

BARROW EL

Campus Improvement Plan

2017/2018

MOTTO
Catch the Challenge! Learn for Life!



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BARROW EL

Mission

The District is dedicated to the belief that all students can learn and that it is the task of the school to provide the time and support to ensure that this occurs. High expectations for student success on the part of staff, students, and parents is an inherent part of this belief. In addition, the District seeks to instill in students the responsibility for learning. All students have unique mental, emotional, social, and physical needs. Meeting these needs requires the combined efforts of students, teachers, parents and other community members, and administrators. It is the mission of the Columbia-Brazoria Independent School District staff, working actively and cooperatively in partnership with students, parents/guardians, and other Columbia-Brazoria Independent School District constituents, to:

*Prepare students to become responsible and productive citizens
Achieve success and dignity by creating a community of life-long learners
Develop higher level thinking skill*

Vision

A dynamic organization that empowers a community of learners who dare to dream, take risks, and develop new realities.

Nondiscrimination Notice

BARROW EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

BARROW EL Site Base

Name	Position
Belote, Tara	Principal BE
Thomas, Dawn	Asst. Principal

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Goal 1. Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.

Objective 1. Target instruction in all content areas that will provide rigor and relevance in order to increase student thinking and increase scores for state mandated tests.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrative team will monitor instruction and encourage growth in teachers in the areas of teaching and learning with rigor and relevance. (Title I SW: 1,3,4,9,10) (Target Group: All)	Assistant Principal(s), Assistant Superintendent, Director of Instruction, Intervention Teachers, Principal, Sped Director, Staff Development Director	July-June	(F)Title II Princ/Tchr Improvement, (L)Local Funds, (S)State & local funding	Summative - Results from walk through observations Training discussions
2. Provide face to face and web-based training in: balanced literacy, math TEKS, advanced math strategies, Thinking Maps (use and writing), science curriculum, social studies curriculum, research based teaching and thinking strategies, behavior management,inclusion strategies, understanding data, rigor and relevance, use of technology to enhance learning and teaching, CLASS indicators, Pre-K curriculum and additional district resources in order to upgrade and enhance teaching and learning. (Title I SW: 1,3,4,10) (Target Group: All)	Assistant Superintendent, Director of Instruction, Principal, Sped Director, Staff Development Director	August, October, January, February	(F)Title I-Federal - \$5,000, (F)Title II Princ/Tchr Improvement - \$60,000, (L)Local Funds, (S)State & local funding	Summative - Implementation of strategies as evidenced by lesson plans and walk-throughs.
3. Use data from a variety of sources such as state assessments, unit assessments, screening assessments and formative assessments to identify curricular areas of needs. (Title I SW: 1,3,9,10) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Assistant Superintendent, Core Subject Teachers, Counselor(s), Director of Instruction, District Assessment Coordinator, Instructional Staff, Instructional Technologist, Intervention Staff, Lead Teacher, Principal, Special Ed Teachers	monthly	(F)Title I - \$240,000, (L)Local Funds	Summative - Scores on State tests showing growth. Score on TELPAS showing growth. Score on EE assessments showing growth

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Goal 1. Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.

Objective 2. Provide supports and programs to allow students to graduate from high school on time, college and/or career ready.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase the use of DMAC data analysis software and other software to engage teachers and administrators in collaborative improvement discussions that ensure high levels of student learning and Response to Intervention decisions based on data results. (Title I SW: 8,9,10) (Target Group: All)	Assistant Superintendent for Student Services, Director of Instruction, Director Spec Programs, Director Staff Dev & Inst Tech, District Assessment Coordinator, Intervention Staff, Lead Teacher, Principal, Response to Intervention Team, Teacher(s)	August-June	(L)DMAC Data Analysis Software - \$17,000, (L)Lead4Ward resources - \$2,000, (L)PEIMS student and staff reports - \$3,000, (L)Skyward - \$5,000, (L)TRS curriculum resources - \$14,000, (O)Local Resources - \$200,000	Summative - State-mandated tests Accountability information Federal accountability Report PBMAS report
4. Provide support to students from counselors, dyslexia & intervention instructors, GT trained teachers, SpEd trained personnel, PALS students, volunteers, outside agency personnel, Communities In Schools, colleges, and paraprofessionals in order to improve and personalize student learning. (Title I SW: 7,8,9,10) (Target Group: All, AtRisk)	Assistant Principal(s), Assistant Superintendent for Student Services, Communities In Schools, Counselor(s), Director of Instruction, Director Spec Programs, Drug & Alcohol Intervention Specialist, Dyslexia specialist, PALS, Parent Volunteers, Peer Tutors, Principal, Response to Intervention Team, School Nurse, Sped staff, Superintendent, Teacher(s)	August-June	(F)District Parent Liaison, (F)IDEA (Sped), (F)Parent Liaison, (F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (O)Local Resources, (S)GT, (S)SHARS - \$280,000, (S)State Comp Ed Personnel, (S)State Compensatory Ed	Summative - Reports on support provided Graduation PEIMS Reports RTI data
6. Hold Meet the teacher Nights, public school week Open House, parent literacy nights, parent math nights, PREK educational sessions for early literacy and secondary College and Career Readiness activities to increase parental involvement and support. (Title I SW: 6,7) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Assistant Superintendent for Student Services, CBISD Webmaster, Counselor(s), Director of Human Resources and Public Relations, Director of Instruction, Principal	August-June	(F)Parent Liaison - \$50,000, (L)College and Career Readiness Standards, (L)College Board Resources, (L)College Night, (S)Colleges and Universities, (S)Consultants, (S)Texas Education Agency	Summative - Parental Involvement sign-in sheets Readistep Tests PSAT

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- Goal 1.** Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.
- Objective 3.** Improve attendance rate to 97% on all campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide attendance data to campus personnel to use for analysis of student needs. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Assistant Superintendent for Student Services, Campus PEIMS Coordinator, District PEIMS Coordinator, Principal, Superintendent, Teacher(s)	August-June	(L)PEIMS enrollment data, (L)PEIMS student and staff reports, (L)Skyward - \$6,000, (O)Local Resources	Summative - Daily and monthly attendance reports PEIMS Snapshot data AEIS AYP
2. Counselors and social workers will work with families and students to improve attendance. (Title I SW: 9) (Target Group: All)	Assistant Principal(s), Assistant Superintendent for Student Services, At-Risk Coordinator, Communities In Schools, Counselor(s), Credit Recovery Coordinator, District PEIMS Coordinator, Homeless/Parent Liaison, Principal, School Nurse, Superintendent, Teacher(s)	August-June	(F)District Parent Liaison, (L)PEIMS enrollment data, (L)PEIMS student and staff reports, (O)Local Resources, (S)Communities in Schools - \$80,000, (S)State & local funding , (S)State Comp Ed Personnel	Summative - Attendance reports

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Goal 1. Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.

Objective 4. Promote strong parental involvement at the district and campus level, with a focus on positive student performance growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Expand school wide parental involvement which will include Title I compacts, parent training- through campus based events, CIS and Head Start, volunteerism and adult literacy sessions. (Title I SW: 6) (Target Group: All)	Administrative Council, Assistant Principal(s), Assistant Superintendent for Student Services, Communities In Schools, Counselor(s), Head Start Collaborative, Parent Liaison, Principal, Teacher(s)	August-June	(F)District Parent Liaison - \$50,000, (L)PTO Campus Committees, (O)Local Resources, (S)Communities in Schools - \$80,000	Summative - Campus reports on volunteerism Title 1 Application
2. Facilitate and assist campus training on TEKS, STAAR, district resources, and core subject training for parents and guardians to provide understanding of requirements and opportunities to assist. (Title I SW: 6,10) (Target Group: All)	Assistant Principal(s), Assistant Superintendent for Student Services, Communities In Schools, Director of Instruction, Director Staff Dev & Inst Tech, District Assessment Coordinator, Head Start Collaborative, Homeless/Parent Liaison, Principal, Teacher(s)	August-May	(F)District Parent Liaison, (L)College and Career Readiness Standards, (L)College Night, (S)Communities in Schools	Summative - Increased parent awareness and parental support for students

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Goal 1. Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.

