training presented to staff.				
	Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Local Funding - 0.00, 255-Title IIA - 0.00						
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>							

#### Performance Objective 4 Problem Statements:







Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> First-time instruction is not effective for all student groups resulting in lower performance in the ELL and Special Education groups. <b>Root Cause 1:</b> Instruction is not differentiated well enough to meet the needs of all students.

### Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

**Performance Objective 1:** Student attendance will increase to 98% during the 2018-19 school year.

**Evaluation Data Source(s) 1:** Student attendance reports will indicate students have a 98% attendance rate.

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  1) Attendance incentives will be offered each nine weeks and rewards will be given to students who meet the campus goal.		Counselor	Records of students who met the goal, lists of incentives and rewards.				
	Problem Statements: Demographics 1						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b>  2) Provide clothing, school supplies and transportation to and from their home campus for identified homeless students in order for them to attend school on a daily basis		Counselor, District Social worker	Attendance and discipline records, transportation logs. Maintain student at home campus resulting in improved academic performance.				
	Problem Statements: Parent and Community Engagement 1  Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00						
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>							

#### Performance Objective 1 Problem Statements:







Demographics
<b>Problem Statement 1:</b> On the 2018 Accountability Summary, Barber Middle School is in the 3rd quartile for attendance among comparison schools. <b>Root Cause 1:</b> The mobility rate at Barber is 12.8%, and we do not have an effective campus-wide system for addressing chronic absenteeism.
Parent and Community Engagement
<b>Problem Statement 1:</b> On the 2018 Accountability Summary, Barber Middle School is in the 3rd quartile for attendance among comparison schools. <b>Root Cause 1:</b> More consistent communication is needed between home and school that emphasizes the value of attendance.

**Goal 3:** DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

**Performance Objective 2:** Referrals for noncompliance, disrespect and class disruptions will decrease by 10%.

**Evaluation Data Source(s) 2:** Number of discipline referrals for noncompliance, disrespect and class disruptions.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 4  1) Campus conferences/teams will develop a consistent set of expectations, rules and consequences.		Campus Administrators	Decrease in referrals. Increase in student attendance in academic classes, resulting in improved academic success				
	Problem Statements: Staff Quality, Recruitment, and Retention 1						
2) Campus will monitor placement of students in ISS/OSS for over-representation of student groups and provide cultural sensitivity and bias training as necessary.		Campus Administrators	Skyward ISS/OSS data collected every 3 months. PBMAIS improvement on ISS/OSS placement of Special Education students.				
<b>Critical Success Factors</b> CSF 4  3) Campus will implement campus-wide discipline system including six interventions before a referral and CHAMPS		Assistant Principal	Documentation on student referrals				
	Problem Statements: Staff Quality, Recruitment, and Retention 1						
<b>Critical Success Factors</b> CSF 4  4) Campus Safe and Civil Committee will attend Foundations training and implement the learned material campus-wide through Faculty PLC time.		Principal and Committee Chairperson	Staff survey responses will be collected annually. Parent and student surveys will be collected annually.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Performance Objective 2 Problem Statements:**







Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> There are many staff members with zero referrals and there are a few staff members that write the majority (85%) of the referrals. <b>Root Cause 1:</b> Inconsistency with management techniques and/or a lack of positive relationships between teacher and student, result in an increase in numbers of referrals.

**Goal 3:** DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

**Performance Objective 3:** During the 2018-19 school year, 100% of students will receive required instruction in areas such as bully prevention, conflict resolution, drug and violence prevention, character education, etc.

**Evaluation Data Source(s) 3:** Evidence of trainings held.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 1) Led by the counselor, lessons and/or assemblies will be implemented to address bully prevention, conflict resolution, drug and violence prevention, harassment, etc.		Counselor	Increase in students solving their own problems and correctly identifying conflict versus bullying. Decrease in number of referrals.				
Problem Statements: School Culture and Climate 1 Funding Sources: Local Funding - 0.00							
<b>Critical Success Factors</b> CSF 6 2) Campus will participate in Red Ribbon Week.		Counselor	Schedule of events. Survey of students.				
3) Students will receive SWAMP character lessons that focus on Self-Control, Worth, Accountability, Motivation, and Perseverance during homeroom time each week.		Administration will monitor implementation by homeroom teachers.	Decreased number of incidents dealing with bullying and student conflict.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Performance Objective 3 Problem Statements:**







School Culture and Climate
<b>Problem Statement 1:</b> On our 2017-18 Safe and Civil survey, 30% of students feel that students do not treat each other respectfully in the hallways; 37% feel that students do not treat each other respectfully in the cafe; 32% in the restrooms; 38% in the gym; and 30% in the classrooms. <b>Root Cause 1:</b> There has been an increase in inappropriate use of social media outside of the school that has spilled over into school time.

