Dickinson Independent School District

Barber Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: B

Mission Statement

Barber Middle School students will demonstrate academic achievement at or above grade-level and be well-prepared for success at the next grade level.

Vision

Barber Middle School will be an Opportunity-Maker School where all students have access to high-quality Tier I instruction and the supports needed to achieve at or above grade-level.

Value Statement

At Barber Middle School, We believe that:

1. Our students have the ability to achieve, and we are committed to providing the needed supports to help them achieve at or above grade level.

2. Coherence and consistency across our school is vital to our students' success.

3. The effective and consistent analysis of student achievement data will drive our instructional decisions.

4. Access to high-quality Tier I instruction every day in every classroom is critical to our students' growth, achievement, and success.

5. Access to grade-level curriculum, resources, activities, and assessments is critical to our students' growth, achievement, and success.

6. It is our responsibility to embrace continuous improvement for our school community and for our professional growth.

7. Demonstrating respect and humility towards students, parents, the community, and each other are the foundation on which we operate.

8. Students, teachers, staff, and parents must feel safe, valued, and appreciated in order to learn, teach, work, and support at the highest levels.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Leader: TBD

Committee members: TBD

Date: June 24, 2025

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 614 students in grades 4 and 5. Our student body is made up of 50.16% (308) female and 49.84% (306) male. Broken down by ethnicity the student populations are as follows: 360 Hispanic (56.63%), 183 White (29.80%), 53 African American (8.63%), 11 Two or more (1.79%), 2 Asian (.033%), 5 American Indian - Alaskan Native (0.81%), and 0 Native Hawaiian-Pacific Islander. Of our 614 students, 460 are listed as economically disadvantaged with 419 using the free meal program. The average daily attendance rate for students is 93.6%.

In 2024-2025, we had a total of 158 disciplinary referrals. Of the 158, 126 were student code of conduct referrals, one was for the possession of a knife (did not meet the criteria for a prohibited weapon), two terroristic threats, 12 assaults on an employee (special education behavior and life skills programs), seven assaults on a non-employee, and 10 fights.

John and Shamarion Barber Middle School Campus serves thirty-five 504 students, 178 Special Education students, 56 Gifted and Talented students, 87 STEM students. Our campus is in its 11th 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.

Demographics Strengths

Campus Strengths:

- 88.29% of students have no discipline referral for the 2024-2025 school year
- 62% of our teaching staff has 1-10 years experience; 38% of our teaching staff has 11-35 years of experience
- Barber serves a very diverse student population with the majority (58.63%) Hispanic
- Over 64% of our staff are ESL certified
- Bilingual program is provided in 4th and 5th grade
- Barber utilizes the components of Safe and Civil Schools and Champs to ensure a safe and orderly learning environment
- Communities in Schools is very active with a campus Liaison assigned to our campus on a daily basis .
- We have school wide celebrations in recognition of cultural diversity, historical/national events, health and fitness:
  - Hispanic - September
  - US Constitution-October
  - Veterans' Day--November
  - Black History - February
  - Healthy Heart-February
  - Women - March
  - Asian - May
- Barber provides awards and recognition for students for effort, grades, school community service, and attendance
- Barber has supportive Administration that acts on teacher/student needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our students are in need of support in self-regulation and conflict resolution both of which result in disruption of the learning environment, removal from the classroom, and discipline referrals.
Root Cause: The campus lacks necessary personnel, training, and resources to help with student conflict resolution and behavior management.

Problem Statement 2: The Barber Middle School 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: The community has not fully recovered from the effects of Covid or from the trauma associated with Hurricane Harvey. There have been negative changes in how the community addresses school attendance, illness management, transportation issues, family dynamics, and mental health concerns.

Student Achievement

Student Achievement Summary

Date: Location:

June 24, 2025   Library

Summary:

Overall, there was significant growth at Barber Middle School during the 2025-2026 school year. Our rating in the State Accountability system rose from an "F" to a "B."

2024 Overall = 63

2025 Overall = 83

Student Achievement

2024 Domain 1 = 64

2925 Domain 1 = 72

School Progress Academic Growth

2024 Domain 2A = 70

2025 Domain 2A = 83

School Progress Relative Performance

2024 Domain 2B = 66

2025 Domain 2B = 77

Closing the GAPS

2024 Domain 3 = 48

2025 Domain 3 = 83

Barber Middle School STAAR 2024-2025 Scores

	Total Students	Approaches	Meets	Masters
Reading Grade 4	215	29.76%	28.84%	22.79%
Reading Grade 4 Sp	58	16.17%	20.59%	19.12%
Reading Grade 5	268	16.80%	30.60%	24.25%
Reading Grade 5 Sp	38	36.84%	7.89%	10.53%
Math Grade 4	281	25.62%	20.64%	17.79%
Math Grade 4 Sp	7	28.58%	0.00%	0.00%
Math Grade 5	299	28.42%	28.09%	20.40%
Math Grade 5 Sp	5	0	0	0
Science Grade 5	283	33.56%	21.20%	8.13%

Student Achievement Strengths

Strengths:
- Utilizing the HMH materials in all RLA classes
- Implementation of strong literacy program with reading time set aside
- Implementation of a 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.
- Strength of the PLC process and how the time is utilized.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The percentage of students achieving "meets and masters grade level" on STAAR is below our expectations. Students who achieved "meets or 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: 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.

