

Dickinson Independent School District

Barber Middle School

2019-2020 CIP

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

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.

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	6
Student Achievement	8
School Culture and Climate	15
Staff Quality, Recruitment, and Retention	17
Curriculum, Instruction, and Assessment	19
Parent and Community Engagement	23
School Context and Organization	25
Technology	27
Priority Problem Statements	29
Comprehensive Needs Assessment Data Documentation	34
Goals	35
Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.	35
Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.	45
Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.	52
Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.	56
Goal 5: DISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.	59
State Compensatory	64
Personnel for Barber Middle School:	64
Title I Schoolwide Elements	65
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	65
1.1: Comprehensive Needs Assessment	65
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	65
2.1: Campus Improvement Plan developed with appropriate stakeholders	65
2.2: Regular monitoring and revision	66
2.3: Available to parents and community in an understandable format and language	66
2.4: Opportunities for all children to meet State standards	66
2.5: Increased learning time and well-rounded education	66

2.6: Address needs of all students, particularly at-risk	66
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	66
3.1: Develop and distribute Parent and Family Engagement Policy	67
3.2: Offer flexible number of parent involvement meetings	67
Title I Personnel	68
2019-2020 Campus Site-Based Committee	69

Comprehensive Needs Assessment

Revised/Approved: September 02, 2019

Needs Assessment Overview

Barber Middle School is a great place to learn and grow for both staff and students. Our campus has met numerous times to discuss our strengths and areas for growth, and we have come up with our major focus areas for the upcoming year. First and foremost, through professional learning, ongoing feedback, and risk-taking, we are going to focus on improving our first time instruction for students. In addition, we want to focus on improving the performance of both English Language students, as well as students in Special Education. Finally, we want to improve the intervention program to help close the gaps for our struggling students.

Leadership CNA Planning: April 12, 2019

CNA Planning Meeting: April 17, 2019

Committee CNA Meetings: April 24, 2019

Demographics

Demographics Summary

Leader: Jillian Callaway

Committee Members: Laura Teatsworth, Elizabeth Brown, Karen Smith, Michael Sonntag, Anthony Murphy

Date Committee Met: April 24, 2019

Summary:

John and Shamarion Barber Middle School is a Title 1 campus in Dickinson Independent School District. Barber Middle School opened its doors in August of 2008 and serves predominantly low socioeconomic families. Barber Middle School serves 713 students in grades 5 and 6. The student populations are as follows: .1% American Indian, 1.9% Asian, 13% African-American, .2% Nat. Hawaiian, 31% White, 51% Hispanic/Latino, 1.5% Multi-Race, 49% Male, and 51% Female with a low socioeconomic status of 64%. The overall mobility rate for the campus is approximately 15%. The average daily attendance rate for students is 96.9%. There were a total of 359 occurrences involving 142 students with discipline referrals this year. Our staff has identified support in the area of classroom management as a need. John and Shamarion Middle School Campus serves 55 504 Students, 66 SpEd Students, 82 GT Students, 111 ELL Students, and 221 STEM students. Our campus is in their 3rd year of implementing the STEM program.

Student Populations:

American Indian Asian African Nat. White Hispanic Multi-Race

	American	Hawaiian	Latino			
.1%	1.9%	13%	.2%	31%	51%	1.5%

Male Female Low Socioeconomic

49%	51%	64.7%
-----	-----	-------

ELL GT 504 SpEd STEM

Number of Students	111	82	55	66	221
--------------------	-----	----	----	----	-----

Percent of Students	15.5%	11.5%	7.7%	9.2%	30.9%
---------------------	-------	-------	------	------	-------

Staff Populations:

African American **Anglo** **Asian** **Hispanic** **Other** **Male** **Female** **Years of**

American **Experience**

6.4% 70% 0% 20.7% 2.5% 18.1% 81.8% 11.7%

Demographics Strengths

Campus Strengths:

- Diverse student population
- Many of our teachers are GT and/or ESL certified
- Multiple training opportunities to better prepare staff for our diversified campus, including AVID, Fast Forward, STEM, Lead4ward, Teach Like a Champion 2.0, and Safe and Civil
- Promote attendance using parent contact
- Use motivational rewards to encourage high student attendance
- Majority of teachers have attended 7 Steps to a Language Rich Classroom, ELPS, and Talk Read Talk Write
- Extra Bilingual Teachers and Paraprofessionals, plus LLI instruction
- Implementation of guidelines for success with SWAMP Bingo and SWAMP character lessons

Problem Statements Identifying Demographics Needs

Problem Statement 1: Discipline on campus seems to be more of a concern among teachers and staff. **Root Cause:** A "punishment-centered" form of discipline does not work for our student.

Problem Statement 2: Attendance continues to be an issue on campus. **Root Cause:** Parent Communication has not been a high enough priority and there does not seem to be enough celebration when students are here at school.

Student Achievement

Student Achievement Summary

Leader: Brendan Fitzpatrick

Committee Members: Raechelle Breedlove, Amanda Glaeser, Tamatha Ramirez, Steve Sarnowski, Michael Fontaine

Summary: In mathematics, LEP and SPED students showed gains in their scores when compared to last year. In 5th grade mathematics in particular, SPED students increased in all three categories: approaches, meets, and masters. In reading, LEP and SPED students made similar gains. In 6th grade reading, SPED students increased their percentages in approaches, meets, and masters. 6th grade LEP students increased their scores for meets and masters. Gains for the LEP and SPED students can be attributed to teachers implementing effective instructional strategies and providing layers of support to struggling students, such as small group intervention, LLI, guided reading, Fast Forward, and academic coach support. Science scores stayed consistent when compared to last year.

While SPED and LEP scores are rising, there is still a sizeable and significant gap between the performance of these students and the performance of non-SPED and non-LEP students. Teachers will continue to provide multiple layers of support through the implementation of highly effective strategies, including small group instruction, guided reading, and web-based applications that allow for differentiated instruction.

5th Grade Reading 1st Administration

	2017 STAAR	2018 STAAR	2019 PSBM
BMS Approaches	68%	75%	70%
BMS Meets	45%	50%	49%
BMS Masters	29%	21%	26%
State Approaches	71%	78%	
State Meets	45%	51%	
State Masters	25%	25%	

5th Grade Math 1st Administration

	2017 STAAR	2018 STAAR	2019 PSBM
BMS Approaches	85%	86%	85%
BMS Meets	57%	64%	56%
BMS Masters	32%	37%	28%
State Approaches	81%	84%	

	2017 STAAR	2018 STAAR	2019 PSBM
State Meets	48%	57%	
State Masters	24%	30%	

5th Grade Science

	2017 STAAR	2018 STAAR	2019 PSBM
BMS Approaches	76%	82%	71%
BMS Meets	40%	42%	49%
BMS Masters	17%	14%	22%
State Approaches	73%	75%	
State Meets	41%	40%	
State Masters	17%	16%	

6th Grade Reading

	2017 STAAR	2018 STAAR	2019 PSBM
BMS Approaches	62%	75%	65%
BMS Meets	29%	47%	40%
BMS Masters	13%	22%	20%
State Approaches	67%	66%	
State Meets	36%	36%	
State Masters	17%	18%	

6th Grade Math

	2017 STAAR	2018 STAAR	2019 PSBM
BMS Approaches	82%	91%	81%
BMS Meets	43%	69%	52%
BMS Masters	21%	33%	27%
State Approaches	75%	76%	
State Meets	41%	43%	
State Masters	17%	17%	

	April 2018 STAAR Mathematics, Grade 5				18-19 Gr 5 Math PSBM			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
BARBER MIDDLE SCHOOL	331	86%	64%	37%	344	85%	56%	28%
Economic Disadvantage	212	83%	60%	32%	224	79%	46%	19%
American Indian/Alaskan Native	1	100%	100%	100%	-	-	-	-
Asian	9	89%	89%	44%	7	100%	86%	71%
Black/African American	43	91%	58%	30%	46	85%	43%	22%
Hispanic	177	83%	60%	35%	173	83%	51%	21%
Native Hawaiian/Pacific Islander	1	100%	100%	0%	1	100%	0%	0%
Two or More Races	4	100%	75%	25%	6	100%	67%	67%
White	96	90%	70%	43%	111	87%	66%	36%
Female	172	88%	64%	39%	167	81%	51%	25%
Male	159	85%	64%	35%	177	89%	60%	31%
First Year of Monitoring	17	100%	100%	59%	15	100%	87%	47%
LEP	44	61%	32%	5%	54	76%	30%	2%
Second Year of Monitoring	2	100%	50%	0%	8	75%	50%	25%
Special Ed Indicator	24	63%	17%	8%	29	69%	31%	10%

