

Dickinson Independent School District

Barber Middle School

2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

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

Core Beliefs

At Barber Middle School, all adults believe in:

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

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Comprehensive Needs Assessment

Revised/Approved: April 13, 2022

Demographics

Demographics Summary

Leader: Elizabeth Loupe

Committee members: Callie Harmon, Susan McKeon, Tanya Morris, Anthony Murphy, Jennifer Overton, Zylia Stearns

Date: April 13, 2022

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 594 students in grades 5 and 6, of which 65% of them are considered economically disadvantaged. Our student body is made up of 49.91% female and 50.09% male. Broken down by ethnicity the student populations are as follows: 304 Hispanic (51%), 199 White (34%), 62 African American (10%), 11 Two or more (0.02%), 15 Asian (0.025%), 1 American Indian - Alaskan Native (0.002%), 379 Economically Disadvantaged (65%). The average daily attendance rate for students is 95%.

There were a total of 116 discipline referrals from August 2021 to March 2022. Referral rates by demographics are 55% Hispanic, 18% White, 24% African American, and less than 1% for multiracial and Asian. Breaking our data down by number of offenses we have 90% of our students who have not received a write up. We have 22 students who have one referral, 5 students who have received 2 referrals, 6 students who have 3 referrals, and only 2 students who have received four referrals.

John and Shamarion Barber Middle School Campus serves 207 At-Risk students, 45 504 students, 95 Special Education students, 107 Gifted students, and 193 STEM students. Our campus is in its 7th year of implementation of the STEM program.

Our teacher demographics are varied as well. We have approximately 49 teachers on campus. At Barber 11.9% of teachers have 20 or more years of experience, 47.6% with 11-20 years of experience, 26.2% with 6-10 years of experience, and only 14.3% with 5 or less years of experience. In addition to teachers initial certification we have 32 with ESL, 13 with Gifted and Talented, 13 with SPED, and 2 with Bilingual certifications.

Campus : John And Shamarion Barber Middle

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 Dickinson, TX 77539
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District Information
 Offers the ASVAB test

Programs of Study

(002) - Advanced Manufacturing and Machinery Mechanics
 (003) - Agribusiness
 (004) - Animal Science

More 

Gifted and Talented Programs

(01) - Pull-out
 (04) - Full-time inclusion

Administration (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

Principal **Lindsey Suarez**

School Population (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

	Count	Percent
Student Total	585	100%
5th Grade	253	43.25%
6th Grade	332	56.75%

Student Demographics (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

	Count	Percent
Gender		
Female	292	49.91%
Male	293	50.09%

Special Services (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	2	2.20%

Ethnicity		
Hispanic-Latino	<u>302</u>	51.62%
Race		
American Indian - Alaskan Native	<u>1</u>	0.17%
Asian	<u>16</u>	2.73%
Black - African American	<u>60</u>	10.26%
Native Hawaiian - Pacific Islander	<u>2</u>	0.34%
White	<u>193</u>	32.99%
Two-or-More	<u>11</u>	1.88%

Student by Program (2021 - 2022 Fall PEIMS file loaded 02/14/2022)		
	Count	Percent
Emergent Bilingual (EB)	<u>122</u>	20.85%
Bilingual	<u>0</u>	0.00%
English as a Second Language (ESL)	<u>44</u>	7.52%
Alternative Bilingual Language Program	<u>72</u>	12.31%
Alternative ESL Language Program	<u>0</u>	0.00%
Gifted and Talented	<u>107</u>	18.29%
Special Education (SPED)	<u>91</u>	15.56%
Title I Participation	<u>585</u>	100.00%
Dyslexia	<u>48</u>	8.21%
Economic Disadvantage	<u>379</u>	64.79%
Economic Disadvantage Total	<u>379</u>	64.79%

Other health impairment	<u>11</u>	12.09%
Auditory impairment	<u>0</u>	0.00%
Visual impairment	<u>0</u>	0.00%
Deaf-Blind	<u>0</u>	0.00%
Intellectual disability	<u>10</u>	10.99%
Emotional disturbance	<u>7</u>	7.69%
Learning disability	<u>41</u>	45.05%
Speech impairment	<u>8</u>	8.79%
Autism	<u>12</u>	13.19%
Developmental delay	<u>0</u>	0.00%
Traumatic brain injury	<u>0</u>	0.00%
Noncategorical early childhood	<u>0</u>	0.00%
Instructional Settings		
Speech Therapy	<u>8</u>	8.79%
Homebound	<u>0</u>	0.00%
Hospital Class	<u>0</u>	0.00%
Mainstream	<u>55</u>	60.44%
Resource Room	<u>15</u>	16.48%
VAC	<u>0</u>	0.00%
Off Home Campus	<u>0</u>	0.00%
State School	<u>0</u>	0.00%
Residential Care	<u>0</u>	0.00%
Self Contained	<u>13</u>	14.29%
Full-Time Early Childhood	<u>0</u>	0.00%
Nonpublic Day School	<u>0</u>	0.00%

Free Meals	<u>344</u>	58.80%
Reduced-Price Meals	<u>34</u>	5.81%
Other Economic Disadvantage	<u>1</u>	0.17%
Homeless Statuses		
Homeless Status Total	<u>6</u>	1.03%
Shelter	<u>3</u>	0.51%
Doubled Up	<u>3</u>	0.51%
Unsheltered	<u>0</u>	0.00%
Hotel/Motel	<u>0</u>	0.00%

Staff Information (2021 - 2022 Fall PEIMS file loaded 02/14/2022)		
	Count	Percent
Administrative Support	<u>17</u>	22.08%
Teacher	<u>46</u>	59.74%
Educational Aide	<u>14</u>	18.18%
Auxiliary	<u>0</u>	0.00%

