

Dickinson Independent School District

Barber Middle School

2024-2025 Campus Improvement Plan



Mission Statement

The mission of Barber Middle School is to ensure that all students achieve at high levels and feel a sense of belonging to our school.

Vision

Every student has value, can learn at high levels, and will be provided opportunities for social, emotional, and academic growth. We are committed to continually increasing our own effectiveness, thereby increasing student achievement.

Core Beliefs

At Barber Middle School, all adults believe in:

1. High expectations and standards - We believe that all students have the innate ability to achieve them and are committed to doing everything in our power to help them get there.
2. Intentionality - We believe that every aspect of our practice impacts student growth and achievement.
3. Continually Increasing our Effectiveness and embodying a Growth Mindset - We believe that continuous adult learning, feedback, and reflection lead to great teaching. We believe in a growth mindset for ourselves and our students.
- 4 Respect and Humility - We believe that demonstrating respect and humility towards students, parents, the community, and each other is critically important to student growth and achievement. We honor the values, beliefs, and work of others.
5. Personal Responsibility - We believe that student growth and achievement are within our realm of control; we take personal responsibility for students' learning and believe we can make an impact.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Leader: Kristi Brasel

Committee members: [Sandra Cavazos](#), [Alyssa Traywick](#), [Kayce Gilbreath](#), Kishwar Qureshi, Daniel Mafnas, J. Reyes

Date: April 8, 2024

Summary:

John and Shamarion Barber Middle School is a Title I 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 approximately 620 students in grades 4 and 5. Our student body is made up of 51.45% (319) female and 48.55% (301) male. Broken down by ethnicity the student populations are as follows: 397 Hispanic (64%), 153 White (24.68%), 52 African American (8.32%), 11 Two or more (1.77%), 3 Asian (>1%), 3 American Indian - Alaskan Native (>1%%), and 1 Native Hawaiian-Pacific Islander (>1%) . Of our 620 students, 476 are listed as economically disadvantaged with 450 using the free meal program. The average daily attendance rate for students is 94%.

Since August 23, 2023, we have had 59 student withdrawals to other schools within or outside of our district and 80 new enrollees.

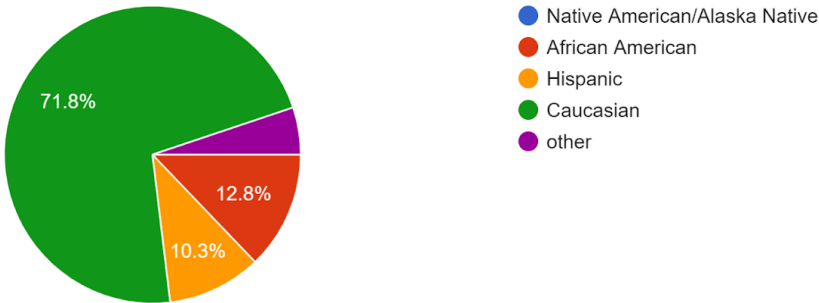
There were a total of 480 discipline referrals in the 3rd 9 weeks. 254 of these are office referrals. Of these 254 office referrals, 72 were female and 182 were male. 120 were from 4th grade and 134 were from 5th grade. Breaking our data down by number of offenses we have 83% of our students who have not received a write up.

John and Shamarion Barber Middle School Campus serves 37 504 students, 103 Special Education students, 54 Gifted and Talented students, 87 STEM students. Our campus is in its 9th year of implementation of the STEM program at our campus.

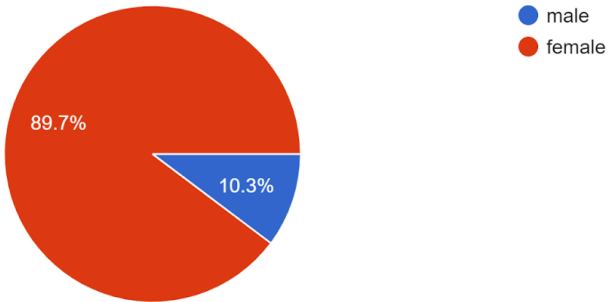
Our teacher demographics are varied as well. 39 teachers completed the demographics survey. According to the survey results, at Barber Middle School 17.9% of teachers have 20 or more years of experience, 20.5% with 11-20 years of experience, 35.99% with 6-10 years of experience, 25.6% with 1-5 years of experience, and 0% of first-year teachers. It appears our 2 first year teachers did not fill out the survey. In addition to teachers initial certification we have 25 teachers with ESL certifications, 18 with Gifted and Talented certifications, 15 with SPED certifications, and 2 with Bilingual certifications. 15 teachers listed having “other” certifications on top of those listed.

Teacher Demographics:

Race/Ethnicity
39 responses

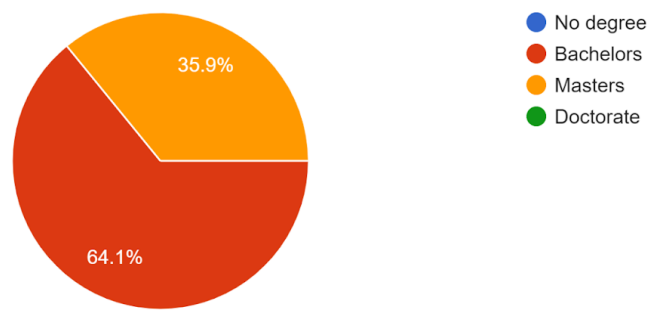


Gender
39 responses



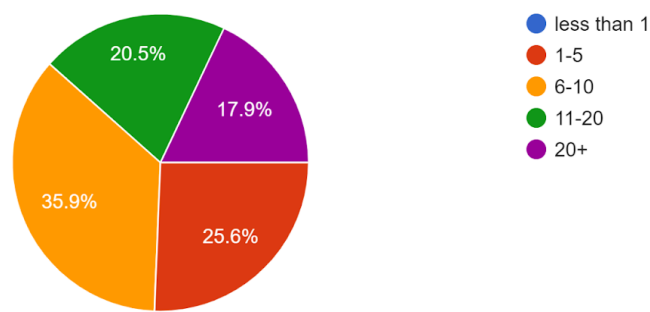
Highest Degree Earned

39 responses



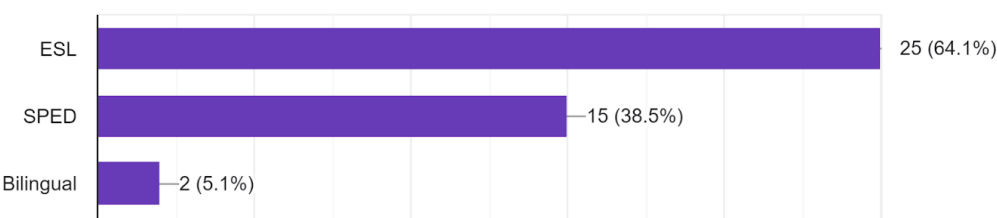
Years of Experience

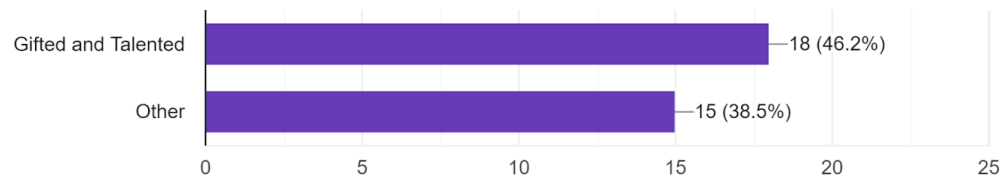
39 responses



Additional Certifications

39 responses





Demographics Strengths

Campus Strengths:

- 84% of students have not had a discipline referral
- 38% of staff have 11 or more years of experience
- Diverse students populations
- Over 64% of our staff are ESL certified
- Bilingual program for 4th grade is being added for 5th grade next year.
- Continued support and use of guidelines for success with SWAMP Bucks.
- CIS and the counselors are helping support students that have emotional needs.
- We have school wide celebrations for cultural diversity recognition
 - Hispanic - Sept.
 - Black History - Feb
 - Women - March
 - Asian - May
- Encouraging rewards for grades and attendance
- Barber has supportive Administration that acts on teacher/student needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our students are lacking skills for conflict resolution, which has increased the number of discipline referrals, specially in males. **Root Cause:** The campus lacks necessary personnel, training, and resources to help with student conflict resolution and behavior management.

Problem Statement 2 (Prioritized): The BMS attendance rates are low when compared to other DISD campuses and similar schools in other districts, which has an adverse effect on student achievement. **Root Cause:** Changes in how the community feels about school attendance and illness management, transportation issues, and changes in the prevalence of mental health concerns.

Student Achievement

Student Achievement Summary

Facilitator:

Rina White

Committee Members:

Andrea Bright, Michael Fontaine, Karen Lemelle, Maria Pedraza, and Tisha Thibodeaux

Date:

April 3, 2024

Location:

Bright's Classroom

Summary:

Overall, there was a lot of growth at Barber Middle School during the 2022-2023 school year. Though 5th grade reading digressed in all reporting categories other than meets, their data was still parallel to the rest of the district. 6th grade reading grew 21% in meets and 11% in masters. Their data was also parallel to the district in every category but masters, they outperformed the district.

Though 5th grade math digressed in their percent of passing and mastery, they increased their meets by 7% and their scores were parallel to the rest of the district other than being behind in mastery. 6th grade math increased their passing rate by 5%, meets by 2%, and masters by 13%. They also outscored the right of the district in their passing rate: BMS had 84% pass, Dunbar had 66% pass, and Lobit 72% passing.

Overall, Barber's lowest scoring subpopulation is students classified under SPED. Though it is the lowest, both reading and math showed growth in the passing rate of students classified under SPED. Overall, Barber did show a lot of growth and high passing rate, there still is a deficit in our students reaching the mastery level.

Student Achievement Strengths

Strengths:

- Implementing a strong, consistent, targeted and individualized intervention block.
- Prioritizing small groups and making them more targeted and implemented consistently.
- Utilizing technology for a self-checking system for students (Formative and IXL).
- Implementing consistent rewards and incentives.
- Utilizing paras and co-teachers strategically.
- Growing in being more fluid with implementing the RTI multi-tiered system.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The percentage of students achieving "masters grade level" on STAAR is below our expectations. Students who achieved "masters grade level" the previous year are not always receiving the same score the following year. **Root Cause:** Teachers need additional support with differentiating instruction for students who are ready for extension.

Problem Statement 2 (Prioritized): Not all students are making one year of progress, when measured on state and local assessments. **Root Cause:** Excessive absences are negatively impacting the achievement levels of many students. A systematic approach to increasing attendance rates is needed. Students need support in catching up after an absence.

School Culture and Climate

School Culture and Climate Summary

Leader: Alex Tews

Date: April 19, 2024

Committee Members: Latricia Cash-Peace, Brittany George, Regina Linkey, LaErica Pickens, Heather Tobias

Summary: End of year surveys were sent out to teachers and those responding were mostly positive about the school's atmosphere and effectiveness. Overwhelmingly, teachers felt that communication, staff and student interactions, campus-wide routines and procedures, and discipline procedures were very effective. Many compliments were given to our administration in their support of teachers, response to our needs, and providing feedback to implement growth opportunities throughout the year. Teachers gave constructive suggestions to add to or adjust our existing procedures (as seen in the suggestions below).