	April 2018 STAAR Reading, Grade 5				2018-19 GR 5 Reading PSBM Paper			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
BARBER MIDDLE SCHOOL	331	75%	50%	21%	341	70%	49%	26%
Economic Disadvantage	212	69%	40%	17%	222	59%	36%	14%
American Indian/Alaskan Native	1	100%	100%	100%	-	-	-	-
Asian	9	56%	44%	22%	7	86%	71%	57%
Black/African American	43	79%	40%	16%	46	70%	63%	35%

	April 2018 STAAR Reading, Grade 5				2018-19 GR 5 Reading PSBM Paper			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Hispanic	177	72%	43%	19%	172	64%	37%	16%
Native Hawaiian/Pacific Islander	1	100%	100%	0%	1	100%	0%	0%
Two or More Races	4	75%	50%	25%	5	60%	60%	60%
White	96	80%	66%	28%	110	80%	61%	35%
Female	172	78%	53%	25%	167	72%	50%	26%
Male	159	72%	46%	18%	174	69%	48%	26%
First Year of Monitoring	17	100%	94%	35%	15	93%	73%	40%
LEP	44	34%	7%	2%	53	30%	6%	0%
Second Year of Monitoring	2	100%	50%	0%	8	100%	38%	13%
Special Ed Indicator	24	46%	21%	4%	29	28%	10%	3%

	May 2018 STAAR Science, Grade 5				18-19 Grade 5 Science PSBM			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
BARBER MIDDLE SCHOOL	330	82%	42%	14%	344	71%	49%	22%
Economic Disadvantage	210	78%	38%	11%	225	62%	36%	11%
American Indian/Alaskan Native	1	100%	100%	100%	-	-	-	-
Asian	9	78%	56%	11%	7	100%	71%	57%
Black/African American	43	81%	37%	12%	46	67%	50%	15%
Hispanic	175	78%	38%	11%	174	62%	38%	15%
Native Hawaiian/Pacific Islander	1	100%	0%	0%	1	100%	100%	0%
Two or More Races	4	75%	25%	0%	6	67%	33%	17%
White	97	89%	53%	21%	110	85%	64%	35%
Female	170	82%	44%	16%	168	68%	45%	18%
Male	160	82%	41%	12%	176	74%	52%	26%
First Year of Monitoring	17	100%	65%	24%	15	100%	73%	20%
LEP	43	40%	9%	0%	55	38%	9%	2%

	May 2018 STAAR Science, Grade 5				18-19 Grade 5 Science PSBM			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Second Year of Monitoring	2	100%	100%	0%	8	75%	50%	13%
Special Ed Indicator	24	50%	21%	4%	29	52%	17%	3%

	May 2018 STAAR Mathematics, Grade 6				18-19 Gr 6 Math PSBM			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
BARBER MIDDLE SCHOOL	308	91%	69%	33%	348	81%	51%	27%
Economic Disadvantage	200	92%	64%	27%	223	79%	44%	20%
American Indian/Alaskan Native	-	-	-	-	1	100%	100%	100%
Asian	6	83%	67%	33%	6	83%	67%	50%
Black/African American	42	83%	60%	26%	45	80%	42%	11%
Hispanic	152	93%	67%	36%	187	76%	46%	23%
Native Hawaiian/Pacific Islander	-	-	-	-	1	100%	0%	0%
Two or More Races	8	100%	88%	50%	5	100%	40%	40%
White	100	89%	75%	31%	103	89%	65%	38%
Female	159	91%	72%	36%	182	83%	54%	29%
Male	149	91%	66%	31%	166	80%	48%	25%
First Year of Monitoring	20	95%	65%	20%	18	100%	89%	33%
LEP	26	73%	31%	4%	48	52%	13%	2%
Second Year of Monitoring	4	100%	50%	50%	4	100%	25%	0%
Special Ed Indicator	22	77%	14%	0%	23	52%	13%	9%

	May 2018 STAAR Reading, Grade 6				18-19 Grade 6 Reading PSBM			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
BARBER MIDDLE SCHOOL	308	75%	47%	22%	352	65%	40%	20%
Economic Disadvantage	200	70%	36%	15%	224	58%	31%	14%

	May 2018 STAAR Reading, Grade 6				18-19 Grade 6 Reading PSBM			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
American Indian/Alaskan Native	-	-	-	-	1	100%	100%	100%
Asian	6	67%	67%	33%	6	67%	50%	33%
Black/African American	42	74%	45%	17%	46	61%	35%	15%
Hispanic	152	72%	44%	20%	188	58%	31%	14%
Native Hawaiian/Pacific Islander	-	-	-	-	1	100%	100%	100%
Two or More Races	8	100%	63%	38%	5	60%	20%	0%
White	100	80%	50%	26%	105	78%	56%	30%
Female	159	82%	55%	29%	184	70%	48%	24%
Male	149	68%	39%	15%	168	60%	30%	15%
First Year of Monitoring	20	80%	25%	0%	18	94%	78%	28%
LEP	26	23%	0%	0%	48	23%	6%	2%
Second Year of Monitoring	4	50%	50%	25%	4	100%	25%	0%
Special Ed Indicator	22	18%	5%	0%	24	29%	13%	4%

Student Achievement Strengths

Campus Strengths:

- 5th grade math LEP and SPED scores have increased over the past 4 years
- The percentage of students receiving “masters” in 5th grade reading increased in almost all demographics
- The percentage of students receiving “masters” in 5th grade science increased 8 percentage points.
- The percentage of Asian students receiving “masters” in 6th grade math increased from 33% to 50%.
- The percentage of SPED students receiving “masters” in 6th grade reading increased 4 percentage points.
- In 6th grade reading, SPED scores increased in “approaches”, “meets”, and “masters” when compared to last year’s scores.
- In 6th grade math, SPED scores increased the percentage of students earning “masters” when compared to last year’s scores.
- Both 5th and 6th grade reading and math teams identify student needs via MAP scores, CBAs, Pre-STAAR Benchmarks, and prior STAAR score results to determine which services and interventions best meet student needs, such as Fast Forward, LLI, guided reading, STAAR Blitz, and small group interventions.
- Overall, 65% of struggling readers showed at least 1 months growth (if not more) on the MOY MAP assessment
- Of those readers, 46% showed 1/2 a years growth or more and 21% showed a year or more growth

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: First-time instruction is not effective for all 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.

Problem Statement 2: 80% of struggling readers did not make one year's growth as determined by the MAP Reading Growth assessment. **Root Cause:** Students do not have enough instructional minutes for independent reading. Students are not receiving the correct level of differentiated support.

Problem Statement 3: There is a significant gap between SPED and non-SPED students in all categories and all subjects **Root Cause:** Students do not have enough time or opportunities to receive the level of support that they need in order to close their performance gaps when compared to non-SPED students.

Problem Statement 4: 6th grade math scores decreased by 10% in "approaches" and by 1% in 5th grade math "approaches". Scores also decreased in "meets" and "masters" in both grade levels. **Root Cause:** Students are not provided a structured intervention during the school year to fill learning gaps. Students do not have access to any remedial web-based programs or supplementary materials.

School Culture and Climate

School Culture and Climate Summary

Leader: Janice Wiley

Committee Members: Alex Tews, Tracy Whitley, RoxAnne Ellison, Jenna McClung, Barbara Erdsberg, and Tiffany Lemos

Date Committee Met: April 24, 2019

Summary: A parent survey was sent out and those responding felt overwhelmingly positive about the school's welcoming atmosphere and effectiveness. Parents, students and teachers felt strongly that students feel safe at Barber in their classrooms, hallways, cafeteria, gym, and the restrooms. Students, teachers, and parents felt strongly that students feel comfortable reporting to a staff member when a student was endangering himself or others. Students, parents, and teachers felt strongly that students and teachers treat each other with respect at Barber. A high percentage of parents, teachers, and students felt that Barber does a great job of teaching rules and expectations at our school. 99.6% of parents surveyed felt that teachers did a good job of teaching students at Barber. Positive responses were given by parents, students, and teachers about how happy students are at school, the ease in which students have opportunities to make friends (through clubs, organizations, and during partner work in class), and having at least one or more adults in the building who care about them. AVID and homeroom character lessons have started to allow for students and staff to talk about SWAMP (self-control, worth, accountability, motivation, and perseverance) and school success.