Problem Statement 3: Students do not consistently have access to Tier I instruction that utilizes grade level TEKS, materials, resources, and activities .
Root Cause: Teacher training in Tier I instruction is lacking.

Problem Statement 4: Writing scores are low and must improve. 173 Barber MS students scored a "0" on their ESC.
Root Cause: Writing has not been fully integrated into every subject , in all grade levels, and in all classes very day.

Problem Statement 5: Math scores are below state average and must improve.
Root Cause: Students lack numeracy and basic computation skills.

Problem Statement 6: Literacy instruction is lacking in effectiveness.
Root Cause: Teachers are not proficient in the teaching of research-based instructional strategies that support literacy.

School Culture and Climate

School Culture and Climate Summary

Date: June 26, 2025

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 feel that communication, staff and student interactions, campus-wide routines and procedures, and discipline procedures were 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 somewhat effective (80% of staff surveyed agree)
- Administration communicates effectively to staff (98% os 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 effective.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 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 folders with specific instructions, seating charts, and ample activities are not consistently provided by teachers.

Problem Statement 2: Movement in the hallway and in the common areas is often noisy and disruptive.
Root Cause: Tighter and more structured systems are not in place for movement and for large gathering areas i.e. cafeteria.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Date Committee Met: June 24, 2025

Summary: Barber MS 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 Barber Middle School have adopted a Mentor/Protege program that meets regularly throughout the year and new to Barber 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
- Willing, able, and capable staff

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 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: 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.

Problem Statement 3: Bilingual, Dual Language, and ESL certified teachers are not available in the applicant pool.
Root Cause: Fewer professionals are joining the teaching profession.

Problem Statement 4: Some teachers are lacking in content knowledge.
Root Cause: Most teachers hold a certificate for All Subjects EC-4 or EC-6. These certifications limit teachers' training specific to any one content area.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Date Committee Met: June 24, 2025

Summary:
A committee of teachers and specialists compose the curriculum utilized 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. The majority of our students served through the Special Education program receive their services in the general education classroom with an inclusion teacher providing support in both math and reading. We also service 193 students in our Bilingual and ESL programs; 54 Gifted and Talented students follow an Honors curriculum which covers grade-level TEKS and a portion of the next grade level's curriculum; and 55 students receive specialized instruction through our Dyslexia program. Barber serves approximately 100 students in the STEAM program.

Teachers meet 2-3 times a week in content teams to internalize lessons, discuss assessments, and review student achievement data. There is a consistent presence of instructional coaches and district curriculum specialists on the campus. 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 I instruction
- 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 planning time
- 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: Tier 3 Instruction is in need of support.
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.

Problem Statement 2: High-quality Tier I instruction does not happen consistently in every classroom.
Root Cause: Need for teacher training in Tier I instructional strategies that are engaging for students and tightly aligned to the TEKS,

Family and Community Engagement

Family and Community Engagement Summary

Date Committee Met: June 24, 2025

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.

Family 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, and School Messenger
- 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 Family and Community Engagement Needs

Problem Statement 1: 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: 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 Organization

School Organization Summary

Date Committee Met: June 24, 2025

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 ensure 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 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 focusing 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 Organization Needs

Problem Statement 1: 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

Date: June 25, 2025

Summary
: At Barber Middle School, all content classes are equipped with a classroom Chromecart to utilize for instruction. All classrooms, with the exception of some H-Hall classes or small rooms, have a teacher computer, 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: 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: 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

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: August 26, 2025

Goal 1: All students will grow by one or more STAAR performance level; masters level percentage will grow by 20% in all grades and subjects as measured by STAAR 2026; meets level percentage will grow by 20% in all grades and subjects as measured by STAAR 2026.