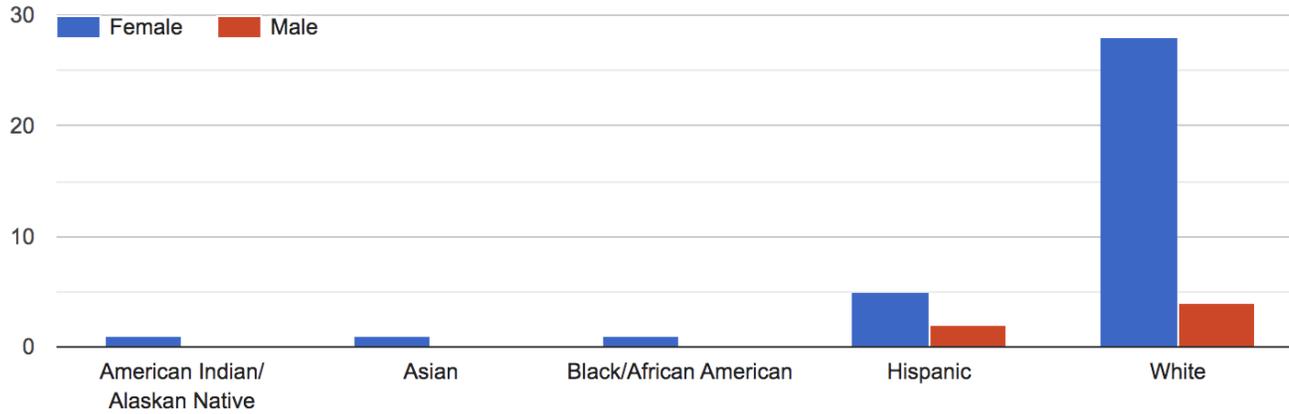
Other Student Information (2021 - 2022 Fall PEIMS file loaded 02/14/2022)		
	Count	Percent
At-Risk	<u>207</u>	35.38%
Title I Homeless	<u>0</u>	0.00%
Immigrant	<u>8</u>	1.37%
Migrant	<u>0</u>	0.00%
Military Connected	<u>6</u>	1.03%
Foster Care	<u>0</u>	0.00%

CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	46	7.86%
Intervention Indicator	54	9.23%
IEP Continuer	0	0.00%
Transfer In Students	20	3.4188%

Teacher Demographics

Race/Ethnicity

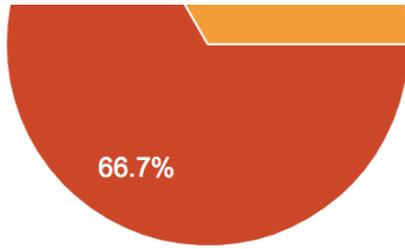
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Highest Degree Earned

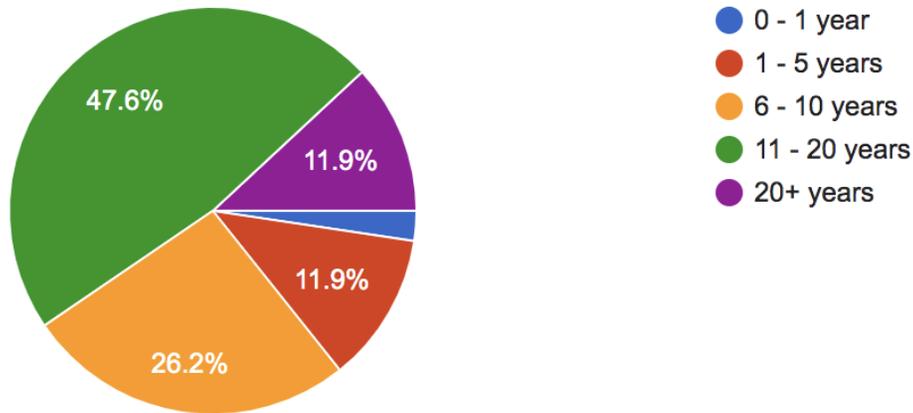
42 responses





Years of Experience

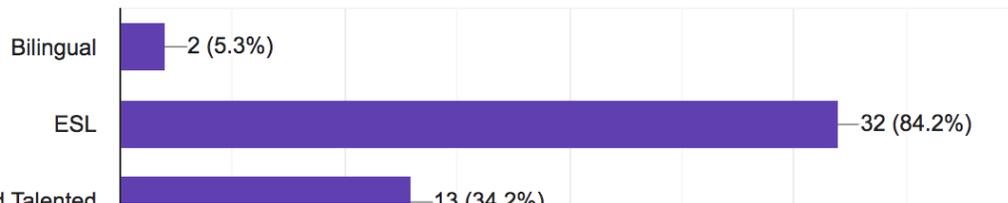
42 responses

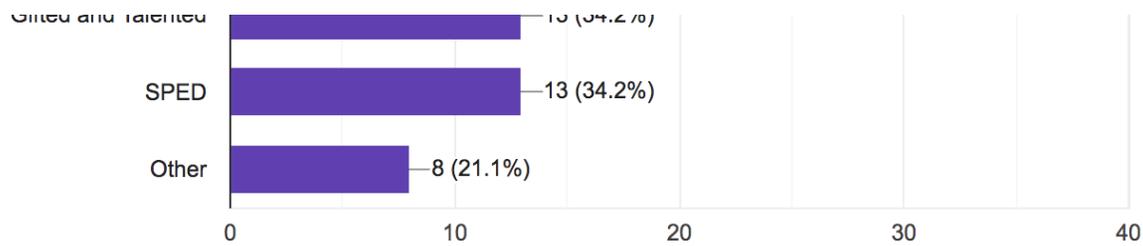


Additional Certifications (not your initial certification)