School Culture and Climate Strengths

Campus Strengths:

- Parents, teachers, and students felt strongly that students feel safe at Barber (approximately 96%).
- Parents and teachers felt strongly that students treat each other and teachers respectfully at Barber (95%).
- Students felt that staff members praise students when they do the right thing (95%).
- Parents, students, and staff feel strongly that students feel comfortable going to a staff member when they have a problem they cannot solve on their own (93%).
- Parents, students and staff feel strongly that students that know of other students endangering themselves or others feel comfortable reporting the problem to a staff member (95%).
- Rules, procedures, and expectations are routinely reviewed and consistently implemented in classrooms and the school (98%).
- Parents mostly felt that Barber staff members do a good job of communicating with them about their students (89%).
- Parents/Families who visited the school felt they were welcomed and treated respectfully (96%).

- Parents, students, and teachers feel strongly that students find it easy to make friends at school (94%).
- Parents, teachers, and students feel that students are happy at school (95%).

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Even though parents and teachers felt that Barber has a consistent and structured approach to school-wide behavior management, 68% of the students surveyed felt that misbehaving students in the classroom makes it harder for them to learn. **Root Cause:** Teachers cite (66%) a problem with student misbehavior with substitutes. Another cause discussed in the meeting, was that while most teachers followed the school behavior and routines/procedures plan of Barber, some teachers did not. Teachers felt that we needed to re-evaluate the SWAMP violation forms and consequences, the role of the behavior coaches, and more focus on behavior in classrooms with substitutes.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Leader: Erika Lacey

Committee Members: A. Traywick, E. Loupe, M. Duke, N. Castille, S. McKeon, R. Saenz

Date Committee Met: April 24, 2019

Summary:

We met as a team to discuss our campus' strengths and weakness in the areas of staff quality, recruitment, and retention. BMS always strives to meet the district requirements 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. Instructional positions are posted on our district website with ample time to recruit certified, highly qualified and effective candidates prior to the beginning of the school year.

We have some support systems set in place to ensure that our sought after highly qualified staff members have their needs met and those include: expert/mentor teachers, content based collaborative teams, academic/instruction coaches and behavior coaches. The district and BMS have adopted a Mentor/Protégé program that meets regularly throughout the year and new to BMS teachers, novice or experienced, are given buddy teachers to help with school wide procedures, expectations, curriculum, etc.

BMS always strives to ensure that retention rates remain high at our campus and in order to accomplish these goals we are constantly learning new instructional tools through Lead4ward, AVID, 7 Steps, etc. We meet regularly for faculty meetings and PLCs to learn about these various instructional tools. We have opportunities to view our fellow BMS teachers utilizing these tools in their classrooms through observations known as "Mining for Gold." Over the last two years, we have also adopted the Get Better Faster Coaching cycle, a program in which an academic coach or campus administrator helps a teacher focus on bite sized area for growth every few weeks.

Staff Quality, Recruitment, and Retention Strengths

Campus Strengths:

- 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
- Buddy teacher system for experienced teachers who are new to Barber
- 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
- Get Better Faster coaching protocol is used with all new-to-Barber teachers
- 81% retention rate of professional staff members

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.

Problem Statement 2: Novice and new to BMS teachers feel very overwhelmed at the beginning of the school year because of the large number of classroom expectations, procedures, school wide systems and content curriculum. **Root Cause:** Rapid training during the first two weeks of school and little scaffolding provided.

Problem Statement 3: Experienced teachers new to Barber did not receive as much support as novice teachers from their Buddy teacher. **Root Cause:** No accountability set in place.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Leader: Amanda Cavazos

Committee Members: Ellen Hall, Hailey Brannon, Krystal Trevino, Erica Wuenschel, Marta Brown

Date Met: April 24, 2019

A committee of teachers and specialists compose 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 and common assessments. Curriculum is also revisited and updated each summer.

All students are given opportunities to meet challenging state academic standards. Special programs throughout campus ensure that each student is receiving instruction that meets his/her individual needs. This year students in the Special Education RISE program can receive services in the general education classroom with an inclusion teacher or in a self-contained Reading/Math class. We also service almost 100 students in our Bilingual and ESL programs. Gifted and Talented students follow a PreAP curriculum which covers grade-level TEKS and a portion of the next grade level's curriculum. The 2018-2019 school year marked the third year of the STEM program at Barber Middle School.

The teachers at Barber Middle School are trained to implement the AVID program and Lead4Ward strategies in the classroom. All students participate in the AVID program, which incorporates practical organizational and study skills aligned to College Readiness Standards. Students are assigned to an AVID homeroom which provides structured activities to support binder organization, college exploration, team building, and character lessons. The Lead4Ward strategies include elements from data analysis tools for instructional analysis to instructional strategies to be implemented into student focused learning activities. 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.

Planning was also enhanced this year using the Lesson Tuning Protocol and Looking at Student Work Protocol. The Lesson Tuning Protocol is led by a Content Team Leader during a meeting with their content team and an administrator. The meeting follows a given agenda to guide the group through looking at parts of a lesson plan provided by a team member. The purpose is to offer suggestions for improvement to the lesson or some of its parts. All members record and share takeaways from the meeting. The Looking at Student Work Protocol involves looking at a range of work samples from a particular lesson to examine student successes and struggles and determine action steps for making adjustments to improve instruction.

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, MAP testing, and state testing as well as informal assessments to identify the needs of students. Team leaders complete a Content Team Data Analysis document, and each teacher completes an Individual Teacher Analysis. Small groups held 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:

STEM

- All 221 STEM students are enrolled in accelerated math
- All 113 6th grade STEM students are enrolled in accelerated science
- Students engage in project-based learning
- Curriculum emphasizes inquiry, the engineering design process, and solving real-world problems
- All STEM students take classes developed by Project Lead the Way, covering topics such as robotics, infectious diseases, flight and space, and energy and the environment.

General Education

- All core subjects follow TEKS-based common assessments across the district
- Struggling readers identified and involved in some form of small group/remediation
- Reading Interventionist/Dyslexia specialist
- Increased rigor in writing throughout the year in all core subjects by implementing AVID strategies
- Academic coaches provide reading, math, and science interventions through small groups targeting specific TEKS
- Students communicate in a complete sentence using sentence stems and academic language
- Seven Steps to a Language Rich Environment
- Continual evaluation of common assessments, CBAs, and PSBMs
- Literacy Library dedicated to leveled and guided reading
- 5th grade has successfully implemented guided reading in small groups
- 6th grade has incorporated guided reading with social studies

- Maximizing reading time at independent reading levels
- Increased use of technology through interactive websites, Chrome books, Google classroom
- 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
- 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
- Hosted a family literacy nights, a Math/Science night, and STEM expos

RTI

- RTI expectations and procedures have been created
- Steps have been listed for teachers to follow before asking for a SIT meeting
- Specific interventions have been provided for each content area
- Student reading data is tracked throughout the entire year; students have been identified and placed into the RTI program
- 100% of struggling readers are receiving individualized, intensive intervention
- On average, students have made an 8 month gain in their reading level and are continuing to show growth in the classroom
- Overall, 65% of struggling readers showed at least 1 months growth (if not more) on the MOY MAP assessment
- Of those readers, 46% showed 1/2 a years growth or more and 21% showed a year or more growth
- **All BIL/LEP, SpED, and dyslexic students are receiving supplemental support through the program, Fast ForWord, in addition to the prescribed/required instructional support**

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 levels for ELLs and Special Education students. **Root Cause:** More professional learning is needed in both first time instruction, as well as targeted interventions.

Problem Statement 2: The STEM program needs to continue growing beyond the current curriculum. **Root Cause:** Teachers need additional training in designing and implementing STEM lessons, additional technology devices, including Chrome books, laptops, and/or iPads, and STEM enrichment curriculum, such as computer coding, robotics, 3D modeling, advanced mathematics, and UIL A+ Academics. Teachers need professional development and trainings, plus money to pay for substitutes in order for teachers to attend trainings. The STEM program also needs materials for project-based learning, funds for the STEM team to continue attending the Project Lead The Way Summit, the Texas STEM Conference, and the Space Exploration Educator Conference, and a subscription to Scholastic Math Magazine - 5th and 6th grade

Problem Statement 3: The general education programs on campus are lacking updated resources. **Root Cause:** The math department has increased the use of technology in the classroom but needs more Chromebooks and the program Formative to efficiently implement instruction through technology.

