

Big Spring Independent School District

District Improvement Plan

2023-2024



Mission Statement

The **MISSION** of Big Spring ISD is to instill respect and pride in all by empowering our community of learners - staff, students, and parents - to unite and commit to educational excellence.

Vision

Relentlessly STEERing students toward a successful tomorrow.

Value Statement

The Core Principles that will guide the decisions of the school system are:

- **Recruit and Retain Highly Qualified Staff.**
- **Maintain Integrity and Professionalism at all Times.**
- **Provide a Caring and Safe Environment.**
- **Ensure Instructional Time is Valued.**
- **Provide Ongoing Meaningful Professional Development.**
- **Design and Deliver Relevant and Engaging Instruction.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Big Spring Independent School District (BSISD) serves approximately 4,000 students with diverse backgrounds: 24% Caucasian students, 67% Hispanic students, 5% African American students, and 3% of students falling into the two-or-more category. According to the most recent PEIMS submission (9/19/2022) BSISD's Economically Disadvantaged population is 73.91%. Emergent Bilingual (EB) students comprise 6% and students considered to be At-Risk make up 66%. The overall Title I population stands at 96.51%. BSISD is a Schoolwide Title I district (SW).

Over the past two years, enrollment has fluctuated due to the boom and bust of the oil and gas industry and attendance has suffered somewhat subsequent to COVID-19. Boom years offer more opportunities in the area and can affect the average income of families and the kinds of support students receive at home. In contrast, bust conditions often see home/family supports lessen and create more reliance on school/community resources.

Demographics Strengths

BSISD offers a variety of services and programs: Advanced Placement (AP), Honors, dual credit courses, a wide selection of electives with solid CTE courses, and opportunities to earn industry certifications.

Programs for credit recovery and alternative placements for disciplinary requirements ensure students will not miss daily instruction.

BSISD is blessed with multi-talented students and all students have access to successful fine arts programs: band, choir, theater, and art; in fact, BSISD enjoys a tradition of excellence on the district, area, and state levels in UIL competitions.

Athletic programs provide opportunities for high-quality competition and growth.

Additionally, BSISD serves approximately 13.8% of its students in a strong Special Education program.

BSISD has a full-time Bilingual/ESL Coordinator to establish systemic protocols and grow a Parent and Family Engagement Program to support the 6% EB population to perform better on TELPAS and on STAAR, Domain 3.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Big Spring ISD continues to underperform in Domain 1: Academic Achievement, at the Meets and Masters levels. **Root Cause:** Getting teachers up to capacity for rigorous Tier I instruction can be daunting when teacher turnover is high.

Problem Statement 2: Big Spring ISD met eight of 22 federally set target percentages for sub-pops at the Meets Grade Level in Reading and Math. **Root Cause:** Big Spring ISD continues to struggle with a high teacher turnover rate in highly accountable subjects like RLA and math.

Problem Statement 3: Big Spring ISD failed to meet the Progress Rate on TELPAS, which is counted in Domain 3 of STAAR **Root Cause:** EB students must score at the Meets or Masters level in both reading and math at each grade level or the district will continue to underperform and these students will not thrive.

Problem Statement 4: Although the district showed very nice gains in overall scores, as a whole, Domain III - Closing the Gaps, remains a challenge. **Root Cause:** Daily data analyses of exit tickets and data digs after local assessments have not been as rigorous as necessary at the individual student level.

Student Achievement

Student Achievement Summary

The A-F accountability system allows districts to celebrate the areas where they perform well by computing the highest score achieved among Domain 1, Domain 2a, or Domain 2b. BSISD improved in the Student Achievement Domain to a C; improved to a C rating in Domain 2a and 2b, but failed to make progress in Domain 3: Closing the Gaps and, therefore, is "not rated" for 2022, according to SB 1365. The district will work to increase scores district-wide by identifying student groups failing to meet Domain 3 targets, through intensive data digs, teaching strategies supported at the campus level including daily PLCs coupled with Principal Leadership training, Tier 1 instructional support, and targeted improvement strategies from both the district and regional levels.