38 responses

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Demographics Strengths

- Diverse students populations
- Over 70% of our staff are ESL certified
- Multiple training opportunities are provided to better prepare staff for our diversified population including: RtI at Work, PLC at Work, AVID elementary, STEM, Lead4ward, Teach Like a Champion 2.0, Restorative Practices, Character Strong, Safe and Civil, Get Better Faster, and The Impact Cycle
- Promote attendance using parent contact
- The majority of teachers have attended 7 Steps to a Language Rich Classroom, ELPS, and Talk Read Talk Write.
- Extra Bilingual Teachers and paraprofessionals to support our high ELL population
- Implementation of guidelines for success with SWAMP Bingo and SWAMP character lesson.
- Decrease in discipline referrals
- Less African American boys referrals are being turned in
- CIS and the counselors are helping support students that have emotional needs.
- We have school wide celebrations for cultural diversity recognition
 - Hispanic - Sept.
 - Black History - Feb
 - Women - March
 - Asian - May

- Include: Irish Heritage
- More school wide assemblies about culture.
- Encouraging rewards for grade and attendance

Problem Statements Identifying Demographics Needs

Problem Statement 1: Classroom disruptions, noncompliance, and physical aggression are the top three discipline offenses among students. **Root Cause:** Our students are lacking skills for conflict resolution.

Problem Statement 2: Teachers need more robust training to help students develop more skills to deal with classroom disruptions. **Root Cause:** Current district initiatives including Restorative Practices and Character Strong do not directly target how to stop disruptions in the moment.

Student Achievement

Student Achievement Summary

Leader: Melody Smith

Committee Members: Jacqueline Cardenas, Barbara Erdberg, Shanda Gracia, Barbara McIndoe, Betty McCulloch, Tisha McPherson

Date Committee Met: April 13, 2022

Summary:

During the 2021-22 school year, student achievement was evaluated using the following data: STAAR 2020-21, MAP testing, Interim data, and Common Assessments. When comparing 2020-21 STAAR data to STAAR 2018-19, students maintained or made growth in all subjects and grades. Despite the COVID 19 pandemic, students continuously make progress. When comparing student scores on STAAR last year to Spring Interim this year, students are making growth in 5th and 6th grade Math and Reading in all reporting categories. The majority of students scored within the high to medium range on the Interim tests. Staff members will utilize Interim data to provide interventions and extensions to meet the needs of all students.

While overall, 6th and 5th grade students are maintaining or improving in both math and reading, there is a significant gap between the performance of our overall population and that of our students that receive special education services as well as our students that receive linguistic support. Teachers will continue to work within the professional learning community to provide multiple layers of support through the AVID intervention, small group instruction, guided reading, LLI, and web-based programs to allow for differentiated instruction.

Student Achievement Strengths

- 4th Math STAAR 67% approaches, 37% meets, 22% masters to 5th Spring Math Interim 70% approaches, 39% meets, 19% masters
- 4th Reading STAAR 56% approaches, 24% meets, 12% masters to 5th Spring Reading Interim 62% approaches, 36% meets, 18% masters
- No growth measure for Science, but in the region 44% approaches, 21% meets, 10% masters and Barber was at 50% approaches, 23% meets, 9% masters
- 5th Math STAAR 78% approaches, 55% meets, 31% approaches to 6th Spring Math Interim 79% approaches, 57% meets, 37% masters
- 5th Reading STAAR 70% approaches, 52% meets, 35% masters to 6th Spring Reading Interim 71% approaches, 48% meets, 28% masters
- Without STEM 5th Reading STAAR 57% approaches, 32% meets, 18% masters to 6th Spring Reading Interim 58% approaches, 31% meets, 14% masters

- Continue to close the achievement gap between ALL students and subpopulations
- 58% of 5th and 6th grade students made growth on Map Math
- 67% of 5th grade students made growth on MAP Reading
- 53% of 5th grade students made growth on MAP Reading
- Significant growth from Fall Interim to Spring Interim in all grades and subjects
- 2018-2019 STAAR compared to 2020-2021 STAAR showed performance at or above in all grades in content areas despite COVID 19
- Common Formative Assessment data is utilized weekly to intervene frequently
- 2020-2021 TELPAS data was utilized to create intervention groups for the spring semester
- After School tutorials were provided for students who met the HB 4545 requirements
- Campus wide intervention time was provided to provide students with accelerated instruction and extension
- Significant decrease in students failing their core classes each 9 weeks
- Small group instruction provided in class based on CFA data
- Tier 3 interventions provided by strategically creating schedules to utilize instructional support staff (coaches and paraprofessionals)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students receiving services through Special Education are performing 15-20% below ALL students. **Root Cause:** Teachers do not have a clear understanding of each individual student's strengths and weaknesses according to the FIE. These students are also struggling in more than one content area which decreases the amount of intervention time for each subject.

Problem Statement 2: Students receiving Linguistic support perform significantly lower than non-LEP students in all content areas and grade levels. **Root Cause:** Lack of resources that adequately prepare and provide linguistic accommodations.

School Culture and Climate

School Culture and Climate Summary

Leader: Alex Tews

Date: April 13, 2022

Committee Members: Andrea Mooney, Sheri Strickland, Alyssa Traywick, Kimmi White, Tracy Whitley, Justin Wilson

Summary: End of year surveys were sent out to teachers and those responding were mostly positive about the school's atmosphere and effectiveness. Overwhelmingly, teachers felt that the campus master schedule, campus-wide routines and procedures, and most discipline procedures were very effective. Many compliments were given to our administration in their support of teachers, response to our needs, and providing feedback to implement growth opportunities throughout the year. Teachers also responded favorably to the longer planning periods to incorporate professional learning opportunities during our planning time. Teachers gave constructive suggestions to add to or adjust our existing procedures (as seen in the suggestions below).

School Culture and Climate Strengths

- Campus-wide routines are clearly communicated (89% of staff agree)
- Procedures are efficient and school runs smoothly (96%)
- Discipline referrals are dealt with timely and appropriately
- Timely feedback from admin after observations
- Administration communicates effectively to staff
- Staff feels supported by administration
- Staff feel supported by Library staff
- Staff feel supported by counselor
- Professional Learning is effective, relevant, and practical for implementation
- Instructional coaches meet needs and are very approachable
- Parent communication is strong

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Most students are unable to successfully manage conflict resolutions without the help of staff. **Root Cause:** Students depend almost entirely on teachers and counselors to resolve conflicts for them.