Formative allows teachers to create lessons and practice problems that give students immediate feedback when solving problems. All classrooms need additional technology devices, including Chrome books. Teachers need professional development and trainings, plus money to pay for substitutes in order for teachers to attend trainings. Other resources that need replacement include updated versions of Motivation Math, Motivation Science and STAAR Masters Math and Science resources, an expansion of our literacy library with low-level, high-interest books, Kamico and STAAR Master assessment masters for Reading, enrichment opportunities for G/T students not participating in the STEM program, and funding for science lab materials, field trips and/or college visits.

Problem Statement 4: The RTI program lacks structure and organization. **Root Cause:** There is an unclear RTI guide and all teachers are not fully trained in interventions, differentiation, and progress monitoring.

Problem Statement 5: We have a growing number of dyslexia students that are being underserved. **Root Cause:** We only have 1 certified dyslexia teacher.

Parent and Community Engagement

Parent and Community Engagement Summary

A parent survey was sent out and those responding felt overwhelmingly positive about the school's welcoming atmosphere and effectiveness. Parents have opportunities such as curriculum nights in the fall and spring, Open House, student dances, etc. to be involved with the school. Individual parent/teacher conferences are scheduled at the end of October. This is an opportunity for parents to have their fingers on the pulse of the school and their child's current academic level. 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. The campus has access to use Listen and Talk wireless communication systems which multi-language parents can use during parent or student programs. 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. Parents participate in site-based planning through Campus Improvement Committee and the Education Improvement Committee. They are invited and serve on a volunteer basis.

Parent and Community Engagement Strengths

Campus Strengths:

- High STEM parent participation in campus events
- Effective communication with families regarding campus events with the use of technology such as Facebook, Remind101
- Families feel welcomed at the campus
- Counselor has provided resources for mental health agencies as necessary
- Counselor has provided support with 504 accommodations
- Counselor intern and Community in Schools has conducted lunch groups
- Outside counseling agencies have been brought in counselors to conduct individual and group sessions
- Community in Schools has sought out assistance from community partners to provide for students' needs such as food, clothing, school supplies, tutoring, and mentoring
- Counselor, Communities in Schools, and the social worker have conducted home visits as necessary
- Opportunities for field trips
- Presentation and tour for future Barber students

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Limited parental participation in structured campus activities **Root Cause:** Limited availability of parents due to work schedules and other responsibilities, and lack of activities that appeal to parents.

School Context and Organization

School Context and Organization Summary

Leader: Sarah Weisenbaugh

Committee Members: Melody Amaya, Sheri Strickland, Justin Wilson, Tanya Morris, John Griffin

Date Committee Met: April 24, 2019

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 and rigorous lessons that are aligned with the TEKS, which promote the most beneficial learning for successful college and career readiness. Teachers and staff stay up to date on professional learning, latest evidence-based research for education, and district initiatives in an effort to provide students with quality education. Daily operations, including duty and master schedules are in place to ensure all students are receiving maximum instructional time. As a staff, we discuss needs, changes, and modifications to our operating procedures in order to promote success for all students. District and campus initiatives like AVID and Safe & Civil are lead and attended by teachers and administration, and ensure that we have school-wide procedures that are consistent with district and campus vision and goals. The principal reports campus academic and staffing needs throughout the school year during the bi-weekly A-Team meetings to 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

Campus Strengths:

- After school programs and student clubs include: Gator Drama Club, Student Council, Kindness Club, Robotics, Yearbook Club, and Science Club.
- Academic coaches and support staff monitor hallways along with academic teachers posted at incremental stations throughout campus maintaining safe and orderly transitions, arrivals, and dismissals.
- Students who need additional instructions or support with classwork can attend morning tutorials with classroom teachers. Furthermore, students identified as needing intervention are monitored by and receive additional help with academic/instructional coaches.
- Academic teams meet after school and during conference time to discuss schedule changes, student needs, parent contact, and interdisciplinary instruction.
- Teachers and students routinely set goals and monitor academic growth via AVID goal setting, Learning from Mistakes, Fast Forward, and MAP testing.

- Behavior coaches monitor and facilitate goal setting for identified students with Behavior Intervention Plans.
- Safe & Civil facilitates campus wide decision making on procedures through collaboration and feedback from staff and teachers.
- Teachers have the ability to communicate electronically with students and parents via Skyward.
- The perception of students, teachers, parents, community members, and substitutes 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 & Civil policies guiding common areas and transitions.
- Teachers, staff, and administration set the example for students by maintaining a positive and professional learning environment.
- Implementation of the AVID program gives students ownership and accountability over their school and academic future.
- Literacy night, math night, and bilingual night allows community members and parents time to come to the school in the evening with their student and take part in curriculum and initiatives.
- Streamlined procedures for all school operations are available in staff red binders and are updated and reviewed frequently, including classroom management and procedures, duty and master schedules, emergency plans, and staff expectations.
- Use of blue binders for PLC and curriculum planning ensures that teachers are organized and able to collaborate during professional learning, faculty meetings, and PLCs.
- Implementation of interdisciplinary Lesson Tuning Protocol and Looking at Student Work Protocol ensures that teachers are continually challenging themselves and each other to improve instruction and maximize student learning and output.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: On the 2017 Accountability Summary, Barber Middle School is in the 4th quartile for attendance among comparison schools. **Root Cause:** Effective partnerships, including consistent communication between home and school are needed.

Problem Statement 2: Not all core content teachers are involved in vetting summative assessments or receive assessments before they can write units. There is limited ability to backwards plan. **Root Cause:** Not all content planning with curriculum specialists in the summer include assessment writing, therefore teachers don't have access to assessments before they plan.

Technology

Technology Summary

Leader: Chelsea Winters

Committee Members: Nicholas Glaeser, Ryan Janak, Dina Pedersen

Date Committee Met: April 23rd, 2019

Sign-in sheet, agenda, and handouts attached

Summary:

At Barber Middle School teachers and students are equipped with adequate technology to use for instruction. All classrooms have a teacher computer, student computer, document camera, projector, and Mimeo Board. Teachers effectively use Chromebooks when they are available. Teachers receive weekly support from an Instructional Technology Specialist and are willing to try new Web 2.0 Technologies like Pear Deck. We have seen a positive growth in student achievement on assessment when technology is utilized effectively utilized in the classroom.

Technology Strengths

Campus Strengths:

- The Instruction Technology Specialist visits Barber weekly to offer support to staff
- Students have access to internet based education programs (Fast Forward, prodigy, etc.)
- All students have access to a Google Account
- Teachers are willing to incorporate technology when available for class use.
- Host campus for the STEM Academy
- MakerSpace technology is available for use in the library or can be checked out to teachers for use in classrooms
- Our Robotics team was very successful in all competitions this year
- 5th grade math incorporates Google Classroom, Peardeck, and Khan Academy and has seen a 10% growth on assessments

Problem Statements Identifying Technology Needs

Problem Statement 1: There is not enough technology (devices/printers) available for all core classes to incorporate effectively in their daily lessons or use with previously purchased technology. (ipads for IO blocks, sphero, and virtual reality cards, laptops for green screens/robotics, 3d printer, etc.) **Root Cause:** Lack of funds for new technology.

Problem Statement 2: Some equipment is outdated and teachers are no longer able to bring in personal devices to bypass the problem. (teacher computers, library desktops, clickers, etc) **Root Cause:** Lack of funding, lack of internet, Employee "Bring Your Own Device" wifi network was disabled, slow turnaround on technology replacement (projectors)

Priority Problem Statements

Problem Statement 1: First-time instruction is not effective for all ELLs and Special Education students.

Root Cause 1: All teams do not effectively use data to plan targeted instruction and all teachers do not consistently use formative data to adjust instruction.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Even though parents and teachers felt that Barber has a consistent and structured approach to school-wide behavior management, 68% of the students surveyed felt that misbehaving students in the classroom makes it harder for them to learn.