Objective 5. Provide learning environments that are safe, positive and conducive to learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Build, support and maintain relationships with outside agencies to assist with school climate and relationships including: Head Start, CIS, and other partnerships available. (Title I SW: 1,6,10) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Assistant Superintendent for Student Services, Counselor(s), Principal	Aug-May	(F)Parent Liaison, (F)Title I, (S)Communities in Schools, (S)Consultants Training	Summative - Meeting minutes, data on student served
2. Provide training to staff on Positive Behavior Support practices. (Title I SW: 9,10) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Assistant Superintendent for Student Services, At-Risk Coordinator, Director Spec Programs, Homeless/Parent Liaison, Intervention Staff, Principal	Aug- May	(F)District Parent Liaison, (F)Title I, (F)Title IV Safe and Drug Free, (S)Consultants	Summative - training, office referrals, systems in place

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- Goal 1.** Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.
- Objective 6.** Provide supports for limited English proficient students to become proficient in English to attain increased proficiency in reading/language arts, and mathematics.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide for a liaison to meet and assist new LEP families and provide additional assistance direct assistance with learning English. (Title I SW: 6,7,9) (Target Group: ESL, LEP)	Assistant Principal(s), Assistant Superintendent, At-Risk Coordinator, Campus PEIMS Coordinator, ESL staff, Homeless/Parent Liaison, Parent Liaison, Principal	July-June	(F)Title III Bilingual / ESL - \$11,000	Summative - Numbers of families and students served TELPAS results
2. Require all new core academic teachers to obtain the supplemental ESL certification. (Title I SW: 3) (Target Group: ESL)	Assistant Superintendent, Director of Human Resources and Public Relations, Instructional Staff, Principal	July- August	(F)Title II Princ/Tchr Improvement - \$16,000, (F)Title III Bilingual / ESL - \$500, (L)Local Funds - \$6,000, (S)Region 4 ESC	Summative - # of ESL certified teachers at year end

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Goal 1. Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.

Objective 7. Use formative assessments, performance indicators, and summative TEKS-aligned unit assessments in reading, language arts, mathematics, science and social studies to assess student mastery of district curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use TRS Unit assessments, TRS performance indicators, and other formative and summative assessment tools and the data in DMAC to check learning by student expectation to determine learning and teaching gaps in order to modify and supplement instruction to improve learning. (Title I SW: 8,9) (Target Group: All)	Assistant Superintendent for Student Services, Director of Instruction, District Assessment Coordinator, Principal, Special Ed Teachers, Teacher(s), TEKS Resource System Curriculum	August-June	(F)ERATE funding, (F)Title II Princ/Tchr Improvement - \$70,000, (L)DMAC Data Analysis Software , (L)Eduphoria, (L)TRS curriculum resources, (S)Consultants	Summative - Local and state assessment results DMAC data
2. Provide to students in need of assistance - data-driven interventions during the school day with Teacher Interventionists and paras, tutorials, credit recovery classes, Communities In Schools, and SSI summer school in order for students to make gains and work toward mastery of grade level TEKS. (Title I SW: 1,3,4,5,9,10) (Target Group: All, AtRisk)	Assistant Principal(s), Assistant Superintendent, At-Risk Coordinator, Communities In Schools, Counselor(s), Department Heads, Director of Instruction, Director Spec Programs, Director Staff Dev & Inst Tech, Drug & Alcohol Intervention Specialist, Dyslexia specialist, Homeless/Parent Liaison, Instructional Staff, Intervention Teachers, Lead Teacher, PALS, Principal, TEKS Resource System Curriculum	August- June	(F)Parent Liaison - \$50,000, (F)Title I - \$520,000, (F)Title II Princ/Tchr Improvement - \$100,000, (F)Title III Bilingual / ESL - \$5,000, (L)DMAC Data Analysis Software - \$15,000, (L)Lead4Ward resources - \$2,000, (L)Local Funds - \$200,000, (L)TRS curriculum resources - \$15,000, (S)Region 4 ESC - \$30,000, (S)State Comp Ed Personnel - \$300,000	Summative - STAAR passing rates

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- Goal 1.** Improve low performing schools-Achieve scores and growth on state-mandated assessments in all subjects for all student groups in order to meet or exceed state and federal accountability requirements.
- Objective 8.** Address the performance-based monitoring system identified issues to INCREASE: 1) passing rates on state assessments for ESL and special education;DECREASE: Over-identification of African American students for special education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor performance of special education students in mathematics, ELAR, writing, and science , LEP participation, diploma rate, and ESL ELAR pass rate. Utilize Intervention staff to assist with monitoring and program design. (Title I SW: 3,4,9) (Target Group: All, AA, ECD, ESL, LEP, SPED)	Assistant Principal(s), Assistant Superintendent for Student Services, Communities In Schools, Core Subject Teachers, Counselor(s), Credit Recovery Coordinator, Department Heads, Director of Instruction, Director Spec Programs, Director Staff Dev & Inst Tech, District Assessment Coordinator, Intervention Staff, Principal, Response to Intervention Team, Teacher(s)	August-June	(F)Title I - \$500,000, (F)Title II Princ/Tchr Improvement - \$120,000, (L)DMAC Data Analysis Software , (L)PEIMS student and staff reports, (L)Skyward, (L)TRS curriculum resources, (O)Local Resources, (S)State Comp Ed Personnel - \$250,000	Summative - Diagnostic Tests; Summative Exams; SIT Referral; SPED Referral Process; State-mandated tests PBMAS Report

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Goal 2. Connect students to college or career opportunities

Objective 1. Provide opportunities for students to enhance their college or career understanding

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide dual credit classes to students. (Target Group: 10th, 11th, 12th, 504) (Strategic Priorities: 3)	CBISD Board of Trustees members, College Counselor, Counselor(s)	Aug- July	(L)College and Career Readiness Standards, (L)College Board Resources, (L)College Night, (L)Local Funds, (S)CTE funds , (S)State & local funding	college enrollment, participation in counselor offerings for college entrance
2. Encourage and support students to take ACT/SAT AP or other college entrance examinations (Target Group: ECD, SPED, AtRisk, 9th, 10th, 11th, 12th, 504) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent, At-Risk Coordinator, College Counselor, Core Subject Teachers, Counselor(s), Credit Recovery Coordinator, Department Chair, Department Heads, Principal			test results
3. Provide a robust selection of CTE classes in CBISD and with Brazosport College (Target Group: All, 9th, 10th, 11th, 12th) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent, At-Risk Coordinator, Counselor(s), Credit Recovery Coordinator, Department Chair, Principal		(F)Perkins-CTE, (L)College and Career Readiness Standards, (L)College Board Resources, (L)College Night, (S)State & local funding	enrollment and certification
4. Continue to add certifications for students to earn which can prepare them for immediate career options (Target Group: 11th, 12th) (Strategic Priorities: 3)	Assistant Superintendent, College Counselor, Principal	Aug- July		CTE certifications earned
5. Provide for credit recovery to provide for graduation and potential college or career options (Target Group: ECD, AtRisk, 9th, 10th, 11th, 12th) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent, Assistant Superintendent for Student Services, At-Risk Coordinator, Credit Recovery Coordinator, Principal		(S)Instructional Materials Allot, (S)State & local funding , (S)State Comp Ed Personnel, (S)State Compensatory Ed	successful credit recovery credits earned