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

High Priority

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

Strategy 1 Details				Reviews			
Strategy 1: District curriculum specialists, instructional coaches, and classroom teachers will collaborate to develop, write, and review: (1) STAAR aligned lesson plans, (2) common formative and summative assessments, (3) grade level resources, (4) grade level activities.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student performance in all content areas. **Staff Responsible for Monitoring:** Principal, Instructional Coaches, ESC Curriculum specialists **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** - Local Funding							

Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide high-quality, grade-level Tier I instruction that is aligned to the rigor of STAAR every day in every class.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student achievement. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - 255-Title IIA				

Strategy 3 Details	Reviews			
Strategy 3: Math teachers will implement the Bluebonnet math curriculum with fidelity to ensure student mastery of the Math TEKS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved student performance in Math for all student groups on CBAs and STAAR 2026. **Staff Responsible for Monitoring:** Campus Administrators, Math Curriculum Specialists, Math Department teachers **TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy** **Funding Sources:** - Local Funding				

Strategy 4 Details	Reviews			
Strategy 4: All teachers will provide high-quality, grade level instruction utilizing high impact strategies from Acts of Teaching, Lead4Ward, Teach Like a Champion 3.0, 7 Steps to a Language Rich Interactive Classroom, and The Art and Science of Teaching.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Significant improvement in the quality of Tier I instruction that will improve student achievement as reflected by STAAR 2026. **Staff Responsible for Monitoring:** Administrators, instructional coaches, curriculum specialists. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 5 Details	Reviews			
Strategy 5: Teacher teams will conduct data analysis after each assessment and use the results for purposeful and intentional instructional planning, intervention planning, and individual student growth planning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will know the performance/achievement level of every student at all times. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** - No Funding Required				

Strategy 6 Details	Reviews			
Strategy 6: Students will track their performance data on the mastery of essential standards so that they take ownership of their learning by setting goals to become more self-directed, engaged, and informed learners.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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:** Administrators, Instructional Coaches, Interventionists, Campus Team Leaders				

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Create student friendly data tracking forms.	Teacher teams.	September 2025

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
 - **Targeted Support Strategy**

Strategy 7 Details	Reviews			
Strategy 7: Teachers and support staff will provide "just in time" and on-going small group and individual intervention (HB4545) for students who are not demonstrating mastery of essential standards in math and reading.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved student performance in math, reading and science on CBAs and STAAR. Improved TELPAS levels. **Staff Responsible for Monitoring:** Campus Administrators, Interventionists, Instructional Coaches, Dyslexia Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** - Local Funding				

Strategy 8 Details	Reviews			
Strategy 8: Students who do not meet standard on 4th/5th grade STAAR reading and/or math will be provided with research-based interventions during the school day as identified in each student's Accelerated Instruction Plan and House Bill 4545.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documentation of interventions provided to students. Students will meet standard at next administraionn of STAAR Reading and/or Math. **Staff Responsible for Monitoring:** ELA and Math Team leaders **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** - 199-SCE, - Local Funding				

Strategy 9 Details	Reviews			
Strategy 9: Students identified with dyslexia will be served by teachers and dyslexia specialists who have participated in appropriate, targeted training for dyslexia instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reading level data (STaR, DRA). Student CBA and STAAR results. **Staff Responsible for Monitoring:** Dyslexia Specialist **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 10 Details	Reviews			

Strategy 10: Campus instructional coaches will spend 80% or more of their time observing instruction and and coaching teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Strategy 11 Details	Reviews			

Strategy 11: Teachers will engage students in learning pathways in math and reading using digital resources, such as IXL and iReady to address learning gaps.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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
 - **Targeted Support Strategy**

Strategy 12 Details	Reviews			

Strategy 12: Effective writing instruction will be provided daily in all classes. Teachers will implement writing strategies from Teach Like a Champion 3.0, Acts of Teaching, 7 Steps to a Language Rich Interactive classroom, Lead4Ward, and the Art and Science of Teaching. Students will write daily across all content areas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved reading/writing achievement.
Staff Responsible for Monitoring: Teachers, administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers are provided with on-going training in effective writing instruction.	Administrators, instructional specialist	August - May

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Strategy 13 Details	Reviews			
Strategy 13: Students will be provided with 15 minutes of sustained silent reading time daily in RLA classes. Students will read during "down time" in all classes and during the last five minutes of lunch.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 13: Students will be provided with 15 minutes of sustained silent reading time daily in RLA classes. Students will read during "down time" in all classes and during the last five minutes of lunch.
Strategy's Expected Result/Impact: Improved reading achievement.
Staff Responsible for Monitoring: Teachers, administrators.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers intentionally plan for reading time.	Teachers, administrators, curriculum specialist	August - May

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Strategy 14 Details	Reviews			
Strategy 14: Utilizing daily practice and drill, all students will memorize the times tables through 15X15.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 14: Utilizing daily practice and drill, all students will memorize the times tables through 15X15.
Strategy's Expected Result/Impact: Students will be equipped with the basic arithmetic necessary for success at each grade level
Staff Responsible for Monitoring: Teachers, administrators, instructional coaches

TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1: All students will grow by one or more STAAR performance level; masters level percentage will grow by 20% in all grades and subjects as measured by STAAR 2026; meets level percentage will grow by 20% in all grades and subjects as measured by STAAR 2026.