**Goal 3:** DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

**Performance Objective 4:** During the 2018-19 school year, 100% of students will participate physical fitness activities.

**Evaluation Data Source(s) 4:** Evidence of improved student physical fitness though Fitness Gram (K-5) (6-8) conducted in Spring 2019.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All 5th and 6th grade students will participate in a physical education class.		Physical Education Teachers	Documentation of student schedules; 2019 Fitnessgram results.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							









**Goal 3:** DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

**Performance Objective 5:** BMS will coordinate a school health program through collaboration with physical education teachers at the elementary schools and junior high school.

**Evaluation Data Source(s) 5:** Continued implementation of district -wide health program through lessons designed to provide a variety of health orientated instructional activities at the intermediate level.

**Summative Evaluation 5:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Physical Education teachers will incorporate/implement instructional health oriented activities weekly.		Campus Administrators	PE lesson plans and documented walk-throughs, observations.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3:** DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

**Performance Objective 6:** During the 2018-19 school year, students and staff will participate in safety drills each month including: fire, tornado, active shooter, protect mode, and lockdown

**Evaluation Data Source(s) 6:** Evidence of drills logged on school calendar.

**Summative Evaluation 6:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Administration will create a drill calendar that will be communicated to teachers; drills will occur each month. Students will be given an overview of each drill before it takes place.		Campus Administration	Survey results will indicate that students and staff will feel safer and more prepared for emergency situations				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3:** DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

**Performance Objective 7:** Students will learn college-ready organizational skills.

**Evaluation Data Source(s) 7:** Evidence of organizational lessons during homeroom/AVID class.

**Summative Evaluation 7:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All instructional staff members will implement an AVID organizational binder system with all students and maintain it throughout the year. Staff will model its use and require students to use it, as well.		Classroom teachers, Instructional Coaches, Campus Administration	Increased levels of student organization.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.**

**Performance Objective 1:** Technology will be incorporated into instruction in 100% of the classrooms during the 2018-19 school year.

**Evaluation Data Source(s) 1:** Student products which incorporate technology; technology usage demonstrated in walkthroughs and observations.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Jan	Mar	June
1) Fifth grade students will participate in a daily technology class as a nine weeks' elective course.		Classroom Teachers, Counselor	Enrollment in a computer application course for 5th grade students.				
	Problem Statements: Technology 1						
2) Students will use computer applications to increase proficiency in technology skills.		Classroom Teachers	Evidence of computer application usage in lesson plans, walkthroughs and observations.				
	Problem Statements: Technology 1						
3) Campus staff and technology integration specialist will provide technology training for teachers.		Campus Technology Committee	Meeting agendas/sign-in sheets. Documentation of trainings provided to teachers.				
4) All teachers will meet with librarian in the beginning of the year to learn about all available resources.		Librarian	Evidence of technology usage documented in lesson plans				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**







Technology
<b>Problem Statement 1:</b> Available technology (8 chromebook carts) does not accommodate the enrollment (702) <b>Root Cause 1:</b> Funds necessary to purchase needed devices exceeds what is available.

**Goal 4:** DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

**Performance Objective 2:** Through the efforts of campus personnel, campus custodial staff and district operations and facilities, the condition of the BMS campus will be maintained.

**Evaluation Data Source(s) 2:** The BMS Campus will continue to be in good condition.

**Summative Evaluation 2:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff will report any maintenance items to front office personnel in a timely manner.		Principal Secretary	Work orders entered and completed.				
2) Administration will do at least quarterly walkthroughs of the campus to list of structural and classroom maintenance needs.		Campus Administrators	Work orders entered and completed.				
3) Campus administration will collaborate with district business office and grant managers to plan and coordinate campus funds in order to provide improved academic instruction for all students.		Campus Principal	Purchase orders, Master Schedule, and professional development documentation. Policy and procedures followed.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 5: DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.**

**Performance Objective 1:** By December 2018, 100% of teacher web pages will be up-to-date and easily accessible to parents and students.