The four elementary campuses have invested in a sweeping initiative using the Effective Schools Framework (ESF) to identify priority levers that will lead to essential actions in three (1.1, 3.1, 5.1) of five areas. Each campus has participated in the ESF Diagnostic (Spring 2021) and is engaged in writing targeted plans to provide systemic alignment. In addition, three new teams have formed to help with consistency across campuses, the EPIC Team (Elementary Principals & Instructional Coaches) and Vertical Alignment Teams for math and reading.

The elementary campuses are in year three of a Balanced Literacy program and these administrators and lead teachers are receiving Texas Instructional Leadership (TIL) training; both programs are supported by consultants/coaches who actually come to each campus regularly to engage in walk-throughs, modeling, coaching, feedback, and action steps/goal setting.

The three secondary campuses are participating in their first year of concentrated Texas Instructional Leaders (TIL) training under the guidance of a new secondary curriculum expert. Practices and procedures are being standardized and aligned to address the same three levers, 1.1, 3.1, and 5.1, of the Effective Schools Framework. The simultaneous work across all of BSISD's campuses is already bearing fruit setting them up for optimum performance/growth on this year's STAAR.

The graduation rate remains an area of extreme focus.

Student Achievement Strengths

For the first time since the A-F Accountability System was instituted, both BSI and BSHS received Distinction Designations for Science. These are awarded based on a campus's overall score and its relative performance among 40 other campuses in their comparison group. Goliad Elementary earned two Distinction Designations: 1. Postsecondary Readiness, and 2. Comparative Closing the Gaps.

BSHS earned an overall C rating based on its performance in Domain IIA & B.

BSJHS earned an overall C rating by scoring a C in Domain III, traditionally a difficult feat for the district.

BSI earned a B rating overall but scored less than Goliad in Domain III.

Goliad Elementary met the state standards in accountability raising its status from "comprehensive support" to "improvement progress" by earning an overall B rating; Goliad became the highest-performing campus in the district.

Washington Elementary earned an overall C rating despite being ineligible for Domain IIA, Academic Growth.

The district continues a focus on improving student achievement through data analysis conducted through regular checkpoints at all grade levels. These assessments are analyzed based upon student achievement in correlation with the readiness, support, and process standards that are covered in classes each assessment period. Interventions kick in for students who do not meet the level of performance to show continued and spiraled success; the district uses a Multi-tiered System of Success (MTSS) to assist these students in meeting deficiencies and/or clarifying misconceptions.

The district uses Data Management for Assessment and Curriculum (DMAC) to analyze data within the district. Information can be analyzed from district, campus, class, and sub-population levels. Additionally, the data can be analyzed down to the student expectations (TEKS) and students can be placed into intervention groups to assist teachers in tracking their data on a continual basis throughout the school year.

Daily PLCs provide collaborative learning time for teachers who can look at/analyze daily data, model lessons, identify areas of weakness, and spot trends that can be troublesome or positive; daily analyses can lead to quicker "fixes" allowing for fewer gaps in student learning.

High-quality instructional support programs geared to individual needs in both math and reading are readily available in every classroom.

All students have electronic devices so that digital programs can be accessed outside of school through guidelines set up by the technology department.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Although the district showed very nice gains in overall scores, as a whole, Domain III - Closing the Gaps, remains a challenge. **Root Cause:** Daily data analyses of exit tickets and data digs after local assessments have not been as rigorous as necessary at the individual student level.

Problem Statement 2: The district must score high enough in Domain I so that it doesn't always have to rely on Domain IIB, Relative Performance, for its dominant rating. **Root Cause:** Tier 1 instruction is inconsistent, so the RTI/MTSS needs overwhelm teachers operating with little capacity while simultaneously struggling to learn strategies that meet the needs of all student groups.