School Culture and Climate Strengths

Campus Strengths:

- Consistent and structured approach to school-wide behavior (80% of staff surveyed agree)
- Staff receives sufficient support when dealing with difficult students and discipline problems (85% of staff surveyed agree)
- Routines and procedures in common areas are effective (90% of staff surveyed agree)
- Administration communicates effectively to staff (98% of staff surveyed agree)
- Positive interactions between staff-to-staff, staff-to-student, and administration-to-staff/student
- Staff feels supported by administration
- Professional Learning is effective, relevant, and practical for implementation
- Parent communication is strong

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Students often misbehave more for a substitute teacher when compared to the teacher of record. **Root Cause:** Substitute teachers need more support and frequent monitoring to intercept misbehavior quickly. Substitute teachers need to be made aware of the consequences they may assign and which staff members are available to support student behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Leader: Chelsea Winters

Committee Members: Patricia Allen, Barbara Erdberg, Erica Lacey, Tonya Partida, Laura Teatsworth, Chad Hulse, Justin Wilson

Date Committee Met: April 3rd, 2024

Summary: BMS has a reputable history as a Model PLC Campus and a US News Best Middle School of 2024 and 2018. We meet the district requirements of interviewing and employing highly qualified teachers, instructional paraprofessionals, interventionists, 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 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 that participate in the PLC process,, academic/instructional coaches, interventionists, behavior coaches, and administrators. The district and BMS have adopted a Mentor/Protege 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.

Retention rates are historically high and teachers participate in weekly professional learning that covers a variety of topics based on campus needs using research based strategies from Lead4ward, 7 Steps, Solution Tree, etc. We meet regularly for faculty meetings and PLC's to learn about these various instructional tools.

Staff Quality, Recruitment, and Retention Strengths

Campus Strengths:

- Model PLC Campus
- US News Best Middle Schools 2024
- Teacher turnover is historically low
- Professional development is offered on the district and campus level (virtually and face to face)
- Supportive district and campus wide novice teacher programs
- Buddy teacher system for experienced teachers who are new to Barber
- Monthly observation of colleagues via Mining for Gold
- Para Bootcamp
- Healthy staff culture
- Campus wide goals, expectations, and procedures
- Supportive and knowledgeable administration

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There is not sufficient or ongoing training to cover the accommodations available, documentation required, and referral processes for SPED, RTI, LPAC, and 504 services. **Root Cause:** The district doesn't have a defined system in place and campuses are expected to create their own systems. Oftentimes, we assume teachers know what is expected of them, but they need explicit training.

Problem Statement 2 (Prioritized): The current staffing composition lacks adequate representation of male employees. **Root Cause:** More male teachers traditionally apply to work at junior highs and the high school due to the age of the students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Leader: Christy Littleton

Committee Members: Teresa Challenger, Kaylee Hawkins, Susan McKeon, Shannon Smiers, Breanna Villaloboz

Date Committee Met: April 3, 2024

Summary:

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 received all their services in the general education classroom with an inclusion teacher in both math and reading. We also service almost 100 students in our Bilingual and ESL programs. 60 Gifted and Talented students follow an Honors curriculum which covers grade-level TEKS and a portion of the next grade level's curriculum. The 2022-2023 school year marked the seventh year of the STEM program at Barber Middle School with 95 fifth graders and 100 6th graders.

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 enhanced this year through our work with PLC@Work and Solution Tree. It encouraged teachers to analyze their current intervention time and improve on it by focusing on targeted instruction of the essential standards, using data to make grouping decisions, and utilizing support staff to assist with groups of students. Additionally, it challenged teachers to design common formative assessments focused on essential standards and using the data to make informed instructional decisions.

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 interim testing and MAP testing, and using common assessments in the classroom to guide instruction.

Teachers, instructional coaches, interventionists, and bilingual/special education support staff analyze common formative assessments, summative assessments, MAP testing, interim testing, and state testing as well as informal assessments to identify the needs of students. Teams complete a Content Team Data Analysis document and plan intervention and extension accordingly. Small groups held during class are selected based on these needs. Struggling students also receive Tier 2 Intervention, instructional interventionist support, Amplify, and IXL. Tier 3 intervention is provided through the aforementioned programs all throughout the day at different scheduled times.

Curriculum, Instruction, and Assessment Strengths

Campus Strengths:

- Common formative assessment implementation
- Data analysis protocols
- Chromebook carts in every classroom
- Schoology
- IXL - math intervention at all tiers
- Intentional planning focused on 4 PLC questions
- Interdisciplinary support within college conference teams
- Library support with essential standards
- Improved morning intervention time by incorporating small groups into GGT
- Access to a variety of resources - more than ever before
- Multiple instructional strategies provided during professional learning
- Potty PD
- Sustaining the PLC @ Work framework
- Mining for gold
- Identified essential standards to guide instruction
- Career Day
- College tours, character, culture, career on Mondays
- Literacy Night/Bilingual Literacy Night
- STEM - personality/strength assessment for potential career types
- Math & Science Night
- A focus on Tier 2 in class
- Implementation of KAT/WeWrite across RLA, social studies

- Administration was more active in walk throughs and provided valuable feedback
- Campus professional learning is more focused
- STEAM got time to plan with their fellow subjects
- The addition of Formative to assist in streamlining instruction and assessment
- Access to StemScopes & iReady
- Access to AI to help support instruction
- Implemented CBAs
- Amplify - RLA

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): We need a more streamlined system for Tier 3 Intervention, along with updated, valuable resources that support current educational trends, district initiatives, and the time allotted. **Root Cause:** The biggest cause for this is a lack of resources, lack of time for pull out support, and lack of a streamlined process from the district.