Problem Statement 2: AVID intervention structure could be re-examined for opportunities to maximize its effectiveness in student growth. **Root Cause:** Students who habitually arrive late to school regularly miss out on parts of AVID intervention time in the morning 5th & 6th grade having intervention time on the same schedule makes it difficult for academic coaches to work consistently with both grade level's intervention groups.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Leader: Erika Lacey

Committee Members: Michael Fontaine, Lesa Barklage, Chad Hulse, Nicole Castille, Shauna Platt, Melody Amaya

Date: Apr 23, 2022

Summary:

We met as a team to discuss our campus' strengths and weaknesses in the area of staff quality, recruitment, and retention. BMS always strives to meet the district requirements of interviewing and employing qualified teachers, instructional paraprofessionals, and academic coaches. We work closely with the district's Educational Services and Human Resources department when selecting candidates and/or providing assistance to those seeking highly qualified positions. Instructional positions are posted on our district website with ample time to recruit certified, highly qualified, and effective candidates prior to the beginning of the school year.

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

BMS always strives to ensure that retention rates remain high at our campus and in order to accomplish these goals, we are constantly learning new instructional tools through Lead4ward, AVID, 7 Steps, Solution Tree, etc. We meet regularly for faculty meetings and PLC's to learn about these various instructional tools. With the current pandemic restrictions, our district and campus provided various training in technology based programs to facilitate virtual learning.

Staff Quality, Recruitment, and Retention Strengths

- All BMS staff members meet the requirement of highly qualified according to our district and state requirements
- Our district uses multiple avenues for recruiting highly qualified candidates
- Professional development is offered on the district and campus level (virtually and face to face)
- We set and maintain campus wide goals, expectations, and procedures
- Supportive district and campus wide novice teacher programs

- Buddy teacher system for experienced teachers who are new to Barber
- Participation in district, campus, and individual training surveys relating to professional development
- Trainings focused on developing more effective classroom instruction across a variety of student groups and needs
- High retention rate of professional staff members
- Supportive administration
- Implementation of both content and conference team planning

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Some teachers are experiencing higher rates of burnout and leave the field due to consistently poor student behavior and lack of parent involvement. **Root Cause:** Varying routines, procedures, and expectations between collaborative teams, as well as a lack of positive relationships between teacher, student, and other staff members.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Leader: Christy Littleton

Committee Members: Rakeisha Walker, Alberto Lujan, Rina White, Christy Lynn, Kishwar Qureshi

Date Committee Met: April 13, 2022

Summary:

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

All students are given opportunities to meet challenging state academic standards. Special programs throughout campus ensure that each student is receiving instruction that meets his/her individual needs. This year students in the Special Education RISE program can receive services in the general education classroom with an inclusion teacher or in a self-contained Reading/Math class. We also service almost 100 students in our Bilingual and ESL programs. 107 Gifted and Talented students follow an Honors curriculum which covers grade-level TEKS and a portion of the next grade level's curriculum. The 2021-2022 school year marked the sixth year of the STEM program at Barber Middle School with 87 fifth graders and 106 6th graders.

The teachers at Barber Middle School are trained to implement the AVID program and Lead4Ward strategies in the classroom. All students participate in the AVID program, which incorporates practical organizational and study skills aligned to College Readiness Standards. Students are assigned to an AVID homeroom which provides structured activities to support binder organization, college exploration, team building, and character lessons. The Lead4Ward strategies include elements from data analysis tools for instructional analysis to instructional strategies to be implemented into student focused learning activities. AVID focuses on providing an infrastructure to individual learning while Lead4Ward provides a scaffold for higher order thinking. Lead4Ward resources, which includes guides for planning, an emphasis on engaging activities, and tools for data analysis, are utilized during regular planning sessions. Using the provided documents through Lead4Ward, planning was more purposeful and a variety of strategies were implemented in the classroom to emphasize collaborative learning and critical thinking.

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

At Barber Middle School, grade-level departments meet on a regular basis to find and discuss research-based best practices for implementing lessons and using meaningful activities

to reach all students. Strategies used in the classroom include speaking and writing in complete sentences, using academic language, higher-level questioning and randomization of student selection. In addition to whole-group instruction, remediation and differentiation occurs in small groups informed by data analysis. Assessment, both formative and summative, is on-going, following district guidelines for interim testing and MAP testing, and using common assessments in the classroom to guide instruction.

Teachers, instructional coaches, interventionists, and bilingual/special education support staff analyze common formative assessments, summative assessments, MAP testing, interim testing, and state testing as well as informal assessments to identify the needs of students. Teams complete a Content Team Data Analysis document and plan intervention and extension accordingly. Small groups held during class are selected based on these needs. Struggling students also receive Tier 2 Intervention, instructional interventionist support, Leveled Literacy Intervention, ST Math, and guided reading.

Curriculum, Instruction, and Assessment Strengths

- Common formative assessment implementation
- Data analysis protocols
- Chromebook carts in every classroom
- Schoology
- ST Math - math intervention
- Consistency with LLI
- Intentional planning focused on 4 PLC questions
- Interdisciplinary support within college conference teams
- Improved morning intervention time
- Access to a variety of resources - more than ever before
- Multiple instructional strategies provided during professional learning
- Pop-In PDs led by curriculum specialists
- Participation in PLC @ Work
- Mining for gold
- Identified essential standards to guide instruction
- Career Day

- College tours on Monday
- Literacy Night/Bilingual Literacy Night
- STEM - personality/strength assessment for potential career types
- Math & Science Night
- Smaller class sizes have helped Tier 2 instruction

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Tier 2 Intervention, small group instruction in the classroom based on data, is not happening consistently and to fidelity. Thus, many times the intervention and extension students need does not happen **Root Cause:** There are still misconceptions about what small group intervention is and how it should look. There is lack of training for some teachers which leads to low teacher self-efficacy in this area of education. Finally, classroom management issues leave teachers hesitant to attempt tier 2 intervention.