Problem Statement 3: Big Spring ISD continues to underperform in Domain 1: Academic Achievement, at the Meets and Masters levels. **Root Cause:** Getting teachers up to capacity for rigorous Tier I instruction can be daunting when teacher turnover is high.

Problem Statement 4: Big Spring ISD met eight of 22 federally set target percentages for sub-pops at the Meets Grade Level in Reading and Math. **Root Cause:** Big Spring ISD continues to struggle with a high teacher turnover rate in highly accountable subjects like RLA and math.

Problem Statement 5: Big Spring ISD failed to meet the Progress Rate on TELPAS, which is counted in Domain 3 of STAAR **Root Cause:** EB students must score at the Meets or Masters level in both reading and math at each grade level or the district will continue to underperform and these students will not thrive.

Problem Statement 6: A low high school graduation rate, counted in Domain III, Closing the Gaps, is hurting both BSHS and BSISD accountability ratings. **Root Cause:** Habitual absenteeism, truancy, lack of parental supervision, etc., must be addressed and deterred as soon as such patterns of behavior are noticed.

Problem Statement 7: Teachers are utilizing digital programs and lessons but are unable to view student screens to ensure engagement with the instruction/activity. Daily assessment data must be as accurate as possible in order for teachers to know the skill level of their students. **Root Cause:** The district must continue to use the GoGuardian suite of products that allow teachers the ability to monitor student online activity.

Problem Statement 8: Not all teachers are using online resources/programs, such as Google Classroom, which, in turn, prevents some students from becoming familiar with instructional resources and even acquiring minimal usage competency. **Root Cause:** Pockets of teacher resistance continue to hamper student access and technological growth for either stakeholder group.

District Culture and Climate

District Culture and Climate Summary

"Climate" is perception-based while "culture" is grounded in shared values and beliefs. Both are integrally important in any organization; they are especially so in a school district.

BSISD has been engaging in a conscious effort to focus public *perception* on all the advantages and positives that have been here for years but have been overshadowed by accountability ratings and staff turnovers. Since the entire state suffers from a shortage of certified teachers, and since accountability is becoming more rigorous and difficult to understand, BSISD actually fares well in comparison to other districts in this area. Accountability ratings continue to improve each year and teacher retention has rebounded from a low point four years ago. Because BSISD has planned for both short and long-term improvements to sustain growth in these areas, it can, once again, shine a light on the programs that have maintained excellence, such as its fine arts programs, which are traditionally winning awards well beyond the district level; its UIL competitions, which, also, perform at the highest levels; its CTE courses that can offer students opportunities for industry certifications and winning programs; its athletic teams, which regularly compete beyond district games/meets. The climate is good here.

Each campus in the district has its own *culture* and climate but BSISD continues to push for a "same team, all in" culture that exudes high expectations, family values, and strong relationships. The district must continuously engage in building the capacity of staff and the potential of students. To do so, however, means we must do the hard work and make the difficult decisions that keep us on track to building and supporting a shared vision that may require simultaneous campus-specific missions that position each to retain and recruit quality staff who, in turn, can maintain and sustain high expectations. Campus leadership, then, must continue to grow and instill a growth mindset on their respective campuses, maintain district processes/procedures, and reach out to and welcome families in the spirit of mutual support that best serves students.

Safety and Security: The district has a complete Emergency Operations Plan (EOP) and is in the process of major upgrades to camera and access control systems. BSISD also has a robust webpage filled with resources to help staff, parents, and students with issues like bullying, school violence, sexual threats/violence, dating violence, sex trafficking, etc. This webpage is updated regularly to remain current with legislative statutes and information.

BSISD has a strong attendance/truancy program to ensure that parents are notified as soon as their children have been determined absent so that families can help in building a culture of high expectations for all students.

District Culture and Climate Strengths

BSISD remains in partnership with Howard College and Texas Tech University to develop teachers from Big Spring who sign MOUs to stay here for at least two years after receiving their teacher certifications; the district wants to continue to pay residencies for these prospective teachers as long as funds remain available.