Root Cause 2: Teachers cite (66%) a problem with student misbehavior with substitutes. Another cause discussed in the meeting, was that while most teachers followed the school behavior and routines/procedures plan of Barber, some teachers did not. Teachers felt that we needed to re-evaluate the SWAMP violation forms and consequences, the role of the behavior coaches, and more focus on behavior in classrooms with substitutes.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: 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 3: Inconsistency with management techniques and/or a lack of positive relationships between teacher and student, result in an increase in numbers of referrals.

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 4: First-time instruction is not effective for all student groups resulting in lower performance levels for ELLs and Special Education students.

Root Cause 4: More professional learning is needed in both first time instruction, as well as targeted interventions.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Limited parental participation in structured campus activities

Root Cause 5: Limited availability of parents due to work schedules and other responsibilities, and lack of activities that appeal to parents.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: On the 2017 Accountability Summary, Barber Middle School is in the 4th quartile for attendance among comparison schools.

Root Cause 6: Effective partnerships, including consistent communication between home and school are needed.

Problem Statement 6 Areas: School Context and Organization

Problem Statement 7: There is not enough technology (devices/printers) available for all core classes to incorporate effectively in their daily lessons or use with previously purchased technology. (ipads for IO blocks, sphero, and virtual reality cards, laptops for green screens/robotics, 3d printer, etc.)

Root Cause 7: Lack of funds for new technology.

Problem Statement 7 Areas: Technology

Problem Statement 8: 80% of struggling readers did not make one year's growth as determined by the MAP Reading Growth assessment.

Root Cause 8: Students do not have enough instructional minutes for independent reading. Students are not receiving the correct level of differentiated support.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: There is a significant gap between SPED and non-SPED students in all categories and all subjects

Root Cause 9: Students do not have enough time or opportunities to receive the level of support that they need in order to close their performance gaps when compared to non-SPED students.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: 6th grade math scores decreased by 10% in "approaches" and by 1% in 5th grade math "approaches". Scores also decreased in "meets" and "masters" in both grade levels.

Root Cause 10: Students are not provided a structured intervention during the school year to fill learning gaps. Students do not have access to any remedial

web-based programs or supplementary materials.

Problem Statement 10 Areas: Student Achievement

Problem Statement 11: Novice and new to BMS teachers feel very overwhelmed at the beginning of the school year because of the large number of classroom expectations, procedures, school wide systems and content curriculum.

Root Cause 11: Rapid training during the first two weeks of school and little scaffolding provided.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: Experienced teachers new to Barber did not receive as much support as novice teachers from their Buddy teacher.

Root Cause 12: No accountability set in place.

Problem Statement 12 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 13: The STEM program needs to continue growing beyond the current curriculum.

Root Cause 13: Teachers need additional training in designing and implementing STEM lessons, additional technology devices, including Chrome books, laptops, and/or iPads, and STEM enrichment curriculum, such as computer coding, robotics, 3D modeling, advanced mathematics, and UIL A+ Academics. Teachers need professional development and trainings, plus money to pay for substitutes in order for teachers to attend trainings. The STEM program also needs materials for project-based learning, funds for the STEM team to continue attending the Project Lead The Way Summit, the Texas STEM Conference, and the Space Exploration Educator Conference, and a subscription to Scholastic Math Magazine - 5th and 6th grade

Problem Statement 13 Areas: Curriculum, Instruction, and Assessment

Problem Statement 14: The general education programs on campus are lacking updated resources.

Root Cause 14: The math department has increased the use of technology in the classroom but needs more Chromebooks and the program Formative to efficiently implement instruction through technology. Formative allows teachers to create lessons and practice problems that give students immediate feedback when solving problems. All classrooms need additional technology devices, including Chrome books. Teachers need professional development and trainings, plus money to pay for substitutes in order for teachers to attend trainings. Other resources that need replacement include updated versions of Motivation Math, Motivation Science and STAAR Masters Math and Science resources, an expansion of our literacy library with low-level, high-interest books, Kamico and STAAR Master assessment masters for Reading, enrichment opportunities for G/T students not participating in the STEM program, and funding for science lab materials, field trips and/or college visits.

Problem Statement 14 Areas: Curriculum, Instruction, and Assessment

Problem Statement 15: The RTI program lacks structure and organization.

Root Cause 15: There is an unclear RTI guide and all teachers are not fully trained in interventions, differentiation, and progress monitoring.

Problem Statement 15 Areas: Curriculum, Instruction, and Assessment

Problem Statement 16: We have a growing number of dyslexia students that are being underserved.

Root Cause 16: We only have 1 certified dyslexia teacher.

Problem Statement 16 Areas: Curriculum, Instruction, and Assessment

Problem Statement 17: Not all core content teachers are involved in vetting summative assessments or receive assessments before they can write units. There is limited ability to backwards plan.

Root Cause 17: Not all content planning with curriculum specialists in the summer include assessment writing, therefore teachers don't have access to assessments before they plan.

Problem Statement 17 Areas: School Context and Organization

Problem Statement 18: Some equipment is outdated and teachers are no longer able to bring in personal devices to bypass the problem. (teacher computers, library desktops, clickers, etc)

Root Cause 18: Lack of funding, lack of internet, Employee "Bring Your Own Device" wifi network was disabled, slow turnaround on technology replacement (projectors)

Problem Statement 18 Areas: Technology

Problem Statement 19: Attendance continues to be an issue on campus.

Root Cause 19: Parent Communication has not been a high enough priority and there does not seem to be enough celebration when students are here at school.

Problem Statement 19 Areas: Demographics

Problem Statement 20: Discipline on campus seems to be more of a concern among teachers and staff.

Root Cause 20: A "punishment-centered" form of discipline does not work for our student.

Problem Statement 20 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: May 28, 2019

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 2019-20 school year, every BMS student will show at least one year's growth in both reading and math.

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
<p>TEA Priorities Connect high school to career and college</p> <p>1) Students will track their own data each nine weeks, after every Common Assessment or Benchmark so that students take ownership of their own learning by setting goals in order to become more self-directed learners.</p>	2.4, 2.5, 2.6	Campus Team Leaders	Data Tracking Sheets will show student progress over time; data conferences with coaches and teachers will verify that students understand their performance and are setting and achieving instructional goals.				
Problem Statements: Student Achievement 1							
<p>2) Content teams will conduct data analysis after each common assessment or benchmark and use the results for purposeful instructional planning, intervention planning, and individual student growth planning.</p>	2.4	Campus Administrators	Lesson plans turned in weekly to demonstrate collaboration; Sign-in sheets and meeting documents from data PLC meetings; Use of Looking at Student Work Protocol, as well as the Lesson Tuning Protocol				
Problem Statements: Curriculum, Instruction, and Assessment 1							
Funding Sources: No Funding Required - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 3) Teachers will implement Balanced Literacy in all ELA classrooms to include independent reading and writing, shared reading and writing, and word study. Resources used include Lucy Caulkins, MAP, ABYDOS, as well as contracted service providers and consultants focusing on reading and writing portfolios and calibration.	2.4, 2.5, 2.6	ELA Staff	Documented walk-through observations by Administrators. CBAs, Reading records, and student performance at Final Level.				
	Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00						
TEA Priorities Build a foundation of reading and math 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 CBAs and STAAR.				
	Problem Statements: Student Achievement 4 Funding Sources: Local Funding - 0.00						
TEA Priorities Build a foundation of reading and math 5) Teachers and support staff will provide small group and individual instruction in core classes for students who are not demonstrating mastery of concepts.	2.4, 2.6	Instructional Staff	Academic Coach schedules, lesson plans, documented walk-throughs. Increased. Improved student performance in Math, reading and science on CBAs and STAAR. Improved TELPAS levels.				
	Funding Sources: Local Funding - 0.00						
TEA Priorities Build a foundation of reading and math 6) Reading support/intervention will be provided through LLI materials, FastForward, MAP, and guided reading.	2.4, 2.5, 2.6	ELA teachers and coaches	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						
7) Instructional interventionists 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.	2.4, 2.6	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, IDEA B - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) District curriculum specialists, instructional coaches, and classroom teachers, through the CLT (curriculum leadership team) process will collaborate to develop, write and review aligned lessons and curriculum based assessments. The focus will be on the district's non-negotiable standards: Vocabulary, Comprehension, Response Skills, Multi-Genres, Literary Elements, Author's Purpose and Craft, and the Writing Process.		ESC Curriculum specialists	Increased student performance in reading and writing, alignment of what is written, taught, and tested				
	Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Local Funding - 0.00						
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, as identified in each student's Accelerated Instruction Plan.		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						
TEA Priorities Recruit, support, retain teachers and principals 10) Campus instructional coaches will coach teachers on best practice, first time instruction through the Coaching Model, Get Better Faster.		Administration	Documentation of coaching time will result in improved classroom instructional practice.				
	Problem Statements: Staff Quality, Recruitment, and Retention 2						
11) 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.		Admin, Curriculum Specialists, Campus Coaches	Lesson plans and instruction will be aligned with the TEKS.				
	Problem Statements: Curriculum, Instruction, and Assessment 1						
12) Teachers will create classroom literacy libraries which support student reading improvement through the Guided Reading instruction.		ELA Content Team Leaders	Evidence of use of literacy library in guided instruction during walkthroughs and observations. Improved individual student reading levels documented semi-annually.				
	Problem Statements: Student Achievement 2						
13) Students identified with dyslexia will be served by teachers and dyslexia specialists who have participated in appropriate, targeted training using Neuhaus materials.		Dyslexia Specialist	Reading level data (STaR, DRA). Student CBA and STAAR results.				
	Problem Statements: Curriculum, Instruction, and Assessment 5						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 1 Problem Statements:

Student Achievement

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

Problem Statement 4: 6th grade math scores decreased by 10% in "approaches" and by 1% in 5th grade math "approaches". Scores also decreased in "meets" and "masters" in both grade levels. **Root Cause 4:** Students are not provided a structured intervention during the school year to fill learning gaps. Students do not have access to any remedial web-based programs or supplementary materials.

Problem Statement 2: 80% of struggling readers did not make one year's growth as determined by the MAP Reading Growth assessment. **Root Cause 2:** Students do not have enough instructional minutes for independent reading. Students are not receiving the correct level of differentiated support.

Staff Quality, Recruitment, and Retention

Problem Statement 2: Novice and new to BMS teachers feel very overwhelmed at the beginning of the school year because of the large number of classroom expectations, procedures, school wide systems and content curriculum. **Root Cause 2:** Rapid training during the first two weeks of school and little scaffolding provided.

Curriculum, Instruction, and Assessment

Problem Statement 1: First-time instruction is not effective for all student groups resulting in lower performance levels for ELLs and Special Education students. **Root Cause 1:** More professional learning is needed in both first time instruction, as well as targeted interventions.

Problem Statement 5: We have a growing number of dyslexia students that are being underserved. **Root Cause 5:** We only have 1 certified dyslexia teacher.

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

Performance Objective 2: 100% of ELL students will improve their scores toward meeting standard on the reading, math, and science STAAR, and will make at least one year's 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
TEA Priorities Recruit, support, retain teachers and principals 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.	2.6	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			
TEA Priorities Recruit, support, retain teachers and principals 2) Teachers will consistently use research-based vocabulary strategies, specifically "7 Steps to a Language Rich Classroom" in all classrooms to support academic language development.	2.6	Classroom teachers	Use of vocabulary strategies evidenced in walkthroughs and observations.				
				Problem Statements: Student Achievement 1 Funding Sources: 211-Title IA - 0.00, 263-Title IIIA - 0.00, Local Funding - 0.00, Outside Agency - 0.00			
3) Teachers will continue to plan and implement both TEKS, ELPS, and language objectives with fidelity in all lessons, supported by professional development throughout the school year.	2.6	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.				
				Problem Statements: Student Achievement 1 Funding Sources: 211-Title IA - 0.00			
TEA Priorities Recruit, support, retain teachers and principals 4) All current instructional staff will be expected to have completed training othe ELPs and Seven Steps Professional Learning by August 2019.	2.6	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			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 5) Teachers will participate in training opportunities provided by the district to prepare them for the ESL certification exam.	2.6	Classroom teachers	Documentation of ESL prep course attendance. Individual SBEC records documenting ESL certification applied to current certification.				
	Problem Statements: Student Achievement 1 Funding Sources: Local Funding - 0.00						
TEA Priorities Build a foundation of reading and math 6) Bilingual teachers, bilingual paraprofessionals, and our Bilingual Specialist will collaborate to plan effective instruction, as well as work with students on individual needs.	2.6						
	Problem Statements: Student Achievement 1						

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: First-time instruction is not effective for all ELLs and Special Education students. Root Cause 1: 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: 100% of students in Special Education will improve their scores toward meeting standard on the reading, math, and science STAAR, and make at least one year's growth.

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
1) Teachers will demonstrate consistent use of research-based vocabulary strategies in instruction to support academic language development.	2.6	Campus Administrators	Documented walk-through data IEP goals and STAAR results for the special education student group.				
	Problem Statements: Student Achievement 1 Funding Sources: No Funding Required - 0.00						
2) Teachers will individualize instruction supported by coaches, support staff, paraprofessionals, and supplemental materials for students based on IEP goals, performance on common assessments, CBAs, and STAAR during the school day.	2.6	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, Local Funding - 0.00						
3) Teachers will provide consistent use of language acquisition strategies and effectively use instructional resources in all instruction.	2.6	Classroom teachers	ELPS strategies seen in walk throughs and observations. Improvement of special education student scores throughout the school year.				
	Problem Statements: Student Achievement 3 Funding Sources: 211-Title IA - 0.00, IDEA B - 0.00, Local Funding - 0.00						
4) Teachers will implement an effective co-teach inclusion support model for special education students in the general education classroom.	2.6	Classroom teachers	Classroom observations of implementation of model. Documentation of planned training to support implementation. Special Education assessment scores (CBA, STAAR) will improve.				
	Problem Statements: Student Achievement 3 Funding Sources: IDEA B - 0.00, 211-Title IA - 0.00, Local Funding - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: First-time instruction is not effective for all ELLs and Special Education students. Root Cause 1: All teams do not effectively use data to plan targeted instruction and all teachers do not consistently use formative data to adjust instruction.</p>
<p>Problem Statement 3: There is a significant gap between SPED and non-SPED students in all categories and all subjects Root Cause 3: Students do not have enough time or opportunities to receive the level of support that they need in order to close their performance gaps when compared to non-SPED students.</p>

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

Performance Objective 4: BMS will provide multiple and continuous opportunities for students to become well-rounded citizens. 100% of BMS students will receive a well-rounded education through academic and elective course offerings, extra curricular activities, and social/emotional support.

Evaluation Data Source(s) 4: Student achievement data, student discipline data, physical education data, climate and safety surveys

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.	2.5	PE teachers	Improved health and fitness through Fitness Gram conducted in the Spring				
2) BMS will continue their relationship with AVID through professional learning and AVID resources in order to promote college and career readiness.	2.6	Campus administration, District administration, teachers	Increase in student achievement, motivation, interest in college and career				
3) Students will be provided with necessary supplies and resources to promote STEM-focused activities including robotics.	2.6	Campus and district administration, librarian, teachers					

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: 80% of struggling readers did not make one year's growth as determined by the MAP Reading Growth assessment. Root Cause 2: Students do not have enough instructional minutes for independent reading. Students are not receiving the correct level of differentiated support.

Curriculum, Instruction, and Assessment

Problem Statement 1: First-time instruction is not effective for all student groups resulting in lower performance levels for ELLs and Special Education students. **Root Cause 1:** More professional learning is needed in both first time instruction, as well as targeted interventions.


Problem Statement 2: The STEM program needs to continue growing beyond the current curriculum. **Root Cause 2:** Teachers need additional training in designing and implementing STEM lessons, additional technology devices, including Chrome books, laptops, and/or iPads, and STEM enrichment curriculum, such as computer coding, robotics, 3D modeling, advanced mathematics, and UIL A+ Academics. Teachers need professional development and trainings, plus money to pay for substitutes in order for teachers to attend trainings. The STEM program also needs materials for project-based learning, funds for the STEM team to continue attending the Project Lead The Way Summit, the Texas STEM Conference, and the Space Exploration Educator Conference, and a subscription to Scholastic Math Magazine - 5th and 6th grade

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: In the spring, 100% of the staff will have an opportunity to complete an anonymous survey to give their views on school climate as well as support from mentor teachers, team members, department members and administration.