Parent and Community Engagement

Parent and Community Engagement Summary

Leader: Melissa Carpenter

Committee Members: Sharon Coffey, Ryan Janak, Roneisha Murray, Karen Smith, Kimi White

Date Committee Met: April 3, 2024

Summary:

Parents have many opportunities throughout the academic school year to be involved in campus activities such as math and science curriculum night, literacy and bilingual night, meet the teacher, donuts with grownups, treats with my sweets, and fine arts performances. We invite parents to participate on a volunteer basis on our site-based planning committees such as the Campus Improvement Committee. We have a strong partnership with members of our community. Several attend our school events including College and Career Day, curriculum nights, and other parent events, and provide promotional items. The principal prepares and sends out a monthly newsletter of campus happenings in English and Spanish. The campus has several translators available for our Spanish-speaking parents for phone calls, meetings, and presentations. Communities in Schools serves as a liaison between many community partners and our students' families to fill some of their many needs including bringing in mentors for some of our students.

Parent and Community Engagement Strengths

Campus Strengths:

- Effective communication in English and Spanish with families regarding campus events and student progress/concerns with the use of technology such as email, newsletters, Facebook, Remind101, Talking Point, Class Dojo
- Active social media presence
- Success with certain events like Donuts for Grown-Ups, choir program, Math & Science Night
- Hosted more events than required

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Need for alternative communication methods beyond email, such as text messaging **Root Cause:** Many parents do not check email and miss many important school announcements; some parents expect paper copies (fliers) to be sent home regarding upcoming events and important information

Problem Statement 2 (Prioritized): Declining interest in events in the spring semester **Root Cause:** Parents become disengaged after the spring semester; parents may be busier with children's extracurricular activities during the spring.

School Context and Organization

School Context and Organization Summary

Leader: Jenna McClung

Committee Members: Christi Cossey-Wallace, Valerie Kenney, Allison Overton, Zylia Stearns, Justin Wilson

Date Committee Met: April 3, 2024

Summary:

John and Shamarion Barber Middle School cultivates a nurturing and structured educational setting, prioritizing safety and organization while fostering high standards for both faculty and students. Our curriculum is designed to inspire and challenge, adhering closely to the Texas Essential Knowledge and Skills (TEKS) to propel student development and readiness for future academic and career pursuits. With meticulous attention to daily operations, including duty assignments and scheduling, we guarantee a secure environment and optimize instructional time. The implementation of district and campus initiatives such as PBIS, daily intervention sessions, Safe & Civil practices, and Solution Tree frameworks is spearheaded by dedicated educators and administrators. These initiatives serve to uphold uniform procedures across the school, aligning with overarching educational objectives. Collaboration among staff and administration ensures ongoing refinement of operational protocols to enhance the academic achievements of all students.

There were a total of 35 Safe & Civil concerns that have been reported this year. The top 3 concerns were staff and lunch expectations (29%), staff and student daily dismissal expectations (20%), and staff and student restroom expectations (20%). Other concerns that were reported as a campus were: concerns with Gator Grow Time, breakfast procedures and expectations, substitute expectations, breakfast procedures, counseling, faculty meeting norms, and monitoring of the students by staff. Each category represented less than 9% of the reports.

Barber Middle School recently underwent significant changes in staff composition due to grade level transitions within the district and the introduction of new administrative personnel. The school welcomed new teachers and administrators requiring adjustment to new roles and responsibilities. These changes brought both challenges and opportunities for the school community as they adapted to these revisions.

School Context and Organization Strengths

• Campus Strengths:

- Improved daily scheduled intervention time with content specific days, targeted groups, and intentionally planned and use of all teachers and paraprofessionals (revised from last year to fit the needs that were indicated by staff).
- Clearly documented roles and responsibilities of leaders on campus available to all staff members to reference as support
- Safe & Civil is represented by a diverse group of school leaders to adjust needs according to campus feedback and communicate solutions to the staff at the conclusion of their meetings.
- Positive Behavior Intervention and Supports (PBIS) implemented routinely to combat behaviors
- Barber offers a variety of extracurricular activities
- Teachers and students routinely utilize the PLC assessment cycle to set goals focussing on essential standards and include student assistance based on

- frequent common formative assessments to meet the needs of the students. Monitoring and celebrating progress individually and as a class.
- Campus routines and procedures are explicitly written and documented in the BMS shared drive
- All campus initiatives, routines, and procedures are aligned with the district goals including mission statement, vision statements, and objectives.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Although the routines and procedures are explicitly written, documented, shared, and revisited, staff members lack consistency with reinforcing duty expectations. **Root Cause:** Despite the clearly outlined routines and procedures and staff members to implement these duties, the root causes of certain issues persist due to inconsistency in reinforcing duty expectations among staff members. This can be attributed to the absence of accountability within the organizational structure. This deficiency becomes apparent in the areas of monitoring students, preparing for duties

Technology

Technology Summary

Leader: Sheri Strickland

Committee Members: Kandi Dansby, Kourtney Klima, Jennifer Overton, Gina Surovik, Traci Zamarripa

Date: April 3, 2024

Summary: At Barber Middle School, all content classes are equipped with classroom chromecart to utilize for instruction. All classrooms, with the exception of some H-Hall classes or small rooms, have a teacher computer, document camera, projector, and optional Mimeo Board. Teachers have the option to check out laptops for personal use and professional development. There are also webcams and SWIVLS available for virtual instruction, professional learning, and meetings. It is our goal to continue to increase the number of reliable and updated devices for all classrooms on campus, including electives. Classroom teachers are familiar with Zoom, Classlink, Eduphoria, Skyward, Formative, IXL, and are using Schoology for digital instruction. Most teachers are integrating technology at a *proficient* level. For teachers to achieve an accomplished status, regular training should be provided on the TPACK model and blended learning to help teachers use technology to extend learning. Classroom teachers are learning to utilize AI tools in their lessons.