Performance Objective 2: Grade 5 students will achieve at or above the State average on the 2026 5th Grade Science STAAR.

High Priority

Evaluation Data Sources: STAAR 20026

Strategy 1 Details				Reviews			
Strategy 1: Grade-level, STAAR aligned instruction will be provided to all students.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Meet or exceed the state standard on Science STAAR 2026.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, teachers, instructional coaches, district specialist **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**							
Strategy 2 Details				Reviews			
Strategy 2: 50% of the science instruction will include research-based, STAAR aligned, hands-on LAB work.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Meet or exceed state standards on Science STAAR 2026				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, teachers, instructional coaches, district specialist **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**							

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: All students will grow by one or more STAAR performance level; masters level percentage will grow by 20% in all grades and subjects as measured by STAAR 2026; meets level percentage will grow by 20% in all grades and subjects as measured by STAAR 2026.

Performance Objective 3: 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: District curriculum specialists, instructional coaches, and Dual Language teachers will collaborate to develop, write and review: (1) STAAR aligned lesson plans, (2) common formative and summative assessments, (3) grade level resources, (4) grade level activities.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Grade-level aligned curriculum, resources, and instruction will occur in Dual Language classrooms. **Staff Responsible for Monitoring:** Campus Administrators						

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Collaborative planning time scheduled.	Administrators, district curriculum specialist	August-May

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**
Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA

Strategy 2 Details				Reviews			
Strategy 2: 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.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved STAAR, TELPAS performance and improved instructional delivery.

Staff Responsible for Monitoring: Administrators, HR

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Collaborative planning time scheduled.	Administrators, district curriculum specialist	August - May

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - Targeted Support Strategy

Strategy 3 Details				Reviews			
Strategy 3: Teachers will consistently use research-based vocabulary strategies, specifically "7 Steps to a Language Rich Classroom" in all classrooms to support academic language development.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Use of vocabulary strategies evidenced in walkthroughs and observations.

Staff Responsible for Monitoring: Classroom teachers

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide training in the 7 Steps to a Language Rich Classroom	Administrators, district curriculum specialist	August - May

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - Targeted Support Strategy
Funding Sources: - 211-Title IA, Instructional materials - 263-Title IIIA, - Local Funding, - Outside Agency

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Teachers will plan lessons that are on grade-level and aligned to the rigor of the TEKS, implement the English Language Proficiency Standards (ELPS), and utilize research-based instructional strategies that address and support English acquisition.	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved CBA, STAAR, and TELPAS scores for English Language Learners.

Staff Responsible for Monitoring: Instructional Staff, Administrators, Instructional Coaches

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide training in effective instructional strategies that target English language acquisition	Administrators, district curriculum specialist	August - May

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**
Funding Sources: - 211-Title IA

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: All current instructional staff will ensure that the ELPS are integrated into their instruction and will implement high-yield instructiobnal strategies from the Seven Steps to a Language Rich Classroom. All Dual Language teachers will complete the ELPS training and all Dual Language RLA teachers will have the Bilingual certification.	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved vocabulary development for all students and significant improvement for our ELL students in language acquisition (TELPAS) and academic achievement as measured by STAAR.

Staff Responsible for Monitoring: Campus administrators, teachers

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide training in effective instruction for vocabulary development for all students and English acquisition for bilingual students.	Administrators, curriculum specialist	August - may

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**
Funding Sources: - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA

Strategy 6 Details	Reviews			
Strategy 6: Teachers in need of an ESL certification will participate in training opportunities provided by the district to prepare them for the ESL certification exam.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** - Local Funding				

⬤ No Progress   ⬤ Accomplished   ➜ Continue/Modify   ✕ Discontinue

Goal 1: All students will grow by one or more STAAR performance level; masters level percentage will grow by 20% in all grades and subjects as measured by STAAR 2026; meets level percentage will grow by 20% in all grades and subjects as measured by STAAR 2026.