**Evaluation Data Source(s) 1:** Review of teacher web pages in December 2018

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 1) Staff members' web pages will be kept current and used to communicate with both parents and students. 2) The campus will update the BMS web page monthly. Important information will be posted in both English and Spanish.		Teachers	Up-to-date teacher and campus web pages				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Local Funding - 0.00						
		Campus administration	Up-to-date campus web page				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**







Parent and Community Engagement
<b>Problem Statement 1:</b> On the 2018 Accountability Summary, Barber Middle School is in the 3rd quartile for attendance among comparison schools. <b>Root Cause 1:</b> More consistent communication is needed between home and school that emphasizes the value of attendance.

**Goal 5:** DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

**Performance Objective 2:** Increase participation of parents and community members at BMS events.

**Evaluation Data Source(s) 2:** Sign-in sheets will be used to document attendance

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) BMS will actively recruit more involvement by parents of ELL students through parent events and trainings.		Campus Principal	Parent attendance at meetings, increased student academic performance in class and on local and state assessments.				
Funding Sources: 211-Title IA - 0.00							
2) Campus provides interpreters for 2nd language families at ARDs and LPAC meetings, as well as parent gatherings		Campus Administrators	Sign-in sheets from programs/parent meetings(resulting in increased attendance during the year). Parent understand academic goals for their child and will encourage/support their child's learning.				
3) Campus will encourage and actively recruit parents, business and community members to participate on campus committees, such as volunteers on the campus during the school day, CIC participation and EIC participation.		Campus Administrators	Meeting sign-in sheets at activities. Increased volunteers for BMS actively engaged in improving BMS academic goals.				
4) BMS will include their Community Business Partner during College and Career events, district events, and will send student projects to be displayed at the business site.		Campus Principal	Inclusion of business partners at campus and district events.				
5) The campus will make available the English version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request.		Campus Administration	Increased communication and transparency from the campus				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 5:** DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.







**Performance Objective 3:** Campus will engage parents in supporting student learning and awareness of career and college readiness.

**Evaluation Data Source(s) 3:** Parent attendance at events.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5  1) Parent/teacher conferences will be held periodically throughout the school year in order to inform parents of their child's progress.		Teachers	Sign-in sheets from meetings. Documented phone calls from teachers/administrators.				
	Problem Statements: Parent and Community Engagement 1						
2) Campus will provide opportunities for students and their families to visit school, meet with the counselor or teachers and attend meetings if they are: transitioning from elementary to BMS, transitioning from BMS to junior high school, transitioning from out of district , home schooling or private schools to BMS.		Counselor	Documentation of fliers and attendance at parent meetings. Evidence of smooth transition of students to new schools at the beginning of the school via communication with sending or receiving principal.				
	Funding Sources: Local Funding - 0.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 3) BMS will host a mid-year evening Author visit for parents and students to support the campus literacy initiative.		Campus Administrators	Documentation of sign-in sheets of parents and students attending.				
	Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00						
4) BMS will provide parents with timely communication regarding district and campus information, their child's assessment results, access to district curriculum and opportunities to participate in various campus and district activities in a language they can understand.		Campus Principal	Documentation of meetings, agendas, sign-in sheets. Increase in positive communication with community/business partners/media with positive press and surveys conducted periodically throughout the year by the district and campus.				
	Funding Sources: Local Funding - 0.00						



<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 5  5) BMS will provide a Curriculum Night for parents in early Spring prior to STAAR. Emphasis will be placed on instructional strategies parents can support at home with students as they prepare for STAAR.		Counselor	Documentation of sign-in sheets for attendance. Results of STAAR Math, Science and Reading of students whose parents attend.				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 5  6) BMS will host a Products Fair in late March or early April to showcase student work.		Teachers	Students participating in Products Fair> Number of parents attending Fair via sign-in sheets.				
	Funding Sources: Local Funding - 0.00						
<b>Critical Success Factors</b> CSF 1  7) BMS, partnering with Communities in Schools , will work together with at-risk students to provide them with support, counseling and resources to prevent students from dropping out of school.		Principal, Assistant Principal and Counselor	Documentation of students receiving additional counseling, instructional materials, drop-out meetings with parents and students				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: 199-SCE - 0.00						
<b>Critical Success Factors</b> CSF 5  8) BMS staff and parents will receive resources/training on how to effectively communicate to ensure quality education for every student and the importance of parent input and support.		Principal	Sign-in sheets of trainings for teacher. Back- to- school parent nights, parent meetings throughout year, and Title I Parent meeting sign-in sheets. Phone logs from teachers. Sign-in sheets of trainings with faculty. EOY parent and teacher surveys indicating improved communication.				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Outside Agency - 0.00						
9) Parents will be given the opportunity to participate in BMS online surveys		Assistant Principal	Surveys released for input. Results and analysis of surveys.				
	Funding Sources: No Funding Required - 0.00						
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>							