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
TEA Priorities Recruit, support, retain teachers and principals 1) An anonymous survey will be created by the administrative team with input from campus leaders and staff.		Campus principal	Survey distributed to staff once each semester. Majority of surveys will be positive.				
	Problem Statements: School Culture and Climate 1						
TEA Priorities Recruit, support, retain teachers and principals 2) Campus discussions will be held to review the data collected after each staff survey; collaborative action plans will be created and implement to improve focus areas.		Campus principal	Minutes of Campus meetings where data was discussed. Action plan resulting from results and discussion.				
	Problem Statements: School Culture and Climate 1						
							

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Even though parents and teachers felt that Barber has a consistent and structured approach to school-wide behavior management, 68% of the students surveyed felt that misbehaving students in the classroom makes it harder for them to learn. Root Cause 1: Teachers cite (66%) a problem with student misbehavior with substitutes. Another cause discussed in the meeting, was that while most teachers followed the school behavior and routines/procedures plan of Barber, some teachers did not. Teachers felt that we needed to re-evaluate the SWAMP violation forms and consequences, the role of the behavior coaches, and more focus on behavior in classrooms with substitutes.


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 (but not necessarily new to the profession) will be assigned a mentor 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
TEA Priorities Recruit, support, retain teachers and principals 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.				
	Problem Statements: Staff Quality, Recruitment, and Retention 2						
2) Meetings will be held with mentors and administration each nine weeks to discuss any concerns or support needed regarding new teachers.		Campus administrators	Meeting minutes. Retention of effective teachers.				
	Problem Statements: Staff Quality, Recruitment, and Retention 2						
TEA Priorities Recruit, support, retain teachers and principals 3) 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.				
	Problem Statements: Staff Quality, Recruitment, and Retention 2 Funding Sources: Local Funding - 0.00						
TEA Priorities Recruit, support, retain teachers and principals 4) 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						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 5) All Instructional Coaches and Instructional Interventionists will hold Special Education and ESL certification.		Campus Principal	Evidence of attendance at certification trainings. SBEC records reflect certification.				
	Problem Statements: Student Achievement 1, 3 Funding Sources: Local Funding - 0.00, 255-Title IIA - 0.00, IDEA B - 0.00						
							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: First-time instruction is not effective for all ELLs and Special Education students. Root Cause 1: All teams do not effectively use data to plan targeted instruction and all teachers do not consistently use formative data to adjust instruction.
Problem Statement 3: There is a significant gap between SPED and non-SPED students in all categories and all subjects Root Cause 3: Students do not have enough time or opportunities to receive the level of support that they need in order to close their performance gaps when compared to non-SPED students.
Staff Quality, Recruitment, and Retention
Problem Statement 2: Novice and new to BMS teachers feel very overwhelmed at the beginning of the school year because of the large number of classroom expectations, procedures, school wide systems and content curriculum. Root Cause 2: Rapid training during the first two weeks of school and little scaffolding provided.

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 2019-20 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
TEA Priorities Recruit, support, retain teachers and principals 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.				
	Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: Local Funding - 0.00						
TEA Priorities Recruit, support, retain teachers and principals 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.				
	Problem Statements: Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1 Funding Sources: 255-Title IIA - 0.00, Local Funding - 0.00						

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: First-time instruction is not effective for all ELLs and Special Education students. Root Cause 1: All teams do not effectively use data to plan targeted instruction and all teachers do not consistently use formative data to adjust instruction.
Problem Statement 3: There is a significant gap between SPED and non-SPED students in all categories and all subjects Root Cause 3: Students do not have enough time or opportunities to receive the level of support that they need in order to close their performance gaps when compared to non-SPED students.

Curriculum, Instruction, and Assessment

Problem Statement 2: The STEM program needs to continue growing beyond the current curriculum. **Root Cause 2:** Teachers need additional training in designing and implementing STEM lessons, additional technology devices, including Chrome books, laptops, and/or iPads, and STEM enrichment curriculum, such as computer coding, robotics, 3D modeling, advanced mathematics, and UIL A+ Academics. Teachers need professional development and trainings, plus money to pay for substitutes in order for teachers to attend trainings. The STEM program also needs materials for project-based learning, funds for the STEM team to continue attending the Project Lead The Way Summit, the Texas STEM Conference, and the Space Exploration Educator Conference, and a subscription to Scholastic Math Magazine - 5th and 6th grade

Problem Statement 1: First-time instruction is not effective for all student groups resulting in lower performance levels for ELLs and Special Education students. **Root Cause 1:** More professional learning is needed in both first time instruction, as well as targeted interventions.


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 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
TEA Priorities Recruit, support, retain teachers and principals 1) Provide training and support opportunities 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						
TEA Priorities Recruit, support, retain teachers and principals 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						
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Teachers, administrators, and support staff will participate in ongoing professional learning through AVID and Lead4ward.		Campus admin and instructional staff	Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests.				
	Problem Statements: Curriculum, Instruction, and Assessment 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 4) Counselor will attend current, research-based professional development in order to provide effective student services on campus.		Counselor	Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff				
	Problem Statements: Parent and Community Engagement 1						
TEA Priorities Recruit, support, retain teachers and principals 5) School librarian will attend current, research-based professional development in order to provide effective student services on campus.		Librarian					
	Problem Statements: Curriculum, Instruction, and Assessment 3						
							

Performance Objective 4 Problem Statements:


Curriculum, Instruction, and Assessment
Problem Statement 1: First-time instruction is not effective for all student groups resulting in lower performance levels for ELLs and Special Education students. Root Cause 1: More professional learning is needed in both first time instruction, as well as targeted interventions.
Problem Statement 3: The general education programs on campus are lacking updated resources. Root Cause 3: The math department has increased the use of technology in the classroom but needs more Chromebooks and the program Formative to efficiently implement instruction through technology. Formative allows teachers to create lessons and practice problems that give students immediate feedback when solving problems. All classrooms need additional technology devices, including Chrome books. Teachers need professional development and trainings, plus money to pay for substitutes in order for teachers to attend trainings. Other resources that need replacement include updated versions of Motivation Math, Motivation Science and STAAR Masters Math and Science resources, an expansion of our literacy library with low-level, high-interest books, Kamico and STAAR Master assessment masters for Reading, enrichment opportunities for G/T students not participating in the STEM program, and funding for science lab materials, field trips and/or college visits.
Parent and Community Engagement
Problem Statement 1: Limited parental participation in structured campus activities Root Cause 1: Limited availability of parents due to work schedules and other responsibilities, and lack of activities that appeal to parents.

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 2019-20 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
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: School Context and Organization 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		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 - School Context and Organization 1							
Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00							
							

Performance Objective 1 Problem Statements:


Parent and Community Engagement
Problem Statement 1: Limited parental participation in structured campus activities Root Cause 1: Limited availability of parents due to work schedules and other responsibilities, and lack of activities that appeal to parents.
School Context and Organization
Problem Statement 1: On the 2017 Accountability Summary, Barber Middle School is in the 4th quartile for attendance among comparison schools. Root Cause 1: Effective partnerships, including consistent communication between home and school are needed.

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
1) Campus families/teams, along with parent input, will develop a consistent set of expectations, rules and consequences that follow campus procedures and routines.		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.		Campus Administrators	Skyward ISS/OSS data collected every 3 months. PBMAS improvement on ISS/OSS placement of Special Education students.				
Problem Statements: Demographics 1							
3) Through the guidance of the Safe and Civil team, the campus will implement campus-wide discipline system, as well as campus wide expectations and procedures to keep the school running safely and efficiently.		Assistant Principal	Documentation on student referrals				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
							

Performance Objective 2 Problem Statements:


Demographics
Problem Statement 1: Discipline on campus seems to be more of a concern among teachers and staff. Root Cause 1: A "punishment-centered" form of discipline does not work for our student.
Staff Quality, Recruitment, and Retention
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 1: 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 2019-20 school year, 100% of students and staff will receive required instruction in areas such as Standard Response Protocol and safety measures, bullying prevention, conflict resolution, drug and violence prevention, character building, 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
1) Led by the counselor, lessons and/or assemblies will be implemented to address bullying 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							
2) Campus will participate in Red Ribbon Week which focuses on drug prevention.		Counselor	Schedule of events. Survey of students.				
3) All staff members and students will be trained and participate in Restorative Practices.		Campus Administration, Counselor, Staff	Increased positive relationships between teachers and students, and students and students.				
Problem Statements: Demographics 1							
4) All students and staff will participate in ongoing training on the Standard Response Protocol and student safety measures.		All staff, Campus Administration	Increased awareness of what to do in emergency situations				
							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Discipline on campus seems to be more of a concern among teachers and staff. Root Cause 1: A "punishment-centered" form of discipline does not work for our student.