Performance Objective 4: 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.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
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							

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide training in effective instructional strategies,	Administrators, district curriculum specialist	August - May

TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - Targeted Support Strategy
Funding Sources: - No Funding Required

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	IEPs shared with teachers/staff responsible for the achievement of students served by Special Education	Administrators	August - May

ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**
Funding Sources: - IDEA B, - Local Funding

Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide consistent use of language acquisition strategies and effectively use instructional resources in all instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide training in effective teaching strategies	Administrators	August - May

ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**
Funding Sources: - 211-Title IA, - IDEA B, - Local Funding

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.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
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							

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Assign Inclusion Support teachers, provide training	Administrators, district Special Education department	

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**
Funding Sources: - IDEA B, - 211-Title IA, - Local Funding

⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 1: All students will grow by one or more STAAR performance level; masters level percentage will grow by 20% in all grades and subjects as measured by STAAR 2026; meets level percentage will grow by 20% in all grades and subjects as measured by STAAR 2026.

Performance Objective 5: 100% of Barber Middle School students will receive a well-rounded education through academic and elective course offerings (Art, Music, Technology, Character Development), extra curricular activities, and social/emotional support.

High Priority

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
August - May	Master Schedule	100	

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

Strategy 1 Details				Reviews			
Strategy 1: All Barber Middle School students will participate in an effective physical education class that focuses on team-building, physical health, mental wellness, nutrition, and healthy lifestyle choices.				**Formative**			**Summative**
				Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved physical and mental health and fitness. **Staff Responsible for Monitoring:** PE teachers, administrators							

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Monitor PE instruction, provide teacher training	Administrators	August -May

ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details				Reviews			
Strategy 2: Barber Middle School students will participate in activities that promote college and career readiness.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student achievement, motivation, interest in college and career				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration, District administration, teachers							

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Monthly calendar of events that support community, college/career awareness	Administrators	August - May

ESF Levers:
Lever 3: Positive School Culture

Strategy 3 Details				Reviews			
Strategy 3: Students will be provided with necessary supplies and resources to promote STEAM-focused activities including robotics.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Student achievement in math and science				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus and district administration, librarian, teachers							

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Inventory STEAM materials, make purchases as needed	STEAM teachers, administrators	August - May

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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.

Strategy's Expected Result/Impact: Improved student behavior, student engagement, parent engagement.

Staff Responsible for Monitoring: Counselor, administration, teachers

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Create the GGT lessons for Character STronge	Counselor	August - May

ESF Levers:
Lever 3: Positive School Culture

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Tier I instruction will utilize grade-level materials and will align with the rigor of the state standards and STAAR.

Performance Objective 1: Administrators, instructional coaches, and district specialists will monitor instruction daily through walkthroughs, formal observations, and planning meeting attendance/participation.

High Priority

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
August - May	Eduphoria		

Evaluation Data Sources: Walkthrough data from Eduphoria, teacher conferences, feedback from administrators

Strategy 1 Details				Reviews			
Strategy 1: Teachers will utilize the district provided student data tracker for all assessments--formative unit assessments, CBAs, Pre-STAAR benchmark, etc.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers know student performance/achievement. **Staff Responsible for Monitoring:** Administrators				**Nov**	**Jan**	**Mar**	**June**
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Provide data tracker, schedule for monitoring	Administrators	August - May				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**							

Strategy 2 Details	Reviews			
Strategy 2: Monitor student achievment data.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student achievement **Staff Responsible for Monitoring:** Teachers, administrators	**Nov**	**Jan**	**Mar**	**June**

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Schedule quarterly student/teacher/administrator conferences	Administrators	August - May

TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - Targeted Support Strategy

Strategy 3 Details	Reviews			
Strategy 3: Provide monthly professional development for implementation of high-leverage research-based instructional strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Tier I instruction in all classrooms **Staff Responsible for Monitoring:** Administrators	**Nov**	**Jan**	**Mar**	**June**

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Monthly plan for Professional Development/training	Administrators	August -May

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,
Lever 5: Effective Instruction
 - Targeted Support Strategy

Strategy 4 Details	Reviews			

Strategy 4: All instruction will focus on improved literacy and numeracy achievement.

	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved academic performance by all students.
Staff Responsible for Monitoring: Administrators, curriculum specialist, campus coaches

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide training for all teachers, monitor instruction	Administrators	August - May

TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,
Lever 5: Effective Instruction
 - Targeted Support Strategy

Strategy 5 Details	Reviews			

Strategy 5: Monitor gradebooks to ensure student grades reflect achievement and school attendance requirements.

	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Grade books reflect true student performance and hold students accountable for work assigned and school attendance.
Staff Responsible for Monitoring: Administrators, teachers, district staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Communicate expectations regarding school performance and attendance requirements to all teachers, students and parents.	Administrators	August - May

TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - Targeted Support Strategy

◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3: Student Average Daily Attendance (ADA) will significantly improve to reflect 95% or higher, student engagement will improve, and parent communication will be more effective and will increase in volume.