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Goal 2. Connect students to college or career opportunities

Objective 1. Provide opportunities for students to enhance their college or career understanding

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Expand the accessibility to technology for all students and staff in EE-12 to enhance computer literacy skills for the 21st century and reflected in the College and Career Readiness Standards. (Title I SW: 2,10) (Target Group: All)	Administrative Council, Assistant Principal(s), Assistant Superintendent, CBISD Webmaster, Director of Instruction, Director of Technology, District Technology Committee, Instructional Staff, Instructional Technology Director, Librarians, Principal	August-June	(F) Technology, (F)ERATE funding, (L)College and Career Readiness Standards, (O)Local Resources, (S)IMA	Summative - Annual usage reports from district software, Grants expenditures and evaluations
7. Provide all secondary students appropriate career and technical education programs through CTE programs. (Title I SW: 1) (Target Group: All, CTE) (Strategic Priorities: 3)	Counselor(s), Principal, Teacher(s)	August-June	(F)Perkins-CTE - \$36,000, (L)College and Career Readiness Standards, (O)Local Resources, (S)Colleges and Universities, (S)CTE funds	Summative - CTE Reports
8. Develop personal graduation plans for students in grades 7-12 to create rich planning, monitoring and intervention strategies that include credit recovery options, supplemental instruction and assistance. (Title I SW: 1,9,10) (Target Group: All) (Strategic Priorities: 3)	Assistant Superintendent for Student Services, Counselor(s), Principal	August-June	(L)ARD Committee, (L)DMAC Data Analysis Software - \$12,000, (S)State Comp Ed - \$30,000, (S)State Comp Ed Personnel	Summative - Personal Graduation plans State Graduation Report

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Goal 2. Connect students to college or career opportunities

Objective 2. Ensure GT students have access to enriched learning experiences

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for GT students to enrich their learning through the state recommended program, Lego initiative, Maker-Space involvement, Academic UIL and other learning opportunities. (Target Group: GT) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent for Student Services, Counselor(s), Director of Instruction, District Academic UIL Coordinator, Principal, Teacher(s)		(L)Local Funds, (O)Technology allocations, (S)GT, (S)Texas Education Agency	Number of GT activities and GT projects

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Goal 3. Build a strong foundation of early literacy and numeracy

Objective 1. Ensure a highly- qualified PreK program is in place that adheres to the state requirements for staffing, training, parent involvement and curriculum requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide for training using CLI Engage resources and CLASS assessment to ensure high yield teaching strategies are in place. (Title I SW: 3,4,7,9) (Target Group: PRE K) (Strategic Priorities: 2)	Assistant Principal(s), Assistant Superintendent for Student Services, Counselor(s), Homeless/Parent Liaison, Principal, Teacher(s)		(F)District Parent Liaison, (F)Title I, (S)Consultants	Summative - staff training hours, CLASS scores, Student performance in CLI,
2. Involve parents in learning how to work with children and how to support learning. (PreK Parent events, Literacy Nights, Math Nights, Science Nights, CIS) (Title I SW: 6,7) (Target Group: PRE K) (Strategic Priorities: 2)	Assistant Superintendent for Student Services, Communities In Schools, Homeless/Parent Liaison, Principal, Teacher(s)		(F)Parent Liaison, (F)Title I, (S)Consultants	Summative - parental involvement data, training sessions, student outcomes
3. Provide a full day Pre-K Program to support eligible students. Partner with parents and Head Start to build the parent connection. Provide ongoing teacher support to implement CLASS best practices and high yield teaching strategies. (Title I SW: 3,4,6,7,9,10) (Target Group: AtRisk, PRE K, K)	Assistant Principal(s), Assistant Superintendent, CBISD Board of Trustees members, Director of Instruction, Director Spec Programs, Director Staff Dev & Inst Tech, Principal	August- June	(F)Title II Princ/Tchr Improvement - \$60,000, (L)TRS curriculum resources - \$15,000, (S)Consultants - \$30,000, (S)State & local funding - \$300,000, (S)State Comp Ed Personnel - \$200,000, (S)State Guidelines, (S)Texas Education Agency	Summative - PreK assessments from CIRCLE or CLI Engage Kinder assessments from TELPAS, TPRI and Performance Assessments in TEKS Resource system I-Ready results Attendance

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Goal 3. Build a strong foundation of early literacy and numeracy

Objective 2. Ensure systems are in place to assess student needs early, provide strong research based teaching strategies and provide interventions targeting needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a Response to Intervention process to allow timely assistance to students showing needs or deficits. (Title I SW: 3,8,9) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Assistant Superintendent, Core Subject Teachers, Counselor(s), Director of Instruction, District Assessment Coordinator, Instructional Staff, Instructional Technologist, Intervention Staff, Lead Teacher, Principal, Special Ed Teachers	August- June	(F)Federal Funds - \$520,000, (L)Local Funds, (S)State Compensatory Ed - \$300,000	Summative - State Assessment score showing growth and meeting passing standard. # of students in SSI summer program.
2. All elementary teachers will incorporate the use of learning centers to facilitate skills practice and mastery. (Title I SW: 1,2,3,4,8,9,10) (Target Group: PRE K, K, 1st, 2nd, 3rd, 4th, 5th, 6th)	Assistant Principal(s), Director of Instruction, Instructional Facilitator, Instructional Paraprofessionals, Instructional Staff, Intervention Teachers, Principal	August - May	(L)Annual budget, (S)Consultants, (S)State Guidelines	Summative -
3. All elementary reading teachers will implement the guided reading and balanced literacy reading training. (Title I SW: 1,4,8) (Target Group: All)	Assistant Principal(s), Assistant Superintendent, Core Subject Teachers, Director of Instruction, Director Spec Programs, Director Staff Dev & Inst Tech, Instructional Staff, Intervention Staff, Principal	August - May	(F)Title II Princ/Tchr Improvement, (L)Annual budget, (L)Local Funds, (S)State Guidelines	Summative - STAAR scores Unit assessment scores Walk through data
4. All elementary mathematics teachers will incorporate the CBISD Problem Solving Method and will implement the new TEKS within the curriculum. (Title I SW: 4,9) (Target Group: All, 9th, 10th, 11th, 12th, 2nd, 3rd, 4th, 5th, 6th, 7th , 8th)	Assistant Principal(s), Assistant Superintendent, Core Subject Teachers, Director of Instruction, Instructional Staff, Principal, Sped staff, Teacher(s)	August - May	(F)Title II Princ/Tchr Improvement, (L)Local Funds, (S)State & local funding , (S)State Guidelines	Summative - Staar Scores Unit assessment data Walk through data

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Goal 3. Build a strong foundation of early literacy and numeracy

Objective 2. Ensure systems are in place to assess student needs early, provide strong research based teaching strategies and provide interventions targeting needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Teachers will use Thinking Maps as a graphic organizer for thinking and for planning writing. (Title I SW: 1,4,8,9,10) (Target Group: All)	Assistant Principal(s), Assistant Superintendent, Director of Instruction, Director Spec Programs, Director Staff Dev & Inst Tech, Response to Intervention Team, Staff Development Director, Teacher(s), Trainer of trainer (TOT)	August- June	(F)Title II Princ/Tchr Improvement, (L)Local Funds, (S)State & local funding	Summative - Maps found during walk-throughs STAAR writing scores