Recent efforts to further secure all campuses by upgrading/replacing security cameras, providing additional access control measures, and even constructing entrance vestibules where needed have been made possible by supplanting strategic salaries with ESSER II funds and allowing local funds to provide the necessary funding.

BSISD has an anonymous reporting application, *Anonymous Alerts*, to assist us in supporting guidelines set forth in state mandates and statutes, such as prevention and mediation of bullying incidents, and violence: child abuse, family violence, dating violence, and sex trafficking.

The district has a Memorandum of Understanding with the *I Love U Guys Foundation* to provide response /reunification protocols should such a thing be required. BSISD also has a user-friendly webpage filled with resources to help staff, parents, and students with issues like bullying, school violence, sexual threats/violence, dating violence, etc. his webpage is updated regularly to remain current with legislative statutes and information. Many classrooms continue to generate and function by social contracts though the district no longer partners with a vendor.

The district has purchased *GoGuardian Beacon* to allow us to know if/when any student using a district device may be in any state of danger or need. As a result, the district has formed a team consisting of campus representatives and other district personnel to be part of a Student Advocacy Initiative aimed at identifying and supporting students in need/crisis

and matching them up with appropriate social/emotional/mental health services.

BSISD has a complete Emergency Operations Plan customized for the district and approved by a state-mandated (SB 11) district Safety & Security Committee and the Board of Trustees. All campuses have been trained and have a designated safety leader responsible for making rounds every day to check for locked and properly latched doors.

PLCs are required daily at most campuses to foster and maintain a culture of growth and capacity building among teachers and instructional specialists/leaders who need a safe place to collaborate and voice suggestions, ideas, concerns, etc.

BSISD has a dropout problem and is using many resources to change the trajectory for at-risk students. *Communities in Schools* at BSHS and BSJHS, funded by ESSER III, provides students with social, emotional, and behavioral support by using a case-management model to address the difficulties at-risk students face, like habitual absenteeism, addiction tendencies, and poor decision-making skills that can lead to dropping out of school early. Highly regarded and credible speakers/coaches have been researched and may be engaged using ESSER III funds or a combination of funding sources. CTE courses and industry-based certificate programs are constantly being sourced and analyzed for viability for BSISD kids.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Not all campuses are as secure as necessary to meet our expectations and guidance from experts in school safety and security **Root Cause:** Due to growth in student enrollment, plans to eliminate use of one campus when new schools were built had to be reconsidered; as a result, two grade levels are now housed in a building that requires more retrofitting to meet minimal standards.

Problem Statement 2: Current security cameras are difficult to access and to keep functioning properly; some are broken and require replacement **Root Cause:** The camera system in place is actually four separate systems operating from four different programs none of which integrates with the other.

Problem Statement 3: BSHS lacks solid front-door safety/security mitigation techniques, but a vestibule wall could enhance other measures in place. **Root Cause:** This campus pre-dates the need for access control; as a result, the entire building is difficult to completely shut down.

Problem Statement 4: PD must be updated to include training for all staff about dating violence and sex trafficking **Root Cause:** New legislation requires formal training and adoption of materials for instruction on child abuse, family violence, dating violence, and sex trafficking.

Problem Statement 5: All BSISD campuses need upgrades to HVAC systems to improve air quality for safe student/faculty in-person instruction. **Root Cause:** COVID -19 caused mass school closures that resulted in learning loss/gaps and unprecedented social/emotional and mental health issues.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

With the current situation in the oil field and in Howard County, it is becoming increasingly difficult to recruit and retain highly qualified teachers. The teacher shortage across the state is particularly intense in rural West Texas. The turnover rate has steadily increased over the last several years (22%) and our percentage of un-degreed teachers is 12.7 compared to the state's 1.2%. We feel that we are making strides to recruit and retain highly qualified teachers, especially as we resolved to pay stipends to mentor teachers and to supplement district personnel enrolling in Tech Teach programs from our Title II funds and from TCLAS (the state's ESSER III grant) funds. The Tech Teach program has provided us with several newly-certified teachers and we look to continue this partnership into the future as it elevates our local people into highly qualified teachers not looking to leave the community/area.