Problem Statement 2: Students miss Tier 1 instruction in science and social studies in order to go to reading and math intervention **Root Cause:** There is not a designated time in the master schedule to pull for tier 3 intervention that does not interrupt tier 1 instruction. Additionally, we do not utilize space or support in a way that alleviates this problem.

Parent and Community Engagement

Parent and Community Engagement Summary

Leader: Melissa Carpenter

Committee Members: Elizabeth Brown, Sandra Cavazos, Crystal Pilcher, Rumaldo Saenz, Karen Smith, Laura Teatsworth

Date Committee Met: April 13, 2022

Summary:

This school year we experienced an increase in parent engagement compared to last school year. We still saw less than 25% of our students' families. STEM and Pre-AP families have a higher participation rate than regular and special education families. Communication is provided in both English and Spanish on a monthly basis via email and the school website. 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 and provide promotional items. Some meet with our students virtually to present on various topics. We will continue to reach out to all parents and allow opportunities for them to be involved here on campus and in their child's education. We will continue to request community involvement via guest appearances and mentorships.

Parent and Community Engagement Strengths

- Great teacher retention
- Committed staff
- People generally feel welcomed
- Supportive administration
- Clear concise rules and expectations
- Safe & Civil works well to resolve problems
- STEM has a great turnout for all school functions

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Overall low participation for family events **Root Cause:** Event communication needs to be in more than one method and more frequent reminders. Family job schedules do not allow families to attend events at specific times. Some families do not have transportation to attend events. Some families may have students at multiple campuses.

Problem Statement 2: More STEM and Pre-AP family participation than general and special education **Root Cause:** Event communication needs to be in more than one method and more frequent reminders. Family job schedules do not allow families to attend events at specific times. Some families do not have transportation to attend events. Some families may have students at multiple campuses.

School Context and Organization

School Context and Organization Summary

Leader: Jenna McClung

Committee Members: Amber Yokum, Allison Overton, Amanda Glaeser, Gina Surovik, Traci Zamarripa

Date Committee Met: April 13, 2022

Summary:

John and Shamarion Barber Middle School is a safe, secure and orderly learning environment that sets high expectations for staff and students. We provide instruction that is motivating, rigorous, and that is aligned with the Texas Essential Knowledge and Skills (TEKS) to promote student growth and college/career readiness. Daily operations including duty and master schedules are in place to ensure safety and maximum instructional time for students. District and campus initiatives such as AVID, scheduled daily intervention, Safe & Civil, and Solution Tree frameworks are led and attended by teacher and administrative leaders. These processes are to ensure that we maintain consistent school-wide procedures that align with district and campus goals. Staff members and administration collaborate to discuss needs, changes, and modifications to operating routines and procedures to strengthen the success of all students.

There were a total of 43 Safe & Civil concerns that were reported. The top 5 concerns were dismissal procedures (22%), hallways expectations (11%), restroom behaviors (11%), lunch procedures (11%) and teacher completion of attendance procedures (7%). Other concerns that were reported as a campus were: substitute plans, cellphones, breakfast in classrooms, morning dismissal, dress code, parent pick up in the office, awarding students, new student procedures, greeting students, tardiness, and nurse procedures. Each category represented less than 5% of the reports.

School Context and Organization Strengths

- Daily scheduled intervention time with content specific days and intentionally planned and use of all teachers and paraprofessionals to implement
- Safe & Civil is represented by a diverse group of school leaders to adjust needs according to campus feedback
- Teachers and students routinely set goals focussing on essential standards. Monitoring and celebrating progress individually and as a class.
- Academic teams meet after school and during conference time to discuss schedule changes, student needs, parent contact, and interdisciplinary instruction.
- Policies and procedures for all school operations are available in staff red binders and are updated and reviewed frequently, including classroom management and procedures, duty and master schedules, emergency plans, staff expectations, and COVID procedures

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Consistency among high-frequency misbehaviors, especially at dismissal and restrooms, needs to be streamlined. **Root Cause:** inconsistent corrections among teachers staff when students do not meet the expectation

Problem Statement 2: When celebrating student growth, we are not currently including student IEP goals in this process with general education teachers. **Root Cause:** General education teachers can often be intimidated or not understand the special education goal process.

Technology

Technology Summary

Leader: Chelsea Winters

Committee Members: Nicholas Glaeser, Ryan Janak

Date: April 13th, 2022

Summary: At Barber Middle School all content classes are equipped with classroom chromecarts to utilize for instruction. All classrooms have a teacher computer, document camera, projector, and Mimeo Board. Teachers have the option to check out laptops for personal use and professional development. It is our goal to continue to increase the number of reliable and updated devices for all classrooms on campus, including electives. There are also webcams available for virtual instruction, professional learning, and meetings. Teachers are familiar with Zoom, Classlink, Eduphoria, Skyward, and are using Schoology for digital instruction. Most teachers are integrating technology at a proficient level. However, we believe teachers should be using technology to enhance student learning and with appropriate training will be able to achieve an accomplished status.

Technology Strengths

Campus Strengths:

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

- A teacher technology committee offers support, training, and resources for other teachers.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology equipment available for teacher instruction and resources is outdated. Example- teacher desktops. **Root Cause:** There is a lack of funding and a slow turnaround on technology replacements.

Problem Statement 2: There are 10 chromecarts that have outdated or damaged devices. **Root Cause:** COVID 19 distribution to DISD students and a lack of funding for replacement.