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Goal 3. Build a strong foundation of early literacy and numeracy

Objective 3. Provide resources for teachers to use to conduct guided reading/math, conduct mini lessons and provide small group lessons

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training opportunities for staff to learn high yield reading and math strategies for student learning (Title I SW: 3,8) (Target Group: All, PRE K, K, 1st, 2nd, 3rd) (Strategic Priorities: 2)	Assistant Superintendent for Student Services, Director of Instruction, Principal		(F)IDEA (Sped), (F)Title I-Federal, (F)Title II Princ/Tchr Improvement, (L)Local Funds, (L)Thinking Maps, (O)Local Resources, (S)Instructional Materials Allot, (S)Region 4 ESC, (S)Texas Education Agency	Summative - training involvement
2. Provide materials to ensure understanding of standards and strategies to use (Curriculum Plan, Expectations, Fountas and Pinell resources, TEKSRS resources, Reading and Writing Strategies Books, manuals) (Title I SW: 8) (Target Group: All, AtRisk, PRE K, K, 1st, 2nd, 3rd) (Strategic Priorities: 2)	Assistant Principal(s), Assistant Superintendent, Assistant Superintendent for Student Services, Director of Instruction, Director of Technology, Director Spec Programs, Director Staff Dev & Inst Tech, District Assessment Coordinator, Dyslexia specialist, IMA Resources, Instructional Staff, Librarian & Support staff, Principal, Special Ed Teachers, Teacher(s), TEKs Resource System Curriculum	Aug - July	(F)IDEA (Sped), (F)Title I, (L)DMAC Data Analysis Software , (L)Lead4Ward resources, (L)Local Funds, (L)TRS curriculum resources, (O)Technology allocations, (S)Consultants, (S)ESL, (S)GT, (S)Instructional Materials Allot, (S)Region 4 ESC, (S)State & local funding , (S)State Comp Ed, (S)Texas Education Agency	Summative - material use and lesson plans
3. Implement a process of monitoring and evaluation of early learning skills (DIBELS assessment, CLI assessments, IReady, Progress monitoring, Instructional Reflective Practices, Campus PLC process, CLASS assessments, TTESS) (Title I SW: 9) (Target Group: All, PRE K, K, 1st, 2nd, 3rd)	Assistant Principal(s), Assistant Superintendent for Student Services, Campus Testing Coordinator(s), Director of Instruction, Director of Technology, Director Spec Programs, Dyslexia specialist, ESL staff, Head Start Collaborative, IMA Resources, Instructional Staff, Intervention Staff, Librarian & Support staff, Principal, Response to Intervention Team, Special Ed Teachers		(L)DMAC Data Analysis Software , (L)Local Funds, (O)Technology allocations, (S)ESL, (S)Instructional Materials Allot, (S)State & local funding , (S)State Comp Ed	Summative - DIBELS, minutes from meetings, CLASS and TTESS evals information

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Goal 4. Recruit, support and retain teachers and principals

Objective 1. Provide a comprehensive system of professional development to provide teachers with high yield strategies, materials and tools to enhance learning at the highest level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sponsor TEA Academies to enhance reading and math teaching competencies and strategies (Title I SW: 4) (Strategic Priorities: 1)	Assistant Superintendent, Assistant Superintendent for Student Services	Aug- July	(S)State & local funding	attendance at sessions, evidence of implementation
2. Provide ongoing staff development and processes to support the desired teaching and learning strategies. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent, Assistant Superintendent for Student Services, CBISD Board of Trustees members, Principal		(F)Federal Funds, (L)EduHerors, (L)Eduphoria, (L)Lead4Ward resources, (L)Local Funds, (L)TRS curriculum resources, (S)Consultants	

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Goal 4. Recruit, support and retain teachers and principals

Objective 2. Provide Principals with support to implement the PLC process and support rigorous instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure principals obtain PLC training. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Assistant Superintendent for Student Services, Principal		(F)Title I, (F)Title II Princ/Tchr Improvement, (L)Local Funds	attendance at conferences, PLC plans
2. Provide a framework of expectations for implementation of district priorities. (Strategic Priorities: 1)	Assistant Superintendent, Assistant Superintendent for Student Services, CBISD Board of Trustees members, Director Spec Programs, Director Staff Dev & Inst Tech		(F)Title II Princ/Tchr Improvement, (S)Consultants, (S)State & local funding	Framework, monitoring info

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Goal 4. Recruit, support and retain teachers and principals

Objective 3. Support and expand student teaching opportunities and other recruiting measures with colleges in the area

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recruit at colleges in the area and expand outreach (Title I SW: 3) (Strategic Priorities: 1)	Director of Human Resources and Public Relations, Principal	Aug=July	(O)Local Resources	Summative -

Expenditures

Resource	Source	Strategy	Amount
Technology	Federal	2.1.6	
Colleges and Universities	State	1.2.6, 2.1.7	
Communities in Schools	State	1.3.2, 1.4.1, 1.4.2, 1.5.1	\$160,000
Consultants	State	1.2.6, 1.5.2, 1.7.1, 3.1.1, 3.1.2, 3.1.3, 3.2.2, 3.3.2, 4.1.2, 4.2.2	\$30,000
Consultants Training	State	1.5.1	
CTE funds	State	2.1.1, 2.1.7	
District Parent Liaison	Federal	1.2.4, 1.3.2, 1.4.1, 1.4.2, 1.5.2, 3.1.1	\$50,000
DMAC Data Analysis Software	Local	1.2.1, 1.7.1, 1.7.2, 1.8.1, 2.1.8, 3.3.2, 3.3.3	\$44,000
EduHeros	Local	4.1.2	
Eduphoria	Local	1.7.1, 4.1.2	
ERATE funding	Federal	1.7.1, 2.1.6	
ESL	State	3.3.2, 3.3.3	
Federal Funds	Federal	3.2.1, 4.1.2	\$520,000
GT	State	1.2.4, 2.2.1, 3.3.2	
IDEA (Sped)	Federal	1.2.4, 3.3.1, 3.3.2	
IMA	State	2.1.6	
Instructional Materials Allot	State	2.1.5, 3.3.1, 3.3.2, 3.3.3	
Lead4Ward resources	Local	1.2.1, 1.7.2, 3.3.2, 4.1.2	\$4,000
Local Funds	Local	1.1.1, 1.1.2, 1.1.3, 1.2.4, 1.6.2, 1.7.2, 2.1.1, 2.2.1, 3.2.1, 3.2.3, 3.2.4, 3.2.5, 3.3.1, 3.3.2, 3.3.3, 4.1.2, 4.2.1	\$206,000
Local Resources	Other	1.2.1, 1.2.4, 1.3.1, 1.3.2, 1.4.1, 1.8.1, 2.1.6, 2.1.7, 3.3.1, 4.3.1	\$200,000
Parent Liaison	Federal	1.2.4, 1.2.6, 1.5.1, 1.7.2, 3.1.2	\$100,000
Perkins-CTE	Federal	2.1.3, 2.1.7	\$36,000
PTO Campus Committees	Local	1.4.1	
Region 4 ESC	State	1.6.2, 1.7.2, 3.3.1, 3.3.2	\$30,000
SHARS	State	1.2.4	\$280,000
Skyward	Local	1.2.1, 1.3.1, 1.8.1	\$11,000
State & local funding	State	1.1.1, 1.1.2, 1.3.2, 2.1.1, 2.1.3, 2.1.5, 3.1.3, 3.2.4, 3.2.5, 3.3.2, 3.3.3, 4.1.1, 4.2.2	\$300,000
State Comp Ed	State	2.1.8, 3.3.2, 3.3.3	\$30,000