Technology Strengths

Campus Strengths:

- Content teachers were given the option to be provided with a laptop
- Content teachers have a Chromecart with devices for each student
- Teachers have a positive mindset and want to use technology
- Classroom teachers use Schoology, Formative and IXL regularly
- Students have access to ST Math, IXL, Learning Ally, EPIC!, Amplify, Formative, Senso and other internet based education programs
- Students have access to Class Link which is user friendly and seamlessly logs them on to their other accounts. This is also accessible from home.
- All students have access to a Google Account
- Students have access to eBooks
- Blended Learning during Gator Grow Time
- STEAM Academy
- Makerspace Technology
- Robotics

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): All staff are not aware of technology aides to assist them. Some examples include; Mimeos, Pebble Go/Pebble Next, SWIVELS, etc* **Root Cause:** There is not proper training or appropriate follow-up support for the use of these devices and software, which does not follow the TPACK process.

Problem Statement 2 (Prioritized): Headphones break frequently and we often don't have the proper headphones for testing, such as TELPAS. **Root Cause:** We need to do an inventory of working headphones, lack of training for staff and students for the required use. Students should have their own compatible headphones for use at school.

Priority Problem Statements

Problem Statement 1: Our students are lacking skills for conflict resolution, which has increased the number of discipline referrals, specially in males.

Root Cause 1: The campus lacks necessary personnel, training, and resources to help with student conflict resolution and behavior management.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The BMS attendance rates are low when compared to other DISD campuses and similar schools in other districts, which has an adverse effect on student achievement.

Root Cause 2: Changes in how the community feels about school attendance and illness management, transportation issues, and changes in the prevalence of mental health concerns.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The percentage of students achieving "masters grade level" on STAAR is below our expectations. Students who achieved "masters grade level" the previous year are not always receiving the same score the following year.

Root Cause 3: Teachers need additional support with differentiating instruction for students who are ready for extension.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Not all students are making one year of progress, when measured on state and local assessments.

Root Cause 4: Excessive absences are negatively impacting the achievement levels of many students. A systematic approach to increasing attendance rates is needed. Students need support in catching up after an absence.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Students often misbehave more for a substitute teacher when compared to the teacher of record.

Root Cause 5: Substitute teachers need more support and frequent monitoring to intercept misbehavior quickly. Substitute teachers need to be made aware of the consequences they may assign and which staff members are available to support student behavior.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: There is not sufficient or ongoing training to cover the accommodations available, documentation required, and referral processes for SPED, RTI, LPAC, and 504 services.

Root Cause 6: The district doesn't have a defined system in place and campuses are expected to create their own systems. Oftentimes, we assume teachers know what is expected of them, but they need explicit training.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: The current staffing composition lacks adequate representation of male employees.

Root Cause 7: More male teachers traditionally apply to work at junior highs and the high school due to the age of the students.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: We need a more streamlined system for Tier 3 Intervention, along with updated, valuable resources that support current educational trends, district initiatives, and the time allotted.

Root Cause 8: The biggest cause for this is a lack of resources, lack of time for pull out support, and lack of a streamlined process from the district.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Need for alternative communication methods beyond email, such as text messaging

Root Cause 9: Many parents do not check email and miss many important school announcements; some parents expect paper copies (fliers) to be sent home regarding upcoming events and important information

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: Declining interest in events in the spring semester

Root Cause 10: Parents become disengaged after the spring semester; parents may be busier with children's extracurricular activities during the spring.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Although the routines and procedures are explicitly written, documented, shared, and revisited, staff members lack consistency with reinforcing duty expectations.

Root Cause 11: Despite the clearly outlined routines and procedures and staff members to implement these duties, the root causes of certain issues persist due to inconsistency in reinforcing duty expectations among staff members. This can be attributed to the absence of accountability within the organizational structure. This deficiency becomes apparent in the areas of monitoring students, preparing for duties

Problem Statement 11 Areas: School Context and Organization

Problem Statement 12: All staff are not aware of technology aides to assist them. Some examples include; Mimeos, Pebble Go/Pebble Next, SWIVELS, etc*

Root Cause 12: There is not proper training or appropriate follow-up support for the use of these devices and software, which does not follow the TPACK process.

Problem Statement 12 Areas: Technology

Problem Statement 13: Headphones break frequently and we often don't have the proper headphones for testing, such as TELPAS.

Root Cause 13: We need to do an inventory of working headphones, lack of training for staff and students for the required use. Students should have their own compatible headphones for use at school.

Problem Statement 13 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Revised/Approved: May 13, 2024

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.





Performance Objective 1: In reading and math, all students will increase their STAAR performance by 1 level, or maintain their masters grade level performance.

Evaluation Data Sources: Domain I (Achievement) and II (School Progress) on STAAR Accountability