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- 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 Success Initiative (SSI) data for Grades 5 and 8
- 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
- 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
- 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

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: June 27, 2022

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

Performance Objective 1: During the 2022-23 school year, every BMS student will show at least one year's growth in both reading and math.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will track their own data on mastery of essential standards so that students take ownership of their own learning by setting goals in order to become more self-directed learners.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Team Leaders</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Content teams will conduct data analysis after each common formative assessment and use the results for purposeful instructional planning, intervention planning, and individual student growth planning.</p> <p>Strategy's Expected Result/Impact: Lesson plans turned in weekly to demonstrate collaboration; Sign-in sheets and meeting documents from data PLC meetings; Use of Looking at Student Work Protocol, as well as the Lesson Tuning Protocol</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June

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

Strategy 6 Details	Reviews			
<p>Strategy 6: Reading support/intervention will be provided through LLI materials, MAP, and KAT/We Write. Strategy's Expected Result/Impact: Documentation of interventions maintained. Student reading levels will increase and student performance on STAAR will increase. Staff Responsible for Monitoring: ELA teachers and coaches</p> <p>- TEA Priorities: Build a foundation of reading and math Funding Sources: - 199-SCE, - 211-Title IA, - IDEA B</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Instructional interventionists will provide intervention for identified Tier 3 students and collaborate with teachers in the classroom, mentoring successful instructional techniques to improve overall instruction. Strategy's Expected Result/Impact: Data analysis documentation of successful intervention activities. Observation of classroom mentoring by walk- through observations and lesson plans. Improved STAAR performance for at-risk students. Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: - 211-Title IA, - IDEA B</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: District curriculum specialists, instructional coaches, and classroom teachers, through the CLT (curriculum leadership team) process will collaborate to develop, write and review aligned lessons, common formative assessments, and curriculum based assessments. Strategy's Expected Result/Impact: Increased student performance in reading and writing, alignment of what is written, taught, and tested Staff Responsible for Monitoring: ESC Curriculum specialists</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Students who do not meet standard on 5th grade STAAR Reading, Math, and/or Science will be provided with research-based interventions during the school day, as identified in each student's Accelerated Instruction Plan and House Bill 4545. Strategy's Expected Result/Impact: Documentation of interventions provided to students. Students who meet standard after 2nd and 3rd administration of STAAR Reading and/or Math. Staff Responsible for Monitoring: ELA and Math Team leaders</p> <p>Funding Sources: - 199-SCE, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Campus instructional coaches will coach teachers on best practice and effective instruction through the coaching model, The Impact Cycle. Coaches will also use elements of coaching from resources such as Get Better Faster, Lead4ward, etc.</p> <p>Strategy's Expected Result/Impact: Documentation of coaching time will result in improved classroom instructional practice.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Teachers will demonstrate instruction at the appropriate level of rigor on the TEKS supported by on-going professional development provided by the campus, as well as Elementary and Secondary Curriculum Specialists.</p> <p>Strategy's Expected Result/Impact: Lesson plans and instruction will be aligned with the TEKS.</p> <p>Staff Responsible for Monitoring: Admin, Curriculum Specialists, Campus Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Students identified with dyslexia will be served by teachers and dyslexia specialists who have participated in appropriate, targeted training for dyslexia instruction.</p> <p>Strategy's Expected Result/Impact: Reading level data (STaR, DRA). Student CBA and STAAR results.</p> <p>Staff Responsible for Monitoring: Dyslexia Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 2: 100% of EL students will improve their scores toward meeting standard on the reading, math, and science STAAR, and will make at least one year's progress on TELPAS.

Evaluation Data Sources: STAAR scores, TELPAS and AMAOs

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will demonstrate consistent use of Language Acquisition strategies in all classrooms which follows the District 3-year Plan for improved performance on PBMAS, which is supported by participation in planned district and campus professional development.</p> <p>Strategy's Expected Result/Impact: Documented use of strategies in walkthroughs and observations, documentation of attendance in professional development. Increase in ELL student scores on classroom assessments, CBAs, benchmarks and STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will consistently use research-based vocabulary strategies, specifically "7 Steps to a Language Rich Classroom" in all classrooms to support academic language development.</p> <p>Strategy's Expected Result/Impact: Use of vocabulary strategies evidenced in walkthroughs and observations.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 211-Title IA, Instructional materials - 263-Title IIIA, - Local Funding, - Outside Agency</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will continue to plan and implement both TEKS, ELPS, and language objectives with fidelity in all lessons, supported by professional development throughout the school year.</p> <p>Strategy's Expected Result/Impact: Lesson plans, lesson and language objectives written and observed implementation during classroom observations/documentated walk-through. Improved CBAs and STAAR results for all students and improved TELPAS results for ELLs.</p> <p>Staff Responsible for Monitoring: Instructional Staff</p> <p>Funding Sources: - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All current instructional staff will be expected to have completed ELPs and Seven Steps Professional Learning by August 2022.</p> <p>Strategy's Expected Result/Impact: Documentation in Eduphoria of staff attendance at trainings and implementation of strategies during walk-throughs. Improved vocabulary development for all students, not just limited to ELLs on STAAR reading, math, and science,</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers in need of an ESL certification will participate in training opportunities provided by the district to prepare them for the ESL certification exam.</p> <p>Strategy's Expected Result/Impact: Documentation of ESL prep course attendance. Individual SBEC records documenting ESL certification applied to current certification.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Bilingual teachers, bilingual paraprofessionals, and our Bilingual Specialist will collaborate to plan effective instruction, as well as work with students on individual needs using resources such as Rosetta Stone.</p>	Formative			Summative
	Nov	Jan	Mar	June

- TEA Priorities:

Build a foundation of reading and math

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 3: 100% of students in Special Education will improve their scores toward meeting standard on the reading, math, and science STAAR, and make at least one year's growth.