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

High Priority

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
Daily--August - May	Skyward		

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

Strategy 1 Details				Reviews			
Strategy 1: Provide individual and collective (homeroom) attendance incentives, recognition, and points will be awarded every three weeks, each nine weeks, at semester and year's end. Attendance will be celebrated regularly.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy 1: Provide individual and collective (homeroom) attendance incentives, recognition, and points will be awarded every three weeks, each nine weeks, at semester and year's end. Attendance will be celebrated regularly.
    Strategy's Expected Result/Impact: Recognition and celebration of students who met the goal.
    Staff Responsible for Monitoring: Counselor, administrators, attendance clerk

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Monitor student attendance daily	Administrators, counselor, teachers, attendance clerk	August - May

TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Targeted Support Strategy**

Strategy 2 Details				Reviews			
Strategy 2: Assign Barber Middle School staff to make daily phone calls to parents of absent students.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved parent communication and student attendance. **Staff Responsible for Monitoring:** Administrators.				**Nov**	**Jan**	**Mar**	**June**

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Train staff on protocol, create documentation resources	Administrators	August - May

TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Targeted Support Strategy**

Strategy 3 Details				Reviews			
Strategy 3: Schedule parent conferences and/or home visits when student absences reflect less than 90% attendance.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved parent communication and student attendance **Staff Responsible for Monitoring:** Administrators, district truant officer, campus attendance clerk				**Nov**	**Jan**	**Mar**	**June**

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Monitor daily attendance, run applicable reports.	Attendance clerk	August - May

TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Targeted Support Strategy**

Strategy 4 Details	Reviews			

Strategy 4: Ensure that student grades accurately reflect student completion of all assigned work and school attendance.

	Formative			Summative

Strategy's Expected Result/Impact: Grades become true reflect of student performance.

	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Monitor gradebooks for zeros and missing assignments	Administrators, teachers	August - May

TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Strategy 5 Details	Reviews			

Strategy 5: 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

	Formative			Summative
	Nov	Jan	Mar	June

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, Communities in Schools Liaison

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Monitor student attendance daily, communicate with parents	Administrators, attendance clerk, counselor	August - May

TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Targeted Support Strategy**
Funding Sources: - 211-Title IA, - Local Funding

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Student Average Daily Attendance (ADA) will significantly improve to reflect 95% or higher, student engagement will improve, and parent communication will be more effective and will increase in volume.

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

High Priority

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
Each nine weeks	Skyward		

Evaluation Data Sources: Skyward referral data

Strategy 1 Details				Reviews			
Strategy 1: The Campus Improvement Committee will develop a consistent set of expectations for student behavior that reflect district guidelines, state requirements, and campus procedures and routines.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease in referrals. Increase in student attendance in academic classes resulting in improved academic success **Staff Responsible for Monitoring:** Administrators, CIC							
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Create systems, share with teachers/staff, monitor implmentation	Administrators	August - May				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy**							

Strategy 2 Details	**Reviews**			
Strategy 2: Barber Middle School will monitor placement of students in ISS/OSS for over-representation of student groups.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Skyward ISS/OSS data collected every 3 months. PBMAS improvement on ISS/OSS placement of Special Education students.	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Campus Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Monitor ISS/OSS placements weekly.	Administrators	August - May

TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
 - Targeted Support Strategy

Strategy 3 Details	**Reviews**			
Strategy 3: Through the guidance of the Safe and Civil team, the campus will implement a 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 Barber Middle School- self-control, worth, accountability, motivation, perseverance - will be taught each week during homeroom time.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Documentation on student referrals

Staff Responsible for Monitoring: Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Communicate expectaions; build lessons for Gator Grow Time	Administrators, counselor	August - May

TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture
 - Targeted Support Strategy

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✕ Discontinue

Goal 3: Student Average Daily Attendance (ADA) will significantly improve to reflect 95% or higher, student engagement will improve, and parent communication will be more effective and will increase in volume.

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.

High Priority

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
August - May	Drills, observed behaviors, discipline referral data, parent communication		

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.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
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							

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Identify resources for training; create Gator Grow Time lessons	Counselor, Administrators	August - May

ESF Levers:
Lever 3: Positive School Culture
 - **Targeted Support Strategy**
Funding Sources: - Local Funding

Strategy 2 Details				Reviews			
Strategy 2: All Barber Middle School faculty, staff, and students will be trained and participate in Restorative Practices.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased positive relationships between teachers and students, and students and students.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration, Counselor, Staff							

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide training and follow-up messages	Administrators, counselor	August - May

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 3 Details				Reviews			
Strategy 3: Barber Middle School will participate in Red Ribbon Week which focuses on drug prevention.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Schedule of events. Survey of students.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor							

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Locate resources appropriate for students in grades 4-5.	Counselor	August - October

ESF Levers:
Lever 3: Positive School Culture

Strategy 4 Details				Reviews			
Strategy 4: Implement systems for student movement in the hallways, lunch procedures, and restroom breaks.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Maintain civility and ensure a school climate conducive to learning.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators and teachers							

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Create systems and train staff and students	Administrators	August - May

TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: High-quality teacher training, support, and retention are our priority.