School Culture and Climate





Problem Statement 1: Even though parents and teachers felt that Barber has a consistent and structured approach to school-wide behavior management, 68% of the students surveyed felt that misbehaving students in the classroom makes it harder for them to learn. **Root Cause 1:** Teachers cite (66%) a problem with student misbehavior with substitutes. Another cause discussed in the meeting, was that while most teachers followed the school behavior and routines/procedures plan of Barber, some teachers did not. Teachers felt that we needed to re-evaluate the SWAMP violation forms and consequences, the role of the behavior coaches, and more focus on behavior in classrooms with substitutes.

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 2019-20 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) All fifth grade students will participate in a daily technology class as a nine weeks' elective course. Some 6th graders will participate in a technology elective.		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.				
Problem Statements: Technology 1, 2							
4) Technology will be added at the campus in order to move towards our goal of becoming a 1-1 technology to student ratio.		Campus administration, campus technology committee, district technology	Increase technology on campus				
Problem Statements: Technology 1, 2							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Technology

Problem Statement 1: There is not enough technology (devices/printers) available for all core classes to incorporate effectively in their daily lessons or use with previously purchased technology. (ipads for IO blocks, sphero, and virtual reality cards, laptops for green screens/robotics, 3d printer, etc.) **Root Cause 1:** Lack of funds for new technology.

Problem Statement 2: Some equipment is outdated and teachers are no longer able to bring in personal devices to bypass the problem. (teacher computers, library desktops, clickers, etc)

Root Cause 2: Lack of funding, lack of internet, Employee "Bring Your Own Device" wifi network was disabled, slow turnaround on technology replacement (projectors)

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 all campus personnel, campus custodial staff and district operations and facilities, the condition of the BMS campus will be maintained. 100% of work orders will be completed.

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 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.				
4) BMS will focus on energy management and conservation to help reduce energy costs for the district.		Campus Administration, District Energy Administrators	Reduce use and conserve energy				


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

Performance Objective 1: Increase levels of participation and communication between school and parents and community members by communicating school engagement activities to 100% of parents.

Evaluation Data Source(s) 1: Sign-in sheets will be used to document attendance

Summative Evaluation 1:

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.				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: 211-Title IA - 0.00						
2) Campus provides interpreters for 2nd language families at ARDs and LPAC meetings at campus programs or meetings. Additionally, interpreters are available for phone calls, parent conferences, and by request.		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.				
	Problem Statements: Parent and Community Engagement 1						
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.				
	Problem Statements: Parent and Community Engagement 1						
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.				
	Problem Statements: Parent and Community Engagement 1						
5) BMS will have a Parent Engagement Coordinator that will be in charge of coordinating parent engagement activities on campus. There will be a focus on Family Literacy Services and community participation.		Counselor, Campus Administration	Increase the level of parent participation				
	Problem Statements: Parent and Community Engagement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Staff members' web pages will be kept current and used to communicate with both parents and students.		Campus Administration, teachers	Increase communication between school and home				
Problem Statements: Parent and Community Engagement 1							
							

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Limited parental participation in structured campus activities Root Cause 1: Limited availability of parents due to work schedules and other responsibilities, and lack of activities that appeal to parents.





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

Performance Objective 2: Campus will engage 100% of parents in supporting student learning and awareness of career and college readiness.

Evaluation Data Source(s) 2: Parent attendance at events.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Local Funding - 0.00						
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.				
	Problem Statements: Student Achievement 2 - Parent and Community Engagement 1 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.				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Local Funding - 0.00						
5) BMS will provide both a fall and spring curriculum night for parents and students. 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						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) In May, BMS will host a College Day for parents and all students. Scheduled campus visits to local colleges will be provided. Parents are welcomed to volunteer as chaperones.		Principal, counselor, and lead teachers	Student attendance at College Day. Number of parent volunteers.				
Funding Sources: Local Funding - 0.00							
7) 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							
8) 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							
9) 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							
10) Parents will be given the opportunity to participate in BMS online surveys		Assistant Principal	Surveys released for input. Results and analysis of surveys.				
Problem Statements: Parent and Community Engagement 1							
Funding Sources: No Funding Required - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: 80% of struggling readers did not make one year's growth as determined by the MAP Reading Growth assessment. Root Cause 2: Students do not have enough instructional minutes for independent reading. Students are not receiving the correct level of differentiated support.

Parent and Community Engagement

Problem Statement 1: Limited parental participation in structured campus activities **Root Cause 1:** Limited availability of parents due to work schedules and other responsibilities, and lack of activities that appeal to parents.

State Compensatory

Personnel for Barber Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brannon, H.	Instructional Support		1.0
Cardenas, C.	Academic Coach		1.0
Jo Allen	Social Worker		.08
McClung, J.	Instructional Support		1.0
Ramirez, T.	Instructional Support		1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The staff in DISD use data-driven processes to analyze and develop a comprehensive needs assessment (CNA) of the entire school which includes:

1. The academic achievement of ALL students
2. The needs of students who are failing, or are at-risk of failing, to meet State standards
3. Barriers for educators, students, and parents

The information drives the creation of our campus's plan of action known as the Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) follows the goals set by the DISD Board of Trustees which are aligned to the TEA priorities. The CIP is developed jointly with the CEIC committee. The committees meet a minimum of 4 times a year and additional meetings are added on an "as needed" basis. The CIP includes:

1. A description of the strategies that the school will be implementing to address the campus school needs, including a description of how the strategies will:
 - * provide opportunities for all children to meet the challenging State academic standards
 - * use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

* address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

2.2: Regular monitoring and revision

The CNA and CIP are regularly monitored and revised (when necessary). CEIC meetings are held between the months of March and May to develop the campus needs assessment for the following school year. In addition, CEIC meetings are also held a minimum of 4 times years to conduct 3 formative reviews and 1 summative review of the CIP.

2.3: Available to parents and community in an understandable format and language

Documents are made available to parents and community members in English and Spanish. The DISD language access plan listing the documents that are translated is available on the DISD website.

2.4: Opportunities for all children to meet State standards

Opportunities are provided for all students to meet state standards. The following items are provided: tutorials, pull-outs, push-in's, academic coaches, and interventionists. Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, special service, and English Learners.

2.5: Increased learning time and well-rounded education

Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, STEM, special service, and English Learners in order to ensure all students are academically prepared and active outside the classroom. Clubs, participation in athletics, extra-curricular activities, volunteer activities, and field experiences are offered to develop well-rounded students.

2.6: Address needs of all students, particularly at-risk

At-risk students are provided with a Multi-Tiered System of Support (MTSS) in order to systematically document the performance of students as evidence of the need for additional services, whether it is academic or emotional.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The parent engagement policy and the parent compact was developed in conjunction with a team of parents and staff members during the spring semester of the prior year. The policy was again reviewed and agreed upon during the Fall Semester of the new school year. The PFE was presented to parents at the Title I Parent Meeting held prior to October of every year. The PFE is available in English and Spanish and is made available in the campus front office, the campus website, and the district office.

3.2: Offer flexible number of parent involvement meetings

A list of parent engagement activities for the year can be found in the parent and family engagement sections of the CIP and CNA.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Breedlove, R.	Academic Coach		1.0
Contreras, M.	Academic Coach Aide		1.0

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Lindsey Suarez	Principal
CIC Member	Tanya Morris	SS Teacher
CIC Member	Rumaldo Saenz	Band Teacher
CIC Member	Karen Smith	SpEd Teacher
CIC Member	Alyssa Traywick	Science Teacher
CIC Member	Melody Smith	Assistant Principal
CIC Member	Sarah Weisenbaugh	ELA Teacher
CIC Member	Jenna McClung	Math Instructional Coach
CIC Member	Melissa Carpenter	Counselor
CIC Member	Amanda Rodriguez	District Curriculum Specialist
CIC Member	Chelsea Winters	Librarian
CIC Member	Patricia McGee-Welch	Parent
CIC Member	Dorian Magee	unknown@unknown.com
CIC Member	Carter and Kari Dale	Business Owners
CIC Member	Sam Mims	Community Member