BSISD has 10% beginning teachers compared to the state at 6.7%

Teachers with: 1-5 years of experience: BSISD 45.8% State 27.8%

6-10 years of experience: BSISD 14% State 20.3%

11-20 years of experience: BSISD 19.6% State 29.1%

21-30 years of experience: BSISD 8.3% State 13%

BSISD average teacher salary by years of experience lags the state in all yearly categories and the overall actual salary for teachers here is \$8560 below that for the state.

We compete with much higher-paying districts in the region

Staff Quality, Recruitment, and Retention Strengths

1. Daily PLCs provide for quality teacher learning from veterans and instructional coaches.
2. All new teachers have an appointed mentor on their campus and/or in their subject area.
3. In addition to the formal T-TESS conferences, teachers are provided with a minimum of five walk-throughs with feedback; more are certainly encouraged.
4. The district utilizes job fairs when practical, radio appeals, newspaper articles, social media, newspaper ads, and multiple net-based job boards to recruit.
5. Aspirationally, the strongest teachers are placed in classrooms with the greatest need; additional certified special education teachers or paraprofessionals provide support for special education students in inclusion classrooms; bilingual paraprofessionals are also hired when available.
6. BSISD partners with ESC 18 for Reading Academy training/certifications and for Texas Instructional Leaders; we also partner with Leach Literacy to support a dedicated three-year balanced literacy framework model.
7. The district uses student assessment data and teacher surveys to determine our professional development needs.
8. BSISD will continue to allot mentor stipends using Title II funds to ensure all new teachers have a specific mentor to provide necessary support in an effort to retain staff.
9. BSISD will continue to supplement Tech Teach candidates, as Title II funds allow and TCLAS funds are available, to enable the recruitment of home-grown folks desiring to

become certified teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Teacher turnover rate is 22% compared to the average state teacher turnover rate of 14.3%. **Root Cause:** A large student/teacher ratio and high-stress levels in accordance with state accountability scores are impacting teacher retention, especially at the tested subject levels.

Problem Statement 2 (Prioritized): Uncertified/unqualified teachers often fail to complete their alternative certification programs in a timely manner. **Root Cause:** Finding highly-qualified teachers is so difficult that we must hire people lacking certifications and/or college degrees.

Problem Statement 3: Big Spring ISD continues to underperform in Domain 1: Academic Achievement, at the Meets and Masters levels. **Root Cause:** Getting teachers up to capacity for rigorous Tier I instruction can be daunting when teacher turnover is high.

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Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

BSISD provides a viable and aligned curriculum based on the Texas Essential Knowledge and Skills standards. The *TEKS Resource System* ensures that all TEKS are logically sequenced units of instruction adhering to a yearly scope and sequence for all subject areas (ESF 5.1) The district provides high-quality resources for grade-level instruction as well as differentiated instructional materials to meet the needs of diverse learners, including students with disabilities and English learners. Professional development is specifically and strategically planned so as to address the needs of teachers who, through data analyses, spot trends that indicate certain training is needed. (ESF 4.1)

BSISD is fortunate to have a specified curriculum department staffed with highly-qualified instructional specialists located on campuses but also mobile, when necessary, to cover multiple campuses (stipends paid from Title II; ESF 4.1). Most of the time, these specialists facilitate daily PLCs (ESF 5.3) to ensure that relevant data are used to track student and teacher growth. They ensure that the district-created lesson plan (ESF 5.1) template is used, understood, analyzed, and annotated after lessons have been taught. Daily data should indicate lesson plan strengths and weaknesses and determine whether re-teach is required before moving on (ESF 5.3). These specialists also model for PLCs and for individual teachers who may need support as they work to build capacity.