Expenditures

Resource	Source	Strategy	Amount
State Comp Ed Personnel	State	1.2.4, 1.3.2, 1.7.2, 1.8.1, 2.1.5, 2.1.8, 3.1.3	\$750,000
State Compensatory Ed	State	1.2.4, 2.1.5, 3.2.1	\$300,000
State Guidelines	State	3.1.3, 3.2.2, 3.2.3, 3.2.4	
Technology allocations	Other	2.2.1, 3.3.2, 3.3.3	
Title I	Federal	1.1.3, 1.2.4, 1.5.1, 1.5.2, 1.7.2, 1.8.1, 3.1.1, 3.1.2, 3.3.2, 4.2.1	\$1,260,000
Title I-Federal	Federal	1.1.2, 3.3.1	\$5,000
Title II Princ/Tchr Improvement	Federal	1.1.1, 1.1.2, 1.6.2, 1.7.1, 1.7.2, 1.8.1, 3.1.3, 3.2.3, 3.2.4, 3.2.5, 3.3.1, 4.2.1, 4.2.2	\$426,000
Title III Bilingual / ESL	Federal	1.2.4, 1.6.1, 1.6.2, 1.7.2	\$16,500
Title IV Safe and Drug Free	Federal	1.5.2	
TRS curriculum resources	Local	1.2.1, 1.7.1, 1.7.2, 1.8.1, 3.1.3, 3.3.2, 4.1.2	\$44,000
38 Resource(s)			Total: \$4,802,500

TEXAS EDUCATION AGENCY
2017 Accountability Summary
 BARROW EL (020907107) - COLUMBIA-BRAZORIA ISD

Accountability Rating

Met Standard

Met Standards on

- Student Achievement
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- Student Progress

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation



Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

DISTINCTION EARNED

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

NO DISTINCTION EARNED

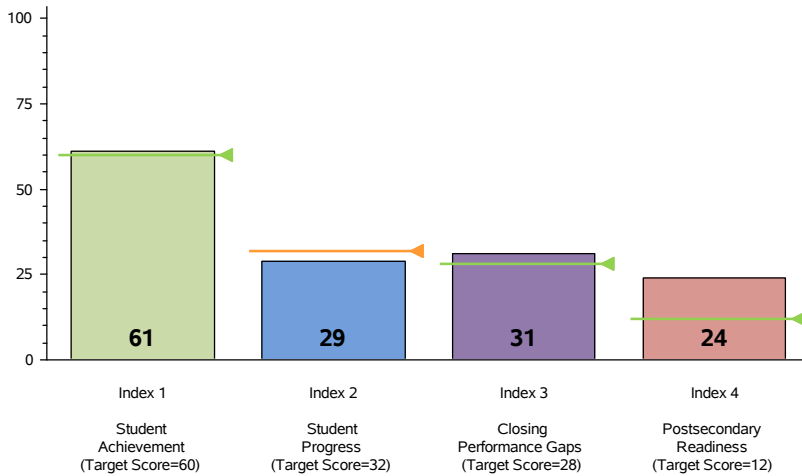
Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	484	791	61
2 - Student Progress	350	1,200	29
3 - Closing Performance Gaps	549	1,800	31
4 - Postsecondary Readiness			
STAAR Score	24.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		24

Campus Demographics

Campus Type	Elementary
Campus Size	637 Students
Grade Span	EE - 06
Percent Economically Disadvantaged	63.6
Percent English Language Learners	9.7
Mobility Rate	17.5
Percent Served by Special Education	8.2
Percent Enrolled in an Early College High School Program	0.0

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	9 out of 19 = 47%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	23 out of 33 = 70%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

Texas Education Agency
2017 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
BILINGUAL EDUCATION/ENGLISH AS A SECOND LANGUAGE

County-District Number: 020907
District Name: COLUMBIA-BRAZORIA ISD

Region 04

INDICATOR	2017 PL 0 CUT POINTS	2017 DISTRICT RATE	2017 NUMERATOR	2017 DENOMINATOR	2016 NUMERATOR	2016 DENOMINATOR	2015 NUMERATOR	2015 DENOMINATOR	2017 INDICATOR PERFORMANCE LEVEL

1. BE STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	70.0 - 100	*	*	*	*	*	*	*	No Data
(ii) READING	70.0 - 100	*	*	*	*	*	*	*	No Data
(iii) SCIENCE	65.0 - 100	*	*	*	*	*	*	*	No Data
(iv) SOCIAL STUDIES	65.0 - 100	*	*	*	*	*	*	*	No Data
(v) WRITING	70.0 - 100	*	*	*	*	*	*	*	No Data
2. ESL STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	70.0 - 100	49.2	30	61	27	44	20	44	3
(ii) READING	70.0 - 100	39.3	24	61	19	44	18	44	3
(iii) SCIENCE	65.0 - 100	25.0 / 38.5 / 30.8	*	*	5	13	*	*	3 SA
(iv) SOCIAL STUDIES	65.0 - 100	*	*	*	*	*	*	*	NA SA
(v) WRITING	70.0 - 100	26.7	5	17	*	*	*	*	3
3. LEP (NOT SERVED IN BE/ESL) STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	70.0 - 100	56.5	9	16	10	15	7	15	2
(ii) READING	70.0 - 100	28.3	6	16	*	*	*	*	3
(iii) SCIENCE	65.0 - 100	57.1	*	*	*	*	*	*	NA SA
(iv) SOCIAL STUDIES	65.0 - 100	*	*	*	*	*	*	*	No Data
(v) WRITING	70.0 - 100	*	*	*	*	*	*	*	NA SA
4. LEP YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	70.0 - 100	80.0	*	*	8	13	*	*	0
(ii) READING	70.0 - 100	80.0	*	*	8	13	*	*	0
(iii) SCIENCE	65.0 - 100	*	*	*	*	*	*	*	0
(iv) SOCIAL STUDIES	65.0 - 100	*	*	*	*	*	*	*	No Data
(v) WRITING	70.0 - 100	*	*	*	*	*	*	*	0
5. LEP STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	65.0 - 100	*	*	*	*	*	*	*	NA SA
(ii) SCIENCE	75.0 - 100	60.0	*	*	*	*	*	*	NA SA
(iii) SOCIAL STUDIES	70.0 - 100	71.4	*	*	*	*	*	*	0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	36.4	*	*	*	*	*	*	NA
6. LEP ANNUAL DROPOUT RATE (GRADES 7-12)			----- 2015-16 -----		----- 2014-15 -----		----- 2013-14 -----		
	0 - 1.8	*	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
			*	*	*	*	*	*	
7. LEP GRADUATION RATE			----- 2015-16 -----		----- 2014-15 -----				
	80.0 - 100	*	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>			0
			*	*	*	*			
8. TELPAS READING BEGINNING PROFICIENCY LEVEL RATE			<u>BEGINNING</u>	<u>TESTED</u>	<u>BEGINNING</u>	<u>TESTED</u>	<u>BEGINNING</u>	<u>TESTED</u>	
	0 - 7.5	11.1	9	81	6	62	*	*	2
9. TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS			<u>BEG./INT.</u>	<u>TESTED</u>	<u>BEG./INT.</u>	<u>TESTED</u>	<u>BEG./INT.</u>	<u>TESTED</u>	
	0 - 7.5	7.5	*	*	*	*	*	*	0

Detailed information on the assignment of performance levels can be found in the '2017 PBMAS Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR® performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards. An asterisk (*) is used to mask data in order to protect student confidentiality.