Strategy 1 Details	Reviews			
Strategy 1: Students will track their own data on mastery of essential standards so that students take ownership of their own learning by setting goals in order to become more self-directed learners. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Team Leaders - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Content teams will conduct data analysis after each common formative assessment and use the results for purposeful instructional planning, intervention planning, and individual student growth planning. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Campus Administrators Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement best-practice ELA strategies including We Write, KAT, and independent reading with individual conferences. Teachers in Social Studies classrooms support these literacy measures. Strategy's Expected Result/Impact: Documented walk-through observations by Administrators. Staff Responsible for Monitoring: ELA Staff - TEA Priorities: Build a foundation of reading and math Funding Sources: Contracted Service Providers - 211-Title IA, Contracted Service Providers - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Math teachers will implement the district math curriculum with fidelity to ensure student mastery of the Math TEKS. Strategy's Expected Result/Impact: Classroom walk-throughs and lesson plans. Improved student performance in Math for all student groups on CBAs and STAAR. Staff Responsible for Monitoring: Math Curriculum Specialists, Math Department teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers and support staff will provide small group and individual instruction in core classes for students who are not demonstrating mastery of essential standards. Strategy's Expected Result/Impact: Instructional Coach schedules, lesson plans, documented walk-throughs. Improved student performance in Math, reading and science on CBAs and STAAR. Improved TELPAS levels. Staff Responsible for Monitoring: Instructional Staff - TEA Priorities: Build a foundation of reading and math Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Instructional interventionists will provide intervention for identified Tier 3 students and collaborate with teachers in the classroom, mentoring successful instructional techniques to improve overall instruction. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Administrators Funding Sources: - 211-Title IA, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: District curriculum specialists, instructional coaches, and classroom teachers, through the CLT (curriculum leadership team) process will collaborate to develop, write and review aligned lessons, common formative assessments, and curriculum based assessments. Strategy's Expected Result/Impact: Increased student performance in reading and writing, alignment of what is written, taught, and tested Staff Responsible for Monitoring: ESC Curriculum specialists Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Students who do not meet standard on 4th/5th grade STAAR Reading, Math, and/or Science will be provided with research-based interventions during the school day, as identified in each student's Accelerated Instruction Plan and House Bill 4545. Strategy's Expected Result/Impact: Documentation of interventions provided to students. Students who meet standard after 2nd and 3rd administration of STAAR Reading and/or Math. Staff Responsible for Monitoring: ELA and Math Team leaders Funding Sources: - 199-SCE, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Campus instructional coaches will coach teachers on best practice and effective instruction through coaching cycles. Coaches will use elements of coaching from resources such as Get Better Faster, Lead4ward, etc. Strategy's Expected Result/Impact: Documentation of coaching time will result in improved classroom instructional practice. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Teachers will demonstrate instruction at the appropriate level of rigor on the TEKS supported by on-going professional development provided by the campus, as well as Elementary and Secondary Curriculum Specialists. Strategy's Expected Result/Impact: Lesson plans and instruction will be aligned with the TEKS. Staff Responsible for Monitoring: Admin, Curriculum Specialists, Campus Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Students identified with dyslexia will be served by teachers and dyslexia specialists who have participated in appropriate, targeted training for dyslexia instruction. Strategy's Expected Result/Impact: Reading level data (STaR, DRA). Student CBA and STAAR results. Staff Responsible for Monitoring: Dyslexia Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Teachers will engage students in personalized learning pathways in math and reading using digital resources, such as IXL and iReady Personalized Instruction, to address each student's individual learning gaps. Strategy's Expected Result/Impact: Increased performance on CAs, CBAs, and STAAR tests Staff Responsible for Monitoring: Reading/Math teachers, coaches, and interventionists TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: 100% of EL 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 Sources: STAAR scores, TELPAS and AMAOs

Strategy 1 Details	Reviews			
Strategy 1: Dual language teachers will demonstrate consistent application of the DISD instructional model in all dual language classrooms. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Administrators - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Use of vocabulary strategies evidenced in walkthroughs and observations. Staff Responsible for Monitoring: Classroom teachers - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211-Title IA, Instructional materials - 263-Title IIIA, - Local Funding, - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Instructional Staff Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All current instructional staff will be expected to have completed ELPs and Seven Steps Professional Learning by August 2024. Strategy's Expected Result/Impact: 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, Staff Responsible for Monitoring: Campus administrators - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers in need of an ESL certification will participate in training opportunities provided by the district to prepare them for the ESL certification exam. Strategy's Expected Result/Impact: Documentation of ESL prep course attendance. Individual SBEC records documenting ESL certification applied to current certification. Staff Responsible for Monitoring: Classroom teachers - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Bilingual teachers, bilingual paraprofessionals, and our Bilingual Specialist will collaborate to plan effective instruction, as well as work with students on individual needs using resources such as K-12 Summit. - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue


Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.


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 Sources: Academic IEP goals met for all students. State and federal safeguards met.


Strategy 1 Details	Reviews			
Strategy 1: Teachers will demonstrate consistent use of research-based vocabulary strategies in instruction to support academic language development. Strategy's Expected Result/Impact: Documented walk-through data IEP goals and STAAR results for the special education student group. Staff Responsible for Monitoring: Campus Administrators Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will individualize instruction supported by coaches, support staff, paraprofessionals , and supplemental materials for students based on IEP goals, performance on common assessments and STAAR during the school day. Strategy's Expected Result/Impact: Lesson plans, documented walk-throughs. Increase in student performance on individual SEs identified for improvement. Staff Responsible for Monitoring: All teachers serving identified Special Education and at-risk students. Funding Sources: - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide consistent use of language acquisition strategies and effectively use instructional resources in all instruction. Strategy's Expected Result/Impact: ELPS strategies seen in walk throughs and observations. Improvement of special education student scores throughout the school year. Staff Responsible for Monitoring: Classroom teachers Funding Sources: - 211-Title IA, - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will implement an effective co-teach inclusion support model for special education students in the general education classroom. Strategy's Expected Result/Impact: Classroom observations of implementation of model. Documentation of planned training to support implementation. Special Education assessment scores (CBA, STAAR) will improve. Staff Responsible for Monitoring: Classroom teachers Funding Sources: - IDEA B, - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June


No Progress


Accomplished






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Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

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 Sources: Student achievement data, student discipline data, physical education data, climate and safety surveys

Strategy 1 Details	Reviews			
Strategy 1: All 4th and 5th grade students will participate in a physical education class. Strategy's Expected Result/Impact: Improved health and fitness through Fitness Gram conducted in the Spring Staff Responsible for Monitoring: PE teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: BMS students will engage in activities that promote college and career readiness. Strategy's Expected Result/Impact: Increase in student achievement, motivation, interest in college and career Staff Responsible for Monitoring: Campus administration, District administration, teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students will be provided with necessary supplies and resources to promote STEAM-focused activities including robotics. Staff Responsible for Monitoring: Campus and district administration, librarian, teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The campus will utilize character building and citizenship resources such as Character Strong, Restorative Practices, and Safe and Civil to create campus wide lessons and learning for students. Staff Responsible for Monitoring: Counselor, administration, teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 1: The average daily attendance for students will be 95% or higher for each 6-week reporting period.