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

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

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will implement an effective co-teach inclusion support model for special education students in the general education classroom.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Funding Sources: - IDEA B, - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: All 5th and 6th grade students will participate in a physical education class. Strategy's Expected Result/Impact: Improved health and fitness through Fitness Gram conducted in the Spring Staff Responsible for Monitoring: PE teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: BMS will continue their relationship with AVID through professional learning and AVID resources in order to promote college and career readiness. Strategy's Expected Result/Impact: Increase in student achievement, motivation, interest in college and career Staff Responsible for Monitoring: Campus administration, District administration, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be provided with necessary supplies and resources to promote STEAM-focused activities including robotics. Staff Responsible for Monitoring: Campus and district administration, librarian, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will utilize character building and citizenship resources such as Character Strong, Restorative Practices, and Safe and Civil to create campus wide lessons and learning for students. Staff Responsible for Monitoring: Counselor, administration, teachers</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Student attendance will increase to 98% during the 2022-23 school year.

Evaluation Data Sources: Student attendance reports will indicate students have a 98% attendance rate.

Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance incentives will be offered each nine weeks and rewards will be given to students who meet the campus goal.</p> <p>Strategy's Expected Result/Impact: Records of students who met the goal, lists of incentives and rewards.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide clothing, school supplies and transportation to and from their home campus for identified homeless students in order for them to attend school on a daily basis</p> <p>Strategy's Expected Result/Impact: Attendance and discipline records, transportation logs. Maintain student at home campus resulting in improved academic performance.</p> <p>Staff Responsible for Monitoring: Counselor, District Social worker</p> <p>Funding Sources: - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Evaluation Data Sources: Number of discipline referrals for noncompliance, disrespect and class disruptions.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus interdisciplinary teams, along with parent input, will develop a consistent set of expectations, rules and consequences that follow campus procedures and routines.</p> <p>Strategy's Expected Result/Impact: Decrease in referrals. Increase in student attendance in academic classes, resulting in improved academic success</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will monitor placement of students in ISS/OSS for over-representation of student groups.</p> <p>Strategy's Expected Result/Impact: Skyward ISS/OSS data collected every 3 months. PBMAS improvement on ISS/OSS placement of Special Education students.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Through the guidance of the Safe and Civil team, the campus will implement campus-wide discipline system, as well as campus wide expectations and procedures to keep the school running safely and efficiently. "SWAMP" lessons on the core values of BMS - self-control, worth, accountability, motivation, perseverance - will be taught each week during homeroom time.</p> <p>Strategy's Expected Result/Impact: Documentation on student referrals</p> <p>Staff Responsible for Monitoring: Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: During the 2022-23 school year, 100% of students and staff will receive required instruction in areas such as Standard Response Protocol and safety measures, bullying prevention, conflict resolution, drug and violence prevention, character building, etc.

Evaluation Data Sources: Evidence of trainings held.

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in students solving their own problems and correctly identifying conflict versus bullying. Decrease in number of referrals.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will participate in Red Ribbon Week which focuses on drug prevention.</p> <p>Strategy's Expected Result/Impact: Schedule of events. Survey of students.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All staff members and students will be trained and participate in Restorative Practices.</p> <p>Strategy's Expected Result/Impact: Increased positive relationships between teachers and students, and students and students.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor, Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All students and staff will participate in ongoing training on the Standard Response Protocol and student safety measures.</p> <p>Strategy's Expected Result/Impact: Increased awareness of what to do in emergency situations</p> <p>Staff Responsible for Monitoring: All staff, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: BMS will actively recruit more involvement by parents of EL students through parent events and trainings. Strategy's Expected Result/Impact: Parent attendance at meetings, increased student academic performance in class and on local and state assessments. Staff Responsible for Monitoring: Campus Principal Funding Sources: - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus provides interpreters for 2nd language families at ARDs and LPAC meetings at campus programs or meetings. Additionally, interpreters are available for phone calls, parent conferences, and by request. Strategy's Expected Result/Impact: Sign-in sheets from programs/parent meetings(resulting in increased attendance during the year). Parent understand academic goals for their child and will encourage/support their child's learning. Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will encourage and actively recruit parents, business and community members to participate on campus committees, such as volunteers on the campus during the school day, CIC participation and EIC participation. Strategy's Expected Result/Impact: Meeting sign-in sheets at activities. Increased volunteers for BMS actively engaged in improving BMS academic goals. Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: BMS will have a Parent Engagement Coordinator that will be in charge of coordinating parent engagement activities on campus. There will be a focus on Family Literacy Services and community participation. Strategy's Expected Result/Impact: Increase the level of parent participation Staff Responsible for Monitoring: Counselor, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Staff members' web pages will be kept current and used to communicate with both parents and students. Strategy's Expected Result/Impact: Increase communication between school and home Staff Responsible for Monitoring: Campus Administration, teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Evaluation Data Sources: Parent attendance at events.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent/teacher conferences will be held periodically throughout the school year in order to inform parents of their child's progress; these could be virtual, in-person, or by phone.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets from meetings. Documented phone calls from teachers/administrators.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will provide opportunities for students and their families to visit school, meet with the counselor or teachers and attend meetings if they are: transitioning from elementary to BMS, transitioning from BMS to junior high school, transitioning from out of district , home schooling or private schools to BMS.</p> <p>Strategy's Expected Result/Impact: Documentation of fliers and attendance at parent meetings. Evidence of smooth transition of students to new schools at the beginning of the school via communication with sending or receiving principal.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: If an author can be booked, BMS will host an Author visit for parents and students to support the campus literacy initiative.</p> <p>Strategy's Expected Result/Impact: Documentation of sign-in sheets of parents and students attending.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: BMS will provide parents with timely communication regarding district and campus information, their child's assessment results, access to district curriculum and opportunities to participate in various campus and district activities in a language they can understand.</p> <p>Strategy's Expected Result/Impact: Documentation of meetings, agendas, sign-in sheets. Increase in positive communication with community/business partners/media with positive press and surveys conducted periodically throughout the year by the district and campus.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: BMS will provide both a fall and spring curriculum night for parents and students. Emphasis will be placed on instructional strategies parents can support at home with students as they prepare for STAAR.</p> <p>Strategy's Expected Result/Impact: Documentation of sign-in sheets for attendance. Results of STAAR Math, Science and Reading of students whose parents attend.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Funding Sources: - 211-Title IA - 6499, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: In March, BMS will host a College Day for parents and all students.</p> <p>Strategy's Expected Result/Impact: Student attendance at College Day. Number of parent volunteers.</p> <p>Staff Responsible for Monitoring: Principal, counselor, and lead teachers</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: BMS, partnering with Communities in Schools , will work together with at-risk students to provide them with support, counseling and resources to prevent students from dropping out of school.</p> <p>Strategy's Expected Result/Impact: Documentation of students receiving additional counseling, instructional materials, drop-out meetings with parents and students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor</p> <p>Funding Sources: - 199-SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: BMS staff and parents will receive resources/training on how to effectively communicate to ensure quality education for every student and the importance of parent input and support.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets of trainings for teacher. Back- to- school parent nights, parent meetings throughout year, and Title I Parent meeting sign-in sheets. Phone logs from teachers. Sign-in sheets of trainings with faculty. EOY parent and teacher surveys indicating improved communication.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Outside Agency</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Parents will be given the opportunity to participate in BMS online surveys</p> <p>Strategy's Expected Result/Impact: Surveys released for input. Results and analysis of surveys.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Funding Sources: - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: In the spring, 100% of the staff will have an opportunity to complete an anonymous survey to give their views on school climate as well as support from mentor teachers, team members, department members and administration.