Texas Education Agency
2017 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
CAREER AND TECHNICAL EDUCATION

County-District Number: 020907
District Name: COLUMBIA-BRAZORIA ISD

Region 04

INDICATOR	2017 PL 0 CUT POINTS	2017 DISTRICT RATE	2017 NUMERATOR	2017 DENOMINATOR	2016 NUMERATOR	2016 DENOMINATOR	2015 NUMERATOR	2015 DENOMINATOR	2017 INDICATOR PERFORMANCE LEVEL

1. CTE STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	65.0 - 100	76.6	118	154	54	81	36	46	0
(ii) SCIENCE	75.0 - 100	83.8	129	154	71	77	*	*	0
(iii) SOCIAL STUDIES	70.0 - 100	83.9	135	161	83	97	49	60	0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	60.2	231	384	132	208			0
2. CTE LEP STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	65.0 - 100	*	*	*	*	*	*	*	No Data
(ii) SCIENCE	75.0 - 100	*	*	*	*	*	*	*	0
(iii) SOCIAL STUDIES	70.0 - 100	*	*	*	*	*	*	*	NA SA
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	*	*	*	*	*	*	*	0
3. CTE ECONOMICALLY DISADVANTAGED STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	65.0 - 100	75.3	70	93	25	34	10	17	0
(ii) SCIENCE	75.0 - 100	73.1	49	67	*	*	*	*	1
(iii) SOCIAL STUDIES	70.0 - 100	76.5	52	68	32	39	19	26	0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	52.2	97	186	49	84			1
4. CTE SPED STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	65.0 - 100	36.7	11	30	*	*	*	*	3
(ii) SCIENCE	75.0 - 100	23.5	*	*	*	*	*	*	NA SA
(iii) SOCIAL STUDIES	70.0 - 100	41.2	5	19	6	11	*	*	3
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	2.0	*	*	6	25			4
5. CTE ANNUAL DROPOUT RATE (GRADES 9-12)			----- 2015-16 -----		----- 2014-15 -----		----- 2013-14 -----		
	0 - 2.8	0.9	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
			*	*	*	*	*	*	
6. CTE GRADUATION RATE			----- 2015-16 -----		----- 2014-15 -----		----- 2013-14 -----		
	80.0 - 100	96.9	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	0
			154	159	71	81	150	154	
7. CTE NONTRADITIONAL COURSE COMPLETION RATE - MALES			----- 2015-16 -----						
			MALE	ALL					
			COMPLETE	COMPLETE					
			FEMALE	FEMALE					
	<u>STATE RATE</u>		<u>COURSES</u>	<u>COURSES</u>					
	39.6	50.8	121	238					Report Only
8. CTE NONTRADITIONAL COURSE COMPLETION RATE - FEMALES			----- 2015-16 -----						
			FEMALE	ALL					
			COMPLETE	COMPLETE					
			MALE	MALE					
	<u>STATE RATE</u>		<u>COURSES</u>	<u>COURSES</u>					
	31.9	22.5	36	160					Report Only

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Texas Education Agency
2017 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
EVERY STUDENT SUCCEEDS ACT

County-District Number: 020907
District Name: COLUMBIA-BRAZORIA ISD

Region 04

INDICATOR	2017 PL 0 CUT POINTS	2017 DISTRICT RATE	2017 NUMERATOR	2017 DENOMINATOR	2016 NUMERATOR	2016 DENOMINATOR	2015 NUMERATOR	2015 DENOMINATOR	2017 INDICATOR PERFORMANCE LEVEL

1. TITLE I, PART A STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	70.0 - 100	69.4	656	945	665	881	586	865	1
(ii) READING	70.0 - 100	63.3	598	945	607	882	596	864	1
(iii) SCIENCE	65.0 - 100	73.0	149	204	171	246	125	200	0
(iv) SOCIAL STUDIES	65.0 - 100	*	*	*	*	*	*	*	No Data
(v) WRITING	70.0 - 100	50.2	112	223	126	206	119	247	2
2. TITLE I, PART A STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	65.0 - 100	60.0	*	*	*	*	*	*	NA SA
(ii) SCIENCE	75.0 - 100	*	*	*	*	*	*	*	0
(iii) SOCIAL STUDIES	70.0 - 100	*	*	*	*	*	*	*	NA SA
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	37.5	*	*	*	*	*	*	NA
3. TITLE I, PART A ANNUAL DROPOUT RATE (GRADES 7-12)			----- 2015-16 -----		----- 2014-15 -----		----- 2013-14 -----		
	0 - 1.8	*	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
4. TITLE I, PART A GRADUATION RATE			----- 2015-16 -----		----- 2014-15 -----		----- 2013-14 -----		
	80.0 - 100	60.0	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	NA
5. MIGRANT STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	70.0 - 100	*	*	*	*	*	*	*	No Data
(ii) READING	70.0 - 100	*	*	*	*	*	*	*	No Data
(iii) SCIENCE	65.0 - 100	*	*	*	*	*	*	*	No Data
(iv) SOCIAL STUDIES	65.0 - 100	*	*	*	*	*	*	*	No Data
(v) WRITING	70.0 - 100	*	*	*	*	*	*	*	No Data
6. MIGRANT STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	65.0 - 100	*	*	*	*	*	*	*	No Data
(ii) SCIENCE	75.0 - 100	*	*	*	*	*	*	*	No Data
(iii) SOCIAL STUDIES	70.0 - 100	*	*	*	*	*	*	*	No Data
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	*	*	*	*	*	*	*	No Data
7. MIGRANT ANNUAL DROPOUT RATE (GRADES 7-12)			----- 2015-16 -----		----- 2014-15 -----		----- 2013-14 -----		
	0 - 1.8	*	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	No Data
8. MIGRANT GRADUATION RATE			----- 2015-16 -----		----- 2014-15 -----		----- 2013-14 -----		
	80.0 - 100	*	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	No Data

Detailed information on the assignment of performance levels can be found in the '2017 PBMAS Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR® performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards. An asterisk (*) is used to mask data in order to protect student confidentiality.

Texas Education Agency
2017 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
SPECIAL EDUCATION

County-District Number: 020907
District Name: COLUMBIA-BRAZORIA ISD

Region 04

INDICATOR	2017 PL 0 CUT POINTS	2017 DISTRICT RATE	2017 NUMERATOR	2017 DENOMINATOR	2016 NUMERATOR	2016 DENOMINATOR	2015 NUMERATOR	2015 DENOMINATOR	2017 INDICATOR PERFORMANCE LEVEL