Performance Objective 1: Hire highly qualified teachers and administrators

High Priority

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
August 2025	Human Resources data		

Evaluation Data Sources: Staff roster

Strategy 1 Details				Reviews			
Strategy 1: Recruit and interview quality, experienced, and certified applicants for all positions.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Tier I instruction **Staff Responsible for Monitoring:** Administrators				**Nov**	**Jan**	**Mar**	**June**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**				
1	Recruit and interview	Administrators	August - July				
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy**							

Strategy 2 Details	Reviews			

Strategy 2: Provide on-going professional development to empower and equip all teachers and staff.

	Formative			Summative

Strategy's Expected Result/Impact: Improved teacher and staff retention, improved student academic performance.
Staff Responsible for Monitoring: Administrators

	Nov	Jan	Mar	June

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide teacher/staff professional development	Administrators/instructional coaches, district administrators	August - May

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Strategy 3 Details	Reviews			

Strategy 3: Conduct weekly walkthroughs and provide timely, strategic, and specific feedback.

	Formative			Summative

Strategy's Expected Result/Impact: Improved Tier I instruction, improved student achievement, increase in teacher efficacy

	Nov	Jan	Mar	June

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Create a walkthrough calendar/schedule	Administrators	August - May

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Strategy 4 Details				Reviews			
Strategy 4: Provide opportunities for recognition and socialization for faculty and staff i.e. teacher recognition at faculty meetings, Thanksgiving Turkey Trot, Christmas Luncheon, Valentine Treats, Teacher Appreciation Week, etc.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: High teacher/staff moral and engagement
Staff Responsible for Monitoring: Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Plan and schedule events	Administrators	August - May

TEA Priorities:
Recruit, support, retain teachers and principals
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

No Progress Accomplished → Continue/Modify ✗ Discontinue

Goal 5: All Barber Middle School students and parents will feel a sense of belonging and connectivity with their school and with our teachers, administrators, and staff.

Performance Objective 1: Technology will be incorporated into the daily operation of Barber Middle School (for the effective delivery of high-quality instruction, just-in-time communication, and connectivity to internet resources).

Evaluation Data Sources: Student products which incorporate technology, technology usage demonstrated in walkthroughs and observations, parent communication systems.

Strategy 1 Details		Reviews			
Strategy 1: All Barber Middle School students will participate in a technology class as a part of a rotating elective block.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Enrollment in a computer application course for all students. **Staff Responsible for Monitoring:** Classroom Teachers, Counselor **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		**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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Meeting agendas/sign-in sheets. Documentation of trainings provided to teachers. **Staff Responsible for Monitoring:** Campus Technology Committee **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

⬤ No Progress   ⬤ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: All Barber Middle School students and parents will feel a sense of belonging and connectivity with their school and with our teachers, administrators, and staff.

Performance Objective 2: Through the efforts of all campus personnel, campus custodial staff and district operations and facilities, the condition of the Barber Middle School will be maintained and 100% of work orders will be completed.

   Evaluation Data Sources: Barber Middle School will be clean, inviting to staff/students/parents, and in good working condition.

Strategy 1 Details		Reviews		
Strategy 1: Staff will report any maintenance items to front office personnel in a timely manner.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Work orders entered and completed.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Secretary				

Strategy 2 Details		Reviews		
Strategy 2: Administration will conduct quarterly walkthroughs of the campus to list structural and classroom maintenance needs.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Work orders entered and completed.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators				

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.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Purchase orders, Master Schedule, and professional development documentation. Policy and procedures followed.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal				

Strategy 4 Details		Reviews		
Strategy 4: Barber Middle School will focus on energy management and conservation to help reduce energy costs for the district.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Reduce use and conserve energy		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration, District Energy Administrators				

No Progress   Accomplished   Continue/Modify   ✕ Discontinue

Goal 5: All Barber Middle School students and parents will feel a sense of belonging and connectivity with their school and with our teachers, administrators, and staff.

Performance Objective 3: Opportunities for students and parents to engage in school activities will increase.

> **High Priority**

> **Evaluation Data Sources:** Parent engagement sign-in sheets.