### Performance Objective 3 Problem Statements:

Parent and Community Engagement
<b>Problem Statement 1:</b> On the 2018 Accountability Summary, Barber Middle School is in the 3rd quartile for attendance among comparison schools. <b>Root Cause 1:</b> More consistent communication is needed between home and school that emphasizes the value of attendance.

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Students will track their own data each nine weeks, after every common assessment.
1	1	3	Teachers will implement Balanced Literacy in all ELA classrooms.
1	1	5	Teachers will provide small group and individual instruction in core classes for students who are not demonstrating mastery of concepts.
1	1	6	Reading support/intervention will be provided through LLI materials, FastForward, Comprehension Toolkit, and guided reading.
1	1	7	Interventionists and Instructional Coaches will provide intervention for identified students at-risk of failing and collaborate with teachers in the classroom, mentoring successful instructional techniques to improve overall instruction.
1	1	9	Students who do not meet standard on 5th grade STAAR Reading and/or Math after the 1st administration will be provided with research-based interventions during the school day.
1	2	1	Teachers will demonstrate consistent use of Language Acquisition strategies in all classrooms which follows the District 3-year Plan for improved performance on PBMAS, which is supported by participation in planned district and campus professional development.
1	2	2	Teachers will consistently use word walls with pictures and other vocabulary strategies in all classrooms to support academic language development.
1	2	3	Teachers will continue to plan and implement both TEKS and language objectives with fidelity in all lessons, supported by professional development throughout the school year.
1	3	1	Teachers will demonstrate consistent use of word walls with pictures and other vocabulary strategies in instruction to support academic language development.
1	3	2	Teachers will accelerate instruction supported by Instructional Coaches, Interventionists, paraprofessionals , and supplemental materials for students based on IEP goals, performance on common assessments, CBAs, and STAAR during the school day.
1	3	3	Teachers will provide consistent use of ELPS and 7-Steps strategies and effectively use instructional resources in all instruction.
1	3	4	Teachers will implement an effective co-teach model for special education students in the general education classroom.
1	4	1	Teachers will implement Balanced Literacy with all core components, including Guided Reading and participate in trainings provided by the district ELA Curriculum Specialist.
1	4	2	Teachers will demonstrate instruction at the appropriate level of rigor on the TEKS supported by on-going professional development provided by the Elementary and Secondary Curriculum Specialists.

Goal	Objective	Strategy	Description
1	4	3	Teachers will create classroom literacy libraries which support student reading improvement through the Guided Reading instruction.
1	4	4	Teachers will provide targeted intervention during the school day for students who have not mastered reading, math, or science TEKS at the grade level.
2	4	1	Provide training, research-based resources, and support for teachers in all subject areas to support campus goals and enhance instruction in order to increase student achievement for all students.
3	1	1	Attendance incentives will be offered each nine weeks and rewards will be given to students who meet the campus goal.
3	1	2	Provide clothing, school supplies and transportation to and from their home campus for identified homeless students in order for them to attend school on a daily basis
5	3	3	BMS will host a mid-year evening Author visit for parents and students to support the campus literacy initiative.
5	3	5	BMS will provide a Curriculum Night for parents in early Spring prior to STAAR. Emphasis will be placed on instructional strategies parents can support at home with students as they prepare for STAAR.
5	3	6	BMS will host a Products Fair in late March or early April to showcase student work.

## State Compensatory

### Personnel for Barber Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Cavazos	Academic Coach		1.0
E. Lacey	Academic Coach		1.0
J. Mcclung	Academic Coach		1.0
M. Duke	Accelerated/Differentiated Instruction		1.0
S. Tait	Academic Coach		1.0
TBD	AC Paraprofessional		1.0

## **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Raechelle Breedlove	Academic Coach		1
Zylia Stearns	Academic Coach Aide		1

## 2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Lindsey Suarez	Principal