1. SPED STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	70.0 - 100	43.8	46	105	32	102	27	103	2
(ii) READING	70.0 - 100	36.8	39	106	26	102	18	103	3
(iii) SCIENCE	65.0 - 100	30.6	11	36	10	41	5	34	3
(iv) SOCIAL STUDIES	65.0 - 100	9.7	*	*	*	*	*	*	4
(v) WRITING	70.0 - 100	25.7	9	35	5	27	*	*	3
2. SPED YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	70.0 - 100	14.3	*	*	5	8	*	*	NA SA
(ii) READING	70.0 - 100	*	*	*	*	*	*	*	NA SA
(iii) SCIENCE	65.0 - 100	*	*	*	*	*	*	*	NA SA
(iv) SOCIAL STUDIES	65.0 - 100	*	*	*	*	*	*	*	No Data
(v) WRITING	70.0 - 100	*	*	*	*	*	*	*	NA SA
3. SPED STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	65.0 - 100	39.5	15	38	5	28	7	26	3
(ii) SCIENCE	75.0 - 100	36.7	6	24	11	23	*	*	3
(iii) SOCIAL STUDIES	70.0 - 100	38.8	9	27	11	32	11	21	3
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	4.5	*	*	12	60			4
4. SPED STAAR® ALTERNATE 2 PARTICIPATION RATE			<u>STAAR® ALTERNATE</u>	<u>DOCUMENTS SUBMITTED</u>	<u>STAAR® ALTERNATE</u>	<u>DOCUMENTS SUBMITTED</u>	<u>STAAR® ALTERNATE</u>	<u>DOCUMENTS SUBMITTED</u>	
	0 - 10.0	17.3	18	104	14	103	5	103	3
5. SPED REGULAR EARLY CHILDHOOD PROGRAM RATE (AGES 3-5)			<u>SETTINGS RECP</u>	<u>SPED STUDENTS</u>	<u>SETTINGS RECP</u>	<u>SPED STUDENTS</u>	<u>SETTINGS RECP</u>	<u>SPED STUDENTS</u>	
ALL STUDENTS	30.0 - 100	38.1	*	*	8	18	10	20	0
6. SPED REGULAR CLASS >=80% RATE (AGES 6-21)			<u>SETTINGS >=80%</u>	<u>SPED STUDENTS</u>	<u>SETTINGS >=80%</u>	<u>SPED STUDENTS</u>			
ALL STUDENTS	70.0 - 100	77.8	*	*	177	225			0
7. SPED REGULAR CLASS <40% RATE (AGES 6-21)			<u>SETTINGS <40%</u>	<u>SPED STUDENTS</u>	<u>SETTINGS <40%</u>	<u>SPED STUDENTS</u>			
ALL STUDENTS	0 - 10.0	10.4 / 11.1	*	*	25	225			0 RI
8. SPED SEPARATE SETTINGS RATE (AGES 6-21)			<u>SEPARATE SETTINGS</u>	<u>SPED STUDENTS</u>					
ALL STUDENTS	<u>STATE RATE</u> 0.5	*	*	*					Report Only
9. SPED ANNUAL DROPOUT RATE (GRADES 7-12)			----- 2015-16 ----- <u>DROPOUTS</u>	----- 2015-16 ----- <u>ATTEND</u>	----- 2014-15 ----- <u>DROPOUTS</u>	----- 2014-15 ----- <u>ATTEND</u>	----- 2013-14 ----- <u>DROPOUTS</u>	----- 2013-14 ----- <u>ATTEND</u>	
	0 - 1.8	1.4	*	*	5	152	*	*	0
10. SPED GRADUATION RATE			----- 2015-16 ----- <u>GRADUATES</u>	----- 2015-16 ----- <u>CLASS</u>	----- 2014-15 ----- <u>GRADUATES</u>	----- 2014-15 ----- <u>CLASS</u>	----- 2013-14 ----- <u>GRADUATES</u>	----- 2013-14 ----- <u>CLASS</u>	
	80.0 - 100	82.1	23	28	12	17	*	*	0
11. SPED REPRESENTATION			<u>SPED STUDENTS</u>	<u>ALL STUDENTS</u>					
			259	3,168					

Detailed information on the assignment of performance levels can be found in the '2017 PBMAS Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. For SPED Indicators #7, #8, and #11, data pertaining to significant disproportionality (SD) are provided only for districts that exceed the established SD threshold. An asterisk (*) is used to mask data in order to protect student confidentiality.

Texas Education Agency
 2017 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
 PERFORMANCE LEVEL SUMMARY
 (NOT INCLUDING REPORT ONLY INDICATORS)

County-District Number: 020907
 District Name: COLUMBIA-BRAZORIA ISD

Region 04

	BE/ESL				CTE				ESSA		SPED	
*****	*****				*****				*****		*****	
STAAR® 3-8 PASSING RATE	BE	ESL	LEP NOT SERVED	LEP YAE	ALL CTE	CTE LEP	CTE ED	CTE SPED	TITLE I PART A	MIGRANT	ALL SPED	SPED YAE
MATHEMATICS	No Data	3	2	0					1	No Data	2	NA SA
READING	No Data	3	3	0					1	No Data	3	NA SA
SCIENCE	No Data	3 SA	NA SA	0					0	No Data	3	NA SA
SOCIAL STUDIES	No Data	NA SA	No Data	No Data					No Data	No Data	4	No Data
WRITING	No Data	3	NA SA	0					2	No Data	3	NA SA
STAAR® EOC PASSING RATE			LEP									
MATHEMATICS			NA SA		0	No Data	0	3	NA SA	No Data	3	
SCIENCE			NA SA		0	0	1	NA SA	0	No Data	3	
SOCIAL STUDIES			0		0	NA SA	0	3	NA SA	No Data	3	
ENGLISH LANGUAGE ARTS			NA		0	0	1	4	NA	No Data	4	
SPED STAAR® ALTERNATE 2 PARTICIPATION RATE												3
TELPAS READING BEGINNING PROFICIENCY LEVEL RATE		2										
TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS		0										
ANNUAL DROPOUT RATE		0				0			0	No Data	0	
GRADUATION RATE		0				0			NA	No Data	0	
SPED REGULAR EARLY CHILDHOOD PROGRAM RATE (AGES 3-5)											0	
SPED REGULAR CLASS >=80% RATE (AGES 6-21)											0	
SPED REGULAR CLASS <40% RATE (AGES 6-21)											0	RI
For information about the four indicators below, visit "http://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Data_and_Reports/Local_Educational_Agency_Reports_and_Requirements/#LEA_Determinations" or contact the Division of Special Student Populations at (512)463-9414.												
For assistance with data collection and reporting requirements for these indicators, contact your regional education service center special education contact at "http://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Parent_and_Family_Resources/Education_Service_Center_Technical_Assistance/".												
STATE PERFORMANCE PLAN (SPP) COMPLIANCE INDICATORS												0
VALID, RELIABLE, AND TIMELY DATA												0
STATUS OF UNCORRECTED NONCOMPLIANCE												0
FINANCIAL AUDITS												0
PBMAS PEROFMANCE LEVEL MEAN		BE/ESL				CTE			ESSA			SPED
		1.3				0.8			0.7			1.6

Comprehensive Needs Assessment

Demographics

Demographics Summary

Barrow enrollment decreased this school year. The job market in the area has greatly impacted Barrow's enrollment over the past several year. Barrow has had an increased number of students move in from out of state due to the local industry jobs.