Strategy 1 Details				Reviews			
Strategy 1: Parent communication will include weekly call-outs, emails, and text messages to inform of upcoming events, testing schedules, etc. Social media outlets will be utilized to celebrate students and teachers. All systems provided by the district will be utilized to their fullest to ensure parents are notified and kept well-informed.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve parent participation and engagement with the school **Staff Responsible for Monitoring:** Administrators, teachers, counselor							

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Train on new systems for communication Designate a Facebook administrator	Administrators	August

Strategy 2 Details				Reviews			
Strategy 2: Monthly newsletters from the Counselor will include Character Strong messages, community service information, parenting tips/help, attendance information.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Relationship building with parents and community. **Staff Responsible for Monitoring:** Administrators							

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Coordinate efforts with the school counselor	Principal	August - May

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 3 Details	Reviews			

Strategy 3: A Literacy and Numercy Night will be scheduled for parents to visit the school and experience learning/ activities led by teachers and students.

	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

    Strategy's Expected Result/Impact: Improve parent communication/engagement.
    Staff Responsible for Monitoring: Administrators

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Schedule the events, plan the activities, invite vendors, etc.	Administrators, committee members	October/ February

TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
 - **Targeted Support Strategy**

Strategy 4 Details	Reviews			

Strategy 4: Create monthly competitions between homerooms to establish and support "team building" and a sense of belonging to a group. The competitions will include attendance, healthy lifestyle choices, and student academic achievement. The competitions will focus on building community and individual social/emotional growth. Score will be kept from August through May with Field Day representing the culminating activity.

	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

    Strategy's Expected Result/Impact: Improved school engagement, social/emtional growth, sense of community and school pride.
    Staff Responsible for Monitoring: Administrators.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Create a committee to establish monthly themes/ competitions.	Administrators, counselor, teacher leaders	August - may

TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

  ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 6: Student, teacher, and staff safety and security are our priority.

Performance Objective 1: All Barber Middle School students, faculty, and staff will participate in ongoing training on the Standard Response Protocol and student safety measures.

High Priority

Evaluation Data Sources: Drill documentation

Strategy 1 Details				Reviews			
Strategy 1: Conduct monthly drills to ensure compliance with protocols.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Student, teacher, staff response is adequate and follows district and campus protocols. **Staff Responsible for Monitoring:** Administrators				**Nov**	**Jan**	**Mar**	**June**

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide training and a drill schedule	Administrators	August - May

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details				Reviews			
Strategy 2: Provide emergency buckets for each classroom for lockdown situations.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers and staff have emergency supplies in the event of a lockdown situation. **Staff Responsible for Monitoring:** Administrators				**Nov**	**Jan**	**Mar**	**June**

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Purchase supplies and distribute emergency buckets	Administrators	August - September

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

No Progress   Accomplished   Continue/Modify   Discontinue

Plan Notes

2025-2026 State Compensatory Education Program

Barber Middle School

The District/Campuses use the state criteria for determining students 'at-risk'. A student "at-risk of dropping out of school" is under 26 years of age and who meets one or more the following criteria:

1. was not advanced from one grade level to the next for one or more school years; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student's parent under TEC 29.081 (d-1).]

2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

3. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

4. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

5. is pregnant or is a parent;

6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;

7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;

8. is currently on parole, probation, deferred prosecution, or other conditional release;

9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

10. is a student of limited English proficiency, as defined by TEC §29.052;

11. is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12. is homeless, as defined by 42 U.S.C. Section 11434 (a), and its subsequent amendments;

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or

14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

or, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.

Barber Middle School will use 2025-2026 State Compensatory funds that total $98,087 in the following way:

- Provide supplemental Instructional Interventionists, Instructional Coaches, and instructional paraprofessional to support identified students in core subjects on campus,
- Provide Communities in School Program/Personnel on campus to support district dropout prevention program,
- Provide supplemental funds for accelerated instruction, transportation and instructional materials/programs for struggling students not meeting state standards

Campus Funding Summary

			211-Title IA		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	3	1			$0.00
1	3	3			$0.00
1	3	4			$0.00
1	3	5			$0.00
1	4	3			$0.00
1	4	4			$0.00
3	1	5			$0.00
				Sub-Total	$0.00
			255-Title IIA		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	3	1			$0.00
1	3	5			$0.00
				Sub-Total	$0.00
			199-SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8			$0.00
				Sub-Total	$0.00
			Local Funding		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	3	3			$0.00

Local Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	5			$0.00
1	3	6			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
3	1	5			$0.00
3	3	1			$0.00
				Sub-Total	$0.00

263-Title IIIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$0.00
1	3	3	Instructional materials		$0.00
1	3	5			$0.00
				Sub-Total	$0.00

IDEA B					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
				Sub-Total	$0.00

No Funding Required					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$0.00
1	4	1			$0.00
				Sub-Total	$0.00

Outside Agency					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3			$0.00
				Sub-Total	$0.00