Evaluation Data Sources: Student attendance reports will indicate students have a 95% attendance rate.

Strategy 1 Details	Reviews			
Strategy 1: Attendance incentives will be offered each nine weeks and rewards will be given to students who meet the campus goal. Strategy's Expected Result/Impact: Records of students who met the goal, lists of incentives and rewards. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 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 Strategy's Expected Result/Impact: Attendance and discipline records, transportation logs. Maintain student at home campus resulting in improved academic performance. Staff Responsible for Monitoring: Counselor, District Social worker Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 2: The total number of discipline referrals will decrease by 10%, with physical aggression/fighting offenses decreasing by 50%.

Evaluation Data Sources: Skyward referral data

Strategy 1 Details	Reviews			
Strategy 1: Campus interdisciplinary teams, along with parent input, will develop a consistent set of expectations, rules and consequences that follow campus procedures and routines. Strategy's Expected Result/Impact: Decrease in referrals. Increase in student attendance in academic classes, resulting in improved academic success Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will monitor placement of students in ISS/OSS for over-representation of student groups. Strategy's Expected Result/Impact: Skyward ISS/OSS data collected every 3 months. PBMAS improvement on ISS/OSS placement of Special Education students. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 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. "SWAMP" lessons on the core values of BMS - self-control, worth, accountability, motivation, perseverance - will be taught each week during homeroom time. Strategy's Expected Result/Impact: Documentation on student referrals Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 3: 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 Sources: Evidence of trainings held.

Strategy 1 Details	Reviews			
Strategy 1: Led by the counselor, lessons and/or assemblies will be implemented to address bullying prevention, conflict resolution, drug and violence prevention, harassment, etc. Strategy's Expected Result/Impact: Increase in students solving their own problems and correctly identifying conflict versus bullying. Decrease in number of referrals. Staff Responsible for Monitoring: Counselor Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will participate in Red Ribbon Week which focuses on drug prevention. Strategy's Expected Result/Impact: Schedule of events. Survey of students. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All staff members and students will be trained and participate in Restorative Practices. Strategy's Expected Result/Impact: Increased positive relationships between teachers and students, and students and students. Staff Responsible for Monitoring: Campus Administration, Counselor, Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All students and staff will participate in ongoing training on the Standard Response Protocol and student safety measures. Strategy's Expected Result/Impact: Increased awareness of what to do in emergency situations Staff Responsible for Monitoring: All staff, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: DISD will make family and community partnerships a priority

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 Sources: Sign-in sheets will be used to document attendance

Strategy 1 Details	Reviews			
Strategy 1: BMS will actively recruit more involvement by parents of EL students through parent events and trainings. Strategy's Expected Result/Impact: Parent attendance at meetings, increased student academic performance in class and on local and state assessments. Staff Responsible for Monitoring: Campus Principal Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Meeting sign-in sheets at activities. Increased volunteers for BMS actively engaged in improving BMS academic goals. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: Increase the level of parent participation Staff Responsible for Monitoring: Counselor, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Staff members' web pages and Schoology pages will be kept current and used to communicate with both parents and students. Strategy's Expected Result/Impact: Increase communication between school and home Staff Responsible for Monitoring: Campus Administration, teachers	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				





Goal 3: DISD will make family and community partnerships a priority

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

Evaluation Data Sources: Parent attendance at events.

Strategy 1 Details	Reviews			
Strategy 1: Parent/teacher conferences will be held periodically throughout the school year in order to inform parents of their child's progress; these could be virtual, in-person, or by phone. Strategy's Expected Result/Impact: Sign-in sheets from meetings. Documented phone calls from teachers/administrators. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Counselor Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: If an author can be booked, BMS will host an Author visit for parents and students to support the campus literacy initiative. Strategy's Expected Result/Impact: Documentation of sign-in sheets of parents and students attending. Staff Responsible for Monitoring: Campus Administrators Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Principal Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Documentation of sign-in sheets for attendance. Results of STAAR Math, Science and Reading of students whose parents attend. Staff Responsible for Monitoring: Counselor Funding Sources: - 211-Title IA - 6499, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: In March, BMS will host a College Day for parents and all students. Strategy's Expected Result/Impact: Student attendance at College Day. Number of parent volunteers. Staff Responsible for Monitoring: Principal, counselor, and lead teachers Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: BMS, partnering with Communities in Schools , will work together with at-risk students to provide them with support, counseling and resources to prevent students from dropping out of school. Strategy's Expected Result/Impact: Documentation of students receiving additional counseling, instructional materials, drop-out meetings with parents and students Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor Funding Sources: - 199-SCE	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: BMS staff and parents will receive resources/training on how to effectively communicate to ensure quality education for every student and the importance of parent input and support. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Parents will be given the opportunity to participate in BMS online surveys Strategy's Expected Result/Impact: Surveys released for input. Results and analysis of surveys. Staff Responsible for Monitoring: Assistant Principal Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 3: DISD will make family and community partnerships a priority

Performance Objective 3: BMS will establish a PTO and grow the membership in order to raise funds for staff and students, while also building a connection between the community and the campus.

Evaluation Data Sources: PTO meeting attendance sheets, fundraising totals

Strategy 1 Details	Reviews			
Strategy 1: The PTO will recruit new members through a Facebook page, emails, and booths at campus events. Strategy's Expected Result/Impact: Increased membership in the PTO Staff Responsible for Monitoring: Members of the parent involvement committee	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The school will facilitate fundraisers for PTO to raise money for staff and students. Strategy's Expected Result/Impact: Money will be raised to purchase supplies to assist with student learning opportunities. Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student 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 Sources: 100% of the teachers will complete the survey.





Strategy 1 Details	Reviews			
Strategy 1: An anonymous survey will be created by the administrative team with input from campus leaders and staff. Strategy's Expected Result/Impact: Survey distributed to staff once each semester. Majority of surveys will be positive. Staff Responsible for Monitoring: Campus principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Minutes of Campus meetings where data was discussed. Action plan resulting from results and discussion. Staff Responsible for Monitoring: Campus principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student 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 Sources: 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".