Student Information	Count	Percent
Total Students:	615	100.0%
Students by Grade:		
Early Childhood Education	5	0.8%
Pre-Kindergarten	38	6.2%
Kindergarten	91	14.8%
Grade 1	77	12.5%
Grade 2	83	13.5%
Grade 3	73	1.9%
Grade 4	77	12.5%
Grade 5	89	14.5%
Grade 6	82	3.3%

Ethnic Distribution:		
African American	72	11.7%
Hispanic	184	29.9%
White	340	55.3%
American Indian	0	0.0%
Asian	1	0.2%
Pacific Islander	0	0.0%
Two or More Races	8	2.9%
Economically Disadvantaged	355	57.7%
Non-Educationally Disadvantaged	260	42.3%
English Language Learners (ELL)	51	8.3%
At-Risk	245	39.8%
Mobility (2014-2015)	114	19.8%

Campus	Percent	
Total Staff	58.8	100.0%
Professional Staff:	45.8	77.9%
Teachers	40.8	69.4%
Professional Support	3.0	5.1%

Comprehensive Needs Assessment

Demographics Summary (Continued)

Campus Administration (School Leadership)	2.0	3.4%
Educational Aides:	13.0	22.1%
Total Minority Staff:	16.0	27.2%
Teachers by Ethnicity and Sex:		
African American	5.0	12.3%
Hispanic	5.0	12.3%
White	30.8	75.5%
American Indian	0.0	0.0%
Asian	0.0	0.0%
Pacific Islander	0.0	0.0%
Two or More Races	0.0	0.0%
Males	2.2	5.4%
Females	38.6	94.6%
Teachers by Highest Degree Held:		
No Degree	1.0	2.5%
Bachelors	34.8	85.2%
Masters	5.0	12.4%
Doctorate	0.0	0.0%
Teachers by Years of Experience:		
Beginning Teachers	2.0	4.9%
1-5 Years Experience	10.0	24.6%
6-10 Years Experience	6.6	16.3%
11-20 Years Experience	13.0	32.0%
Over 20 Years Experience	9.1	22.2%
Number of Students per Teacher	15.1	n/a
Average Years Experience of Teachers:		
Average Years Experience of Teachers with District:	10.0	

Comprehensive Needs Assessment

Demographics Summary (Continued)

Student Achievement

Student Achievement Summary

There are several different ways we are able to disaggregate data to monitor student achievement which include computer programs, teacher records and staff observations. For the most part, student data is similar across different sources. When student data does not align, staff members analyze the source to reevaluate the student/skill/situation based on other data sources available to them. When data is disaggregated by ethnicity, gender, socioeconomic status, special program, or other category, it gives staff members a cleared indication of areas that may need to be more closely monitored to grow students as needed. Staff is able to use this information to create their intervention groups based on student needs. Teachers and paras are then able to focus on small group instruction to meet the needs of the student.

Barrow STAAR scores: State average:
3rd Math – 62% (56 students passing) 76
3rd Reading – 62% (56 students passing) 72

4th Writing – 38% (32 students passing) 63
4th Math – 50% (41 students passing) 75
4th Reading – 44% (36 students passing) 70

5th Math - 84% (combine 1st & 2nd administration) 86
5th REading - 82 % (combine 1st & 2nd administration) 81
5th Science – 77% (57 students passing)

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

6th Math – 50% (48 students)	75
6th Reading – 60% (58 students passing)	67

The biggest area of growth and achievement on the state assessment for Barrow is 5th Grade.

School Culture and Climate

School Culture and Climate Summary

The staff agreed they wanted Barrow to be a '*School of Excellence*'. To achieve this, they chose to focus on 'High Expectations and Pride' in the classrooms and to continue to 'Build Relationships'. Barrow staff members worked hard last year on building relationships among each other, with students and within the community and felt that was an important area to continue building upon. These two focal points tie in nicely with the schools mission and vision statements.

At Barrow, we continue to focus on all the needs of our students including social and emotional. Students tend to perform better, try harder, if they feel they are in a safe environment and feel a connection to the adult. At Barrow, everyone is expected to be respectful and show kindness to others. Students and staff are recognized to their positive behavior and going above and beyond.

Overall Barrow is a safe campus, but when a concern is brought to our attention, staff members address the situation and assist in finding a solution to the problem as quickly as possible.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Summary

Barrow along with CBISD will continue to seek and hire the most qualified teachers and staff possible. Currently, all staff members meet the highly qualified requirements set forth by the district. Barrow has a 'mentor' program for new teachers to the campus. This program allows new teachers to feel welcomed/comfortable/supported in their new setting/with their new school family. Barrow staff members work together to ensure the students are receiving a quality education and support each other as needed. At Barrow, we have weekly PLC - Collaborative Time meetings. During this time, teachers and administrators discuss student Each wee meet on a weekly basis to discuss the needs of our students and campus. A plan of action is created to address the needs.

Staff Information	Count/Average	Percent
Total Staff	58.8	100.0%
Professional Staff:	45.8	77.9%
Teachers	40.8	69.4%
Professional Support	3.0	5.1%
Campus Administration (School Leadership)	2.0	3.4%
Educational Aides:	13.0	22.1%
Total Minority Staff:	16.0	27.2%
Teachers by Ethnicity and Sex:		
African American	5.0	12.3%
Hispanic	5.0	12.3%
White	30.8	75.5%
American Indian	0.0	0.0%
Asian	0.0	0.0%
Pacific Islander	0.0	0.0%
Two or More Races	0.0	0.0%
Males	2.2	5.4%
Females	38.6	94.6%
Teachers by Highest Degree Held:		
No Degree	1.0	2.5%
Bachelors	34.8	85.2%
Masters	5.0	12.4%
Doctorate	0.0	0.0%
Teachers by Years of Experience:		
Beginning Teachers	2.0	4.9%
1-5 Years Experience	10.0	24.6%
6-10 Years Experience	6.6	16.3%

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

11-20 Years Experience	13.0	32.0%
Over 20 Years Experience	9.1	22.2%
Number of Students per Teacher	15.1	

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Summary

Barrow will continue to strengthen the quality of education at our younger grade levels. CBISD has contracted with Liz Plaster an Emotional Intelligence and CLASS trained coach. The district has also contracted with Karyn Huskisson, a Reading Specialist through Region 4. Barrow will continue to focus on reading skills at each grade level to strength students' reading abilities. Staff members will strengthen the intervention programs that are being used at Barrow to grow students in their areas of weakness or assist our students to excel beyond their current level. Teachers will meet at least weekly to collaborate with their peers and vertically at least two times a semester to collaborate on students' needs as they move to future grades. Elementary campuses will continue to meet and reflect on quality lesson plans to increase vertical alignment between each grade level. Utilizing the scope and sequence of TRS and supplementing with district aligned research-based programs. Our district works collaboratively with CIS to provide quality tutoring, parent involvement and community awareness which involves numerous programs.

Family and Community Involvement

Family and Community Involvement Summary

Barrow will continue to work with Communities IN School and our PTO to offer a variety of programs for our students, families and the community. CIS collaborates with Barrow personnel to bring in programs for students during the school day. Together, we also host a variety of evening events throughout the school year so that parents and families have an opportunity to be a part of their students' school world. CIS also provides many resources to students and their families as their needs arrive. PTO continues to provide funding for student learning and incentives. They are a great supporter of our staff as well. The PTO program participation is slowly growing. We have several regular volunteers that assist at Barrow.

School Context and Organization

School Context and Organization Summary

Comprehensive Needs Assessment

Barrow staff agreed they wanted to be a "School of Excellence" this year. They identified and discussed problems they saw and selected to focus on having "High Expectations and Pride" and "Building Relationships". Schedules were created to support longer blocks of instructional time with fewer interruptions. This supports valuable learning time.

The Leadership team meets to discuss concerns and share ideas to continue to grow Barrow.

Staff members continue to make Barrow a warm, inviting environment for students and visitors to our campus.

Technology

Technology Summary

Barrow staff and students have a great resource with the number of technology devices available to them. There are two working labs plus Chromebook or tablet carts in every classroom. Barrow has a STREAM program that includes iPads and robotic devices. There are two Smart Boards on campus. Along with a number of digital resources and electronic books.

Comprehensive Needs Assessment Data Sources

CIRCLE/CLI PreK results
CLASS results
Community Demographics
Disaggregated STAAR Data
Discipline Referrals
I-Ready results
Meeting Agenda/Sign in/Minutes
Parent Participation
Special Programs Evaluations
Special Student Populations