Evaluation Data Sources: 100% of the teachers will complete the survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: An anonymous survey will be created by the administrative team with input from campus leaders and staff. Strategy's Expected Result/Impact: Survey distributed to staff once each semester. Majority of surveys will be positive. Staff Responsible for Monitoring: Campus principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus discussions will be held to review the data collected after each staff survey; collaborative action plans will be created and implement to improve focus areas. Strategy's Expected Result/Impact: Minutes of Campus meetings where data was discussed. Action plan resulting from results and discussion. Staff Responsible for Monitoring: Campus principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: 100% of teachers who are new to the campus (but not necessarily new to the profession) will be assigned a mentor to provide support and assistance with campus procedures and expectations.

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

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

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers hired during the year who do not meet highly qualified standards will be provided opportunities such as training, certification classes and support from campus and district administration to meet BMS's current 100% highly qualified status.</p> <p>Strategy's Expected Result/Impact: Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources, Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All Instructional Coaches and Instructional Interventionists will hold Special Education and ESL certification.</p> <p>Strategy's Expected Result/Impact: Evidence of attendance at certification trainings. SBEC records reflect certification.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - Local Funding, - 255-Title IIA, - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: The number of BMS teachers who are ESL and GT certified will increase by 10% during the 2022-23 school year; all teachers who are currently GT certified will update their certification.

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

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

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

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

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

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

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

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

Performance Objective 1: Technology will be incorporated into instruction in 100% of the classrooms during the 2022-23 school year.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: All fifth grade students will participate in a daily technology class as a nine weeks' elective course. Some 6th graders will participate in a technology elective.</p> <p>Strategy's Expected Result/Impact: Enrollment in a computer application course for 5th grade students.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Meeting agendas/sign-in sheets. Documentation of trainings provided to teachers.</p> <p>Staff Responsible for Monitoring: Campus Technology Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Technology will be added at the campus in order to move towards our goal of becoming a 1-1 technology to student ratio.</p> <p>Strategy's Expected Result/Impact: Increase technology on campus</p> <p>Staff Responsible for Monitoring: Campus administration, campus technology committee, district technology</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Staff will report any maintenance items to front office personnel in a timely manner. Strategy's Expected Result/Impact: Work orders entered and completed. Staff Responsible for Monitoring: Principal Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administration will do at least quarterly walkthroughs of the campus to list structural and classroom maintenance needs. Strategy's Expected Result/Impact: Work orders entered and completed. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will collaborate with district business office and grant managers to plan and coordinate campus funds in order to provide improved academic instruction for all students. Strategy's Expected Result/Impact: Purchase orders, Master Schedule, and professional development documentation. Policy and procedures followed. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: BMS will focus on energy management and conservation to help reduce energy costs for the district. Strategy's Expected Result/Impact: Reduce use and conserve energy Staff Responsible for Monitoring: Campus Administration, District Energy Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Barber Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.42

Brief Description of SCE Services and/or Programs

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Personnel for Barber Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allen, J	Social Worker	0.08
Arredondo, N	Paraprofessional	0.17
Contreras, M	Instructional Support Paraprofessional	1
Jenkins, J	Paraprofessional	0.17
McClung, J.	Instructional Support	1

Title I Personnel

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

Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Contracted Service Providers		\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
2	1	2			\$0.00
3	1	1			\$0.00
3	2	3			\$0.00
3	2	5		6499	\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Contracted Service Providers		\$0.00
1	2	1			\$0.00
1	2	4			\$0.00
4	2	4			\$0.00
4	2	5			\$0.00
4	3	2			\$0.00
4	4	1			\$0.00
4	4	2			\$0.00
Sub-Total					\$0.00

199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	9			\$0.00
3	2	7			\$0.00
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
2	1	2			\$0.00
2	3	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
3	2	5			\$0.00
3	2	6			\$0.00
4	2	3			\$0.00
4	2	5			\$0.00
4	2	5			\$0.00
4	3	1	Professional development	6411	\$0.00
4	3	2			\$0.00
4	4	1			\$0.00
4	4	2			\$0.00

Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2	Instructional materials		\$0.00
1	2	4			\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	7			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
4	2	5			\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00
No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	3	1			\$0.00
3	2	9			\$0.00
Sub-Total					\$0.00
Outside Agency					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
3	2	8			\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00