Principals, as the instructional leaders on their campuses, work formally with ESC 18 through the Texas Instructional Leaders training. They are encouraged to build campus-level leaders who can assume more responsibilities during PLCs and provide additional support to teachers as BSISD has difficulty recruiting and retaining certified, high-quality teachers (ESF 2.1).

Curriculum, Instruction, and Assessment Strengths

- 1) The district utilizes the TEKS Resource system to lay out a Scope and Sequence for the curriculum by grade level/subject area. Elementary schools have a common lesson plan template designed by the local curriculum specialists to vertically and horizontally align instruction, keep track of student achievement, performance, and document lesson plans and planning documents. High school, junior high, and intermediate school utilize common planning periods to plan lessons and assessments together.
- 2) Data are pulled from *DMAC* in consistent increments from the checkpoint, CFA, or unit assessments(ESF 5.3). Additionally, end-of-year STAAR scores can be broken down in a number of ways from *DMAC*. *NWEA* across all campuses provides ongoing feedback throughout the year as well (for tiered intervention tracking). MTSS tracking data are uploaded to *DMAC*. Formative assessments should be ongoing throughout the year through instruction and observations (ESF 5.1; 5.3). *Lead4Ward* supplies a map of highs and lows in data (Heat Map).
- 3) The Scope and Sequence of the *TEKS Resource System* provides a framework and working knowledge of the academic vocabulary required by subject/grade levels. There is a district-wide common assessment calendar to keep everyone on track (EFS 5.1)
- 4) Data analyses from local assessments and Interim Assessments by the PLCs that follow each should pinpoint areas of weakness and strength in learners. Data are compiled through *DMAC* so that it is easily accessed and broken down.
- 5) A centralized curriculum department disseminates and coaches other teachers on the campuses. Curriculum support specialists help reading and math teachers in aligned instruction and activities across the district. Requiring PD common across the district has given staff a common vocabulary and vision for instructional delivery. The team also creates district-wide checkpoints (ESF 2.1; 5.1)
- 6) Elementary MTSS/enrichment interventions are offered using retired teachers paid with Title I, Part A funds; secondary campuses try to build tutorials into their schedules (double blocking as a possibility) and also will utilize after-school interventions, summer school, extended school year, before-school interventions, and computer support programs. Most of these interventions are designed for struggling learners, and over time, the mission is to assist students in closing the gaps in learning.
- 7) A well-designed lesson should include hands-on, minds-on, purposeful learning. When the learning is relevant to the student, they will retain and learn better.

- 8) Assessment questions are pulled from a number of resources (including *STAARONE*, *TEKS Resource System*, and *TAG*).
- 9) Campuses use *Lead4ward* to gain insight into how to utilize data from STAAR and checkpoints as well as intentional test reviews.
- 10) The district is working toward and can already provide some on-demand professional development, including instructional strategies for reteaching.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: BSISD continues to score below the state and regional average in the percentage of students passing the state assessment in Reading. **Root Cause:** High teacher turnover rate and lack of quality Tier 1 instruction in foundational grade levels, and subsequent grade levels are unable to close gaps substantially.

Problem Statement 2: Big Spring ISD continues to underperform in Domain 1: Academic Achievement, at the Meets and Masters levels. **Root Cause:** Getting teachers up to capacity for rigorous Tier I instruction can be daunting when teacher turnover is high.

Problem Statement 3: Big Spring ISD met eight of 22 federally set target percentages for sub-pops at the Meets Grade Level in Reading and Math. **Root Cause:** Big Spring ISD continues to struggle with a high teacher turnover rate in highly accountable subjects like RLA and math.

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Problem Statement 5: Although the district showed very nice gains in overall scores, as a whole, Domain III - Closing the Gaps, remains a challenge. **Root Cause:** Daily data analyses of exit tickets and data digs after local assessments have not been as rigorous as necessary at the individual student level.