Strategy 1 Details	Reviews			
Strategy 1: New teachers will be matched with a knowledgeable staff member in order to be oriented to the campus and campus procedures. Strategy's Expected Result/Impact: Retention rate of new staff. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Meetings will be held with mentors and administration each nine weeks to discuss any concerns or support needed regarding new teachers. Strategy's Expected Result/Impact: Meeting minutes. Retention of effective teachers. Staff Responsible for Monitoring: Campus administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers. Staff Responsible for Monitoring: Campus Administrators and Director of Teacher Development and Professional Learning TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification. Staff Responsible for Monitoring: Executive Director of Human Resources, Campus Principal TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: All Instructional Coaches and Instructional Interventionists will hold Special Education and ESL certification. Strategy's Expected Result/Impact: Evidence of attendance at certification trainings. SBEC records reflect certification. Staff Responsible for Monitoring: Campus Principal TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Local Funding, - 255-Title IIA, - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 3: The number of BMS teachers who are ESL and GT certified will increase by 10%; all teachers who are currently GT certified will update their certification.

Evaluation Data Sources: Staff certifications will show a 10% increase in the number of teachers who are GT and ESL certified.





Strategy 1 Details	Reviews			
Strategy 1: Staff serving GT students along with additional selected staff, will attend GT training. Strategy's Expected Result/Impact: Number of teachers who meet the qualifications for GT certification. Staff Responsible for Monitoring: Campus principal TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Professional development - Local Funding - 6411	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Selected staff will attend ESL training and take the ESL Certification test. Strategy's Expected Result/Impact: Evidence of attendance at ESL certification prep training provided by district. SBEC award of certification attached to current teaching certification. Staff Responsible for Monitoring: Campus principal TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 255-Title IIA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student 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, PBIS, RTI, PLC, or creating formative assessments .

Evaluation Data Sources: Staff certificates for training attended and evidence of the implementation of strategies in classroom walkthroughs.





Strategy 1 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests. Staff Responsible for Monitoring: Campus instructional and support staff TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - Local Funding, - IDEA B, - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators will attend current, research-based professional development in order to provide effective instructional leadership at the campus. Strategy's Expected Result/Impact: Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Local Funding, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers, administrators, and support staff will participate in ongoing professional learning through Lead4ward, Teach Like a Champion, TAMU, and Solution Tree. Strategy's Expected Result/Impact: Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests. Staff Responsible for Monitoring: Campus admin and instructional staff TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Counselor and librarian will attend current, research-based professional development in order to provide effective student services on campus. Strategy's Expected Result/Impact: Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff Staff Responsible for Monitoring: Counselor TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: Technology will be incorporated into instruction in 100% of the classrooms.





Evaluation Data Sources: Student products which incorporate technology; technology usage demonstrated in walkthroughs and observations.

Strategy 1 Details	Reviews			
Strategy 1: All fourth and fifth grade students will participate in a technology class as a part of a rotating elective block. Strategy's Expected Result/Impact: Enrollment in a computer application course for all students. Staff Responsible for Monitoring: Classroom Teachers, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus staff and technology integration specialist will provide technology training for teachers so that both students and teachers can increase proficiency in technology skills. Strategy's Expected Result/Impact: Meeting agendas/sign-in sheets. Documentation of trainings provided to teachers. Staff Responsible for Monitoring: Campus Technology Committee	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Technology will be added at the campus in order to move towards our goal of becoming a 1-1 technology to student ratio. Strategy's Expected Result/Impact: Increase technology on campus Staff Responsible for Monitoring: Campus administration, campus technology committee, district technology	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: DISD will provide operational services to support the success of student learning.

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 Sources: The BMS Campus will continue to be in good condition.

Strategy 1 Details	Reviews			
Strategy 1: Staff will report any maintenance items to front office personnel in a timely manner. Strategy's Expected Result/Impact: Work orders entered and completed. Staff Responsible for Monitoring: Principal Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administration will do at least quarterly walkthroughs of the campus to list structural and classroom maintenance needs. Strategy's Expected Result/Impact: Work orders entered and completed. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Purchase orders, Master Schedule, and professional development documentation. Policy and procedures followed. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: BMS will focus on energy management and conservation to help reduce energy costs for the district. Strategy's Expected Result/Impact: Reduce use and conserve energy Staff Responsible for Monitoring: Campus Administration, District Energy Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Barber Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0.17

Brief Description of SCE Services and/or Programs

Personnel for Barber Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Arredondo, N	Paraprofessional	0.17

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Loupe, E.	Academic Coach		1.0

Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Contracted Service Providers		\$0.00
1	1	6			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
2	1	2			\$0.00
3	1	1			\$0.00
3	2	3			\$0.00
3	2	5		6499	\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Contracted Service Providers		\$0.00
1	2	1			\$0.00
1	2	4			\$0.00
4	2	4			\$0.00
4	2	5			\$0.00
4	3	2			\$0.00
4	4	1			\$0.00
4	4	2			\$0.00
Sub-Total					\$0.00

199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
3	2	7			\$0.00
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
2	1	2			\$0.00
2	3	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
3	2	5			\$0.00
3	2	6			\$0.00
4	2	3			\$0.00
4	2	5			\$0.00
4	2	5			\$0.00
4	3	1	Professional development	6411	\$0.00
4	3	2			\$0.00
4	4	1			\$0.00
4	4	2			\$0.00
Sub-Total					\$0.00

263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2	Instructional materials		\$0.00
1	2	4			\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
4	2	5			\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00
No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	3	1			\$0.00
3	2	9			\$0.00
Sub-Total					\$0.00
Outside Agency					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
3	2	8			\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00