Problem Statement 6: The district must score high enough in Domain I so that it doesn't always have to rely on Domain IIB, Relative Performance, for its dominant rating. **Root Cause:** Tier 1 instruction is inconsistent, so the RTI/MTSS needs overwhelm teachers operating with little capacity while simultaneously struggling to learn strategies that meet the needs of all student groups.

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Problem Statement 8: Not all teachers are using online resources/programs, such as Google Classroom, which, in turn, prevents some students from becoming familiar with instructional resources and even acquiring minimal usage competency. **Root Cause:** Pockets of teacher resistance continue to hamper student access and technological growth for either stakeholder group.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Engagement is an area BSISD is diligently working to improve/expand. Our EB population is growing and requires a dedicated family-school liaison. The district hired a Bilingual/ESL Coordinator who will use 20% of her time, funded with Title III monies, to serve as the Family-School Liaison providing specific supplies and training to engage these families in meaningful and purposeful partnerships.

BSISD has set aside a dedicated room where parents can come and participate in multiple activities to strengthen their connection to school, academic support for their students, and even in learning English themselves. New programs have been purchased using state and federal funds to provide important and much-needed services to our growing EB population.

All campuses receive Title I funds to encourage family participation in school activities and in supporting the academic needs/choices of their children.

Parent and Community Engagement Strengths

1. All campuses hold both a Back to School/ Meet the Teacher Night as well as a Fall Open House each year. Parents and students are encouraged to attend these events in order to meet their student's teachers as well as become more familiar with the school in general.
2. Elementary campuses host monthly Parent Read Nights inviting parents to come read with their children. Often, extra-curricular high school students are also in attendance in order to foster positive role models for younger students.
3. We work with a local 501c3, *Food 2 Kids*, to provide meals to approximately 380 children on weekends. We also have a summer breakfast and lunch program that provides free meals to our students and inexpensive meals for our parents.
4. Some of our families speak Spanish in the home. We also have three or four families with hearing-impaired members, who speak sign language. As for communicating with those families, we provide sign language interpreters at school functions. Written communications to parents are sent home in English and Spanish.
5. We make referrals to local social agencies ie. MHMR and CPS. In addition to relationships with these local government agencies, we also make referrals to local licensed family counselors when appropriate.
6. *Food 2 Kids*, *The Boys and Girls Club*, the *YMCA*, *West Texas Mediation*, numerous Youth Ministers, and the *City of Big Spring* are all community partners dedicated to helping BSISD serve families. We work closely with local media to keep the community informed. Each of our campuses also distributes a weekly newsletter to parents providing tips for helping students with schoolwork.
7. The *HOPE Foundation* grants thousands of dollars to support staff members interested in engaging students in creative projects acceptable by the Foundation's board.
7. We have a specific Family-School Liaison to engage and support families as necessary (paid from Title I funds).
8. All campuses and the district utilize Title I reserved funds to support parent and community engagement

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Too few families respond to campus/district surveys and too few attend activities beyond Meet-the-Teacher nights above the elementary grade levels. **Root Cause:** Better communication and engagement strategies must be employed to involve these stakeholders

District Context and Organization

District Context and Organization Summary

BSISD is the largest district in Howard County and offers all services required by the Texas Educational Code. The district is set up much the same as most districts with a Superintendent and two Assistant Superintendents, one oversees Maintenance and Operations and the other, Academics and Accountability. The district is also served by several Directors in specialized areas, nine Principals and seven Assistant Principals, at least one counselor serves every campus with more on our larger campuses for a total of nine. We have a large Special Education Department, though it is difficult to keep all positions filled; indeed, it is difficult to get enough teachers each year much less certified teachers. We also have a separate Curriculum Dept. located on campuses in the form of Instructional Specialists/Coaches and in a portable building in the Central Office area. The Maintenance Complex houses the district's buses and SUVs, custodial items, the warehouse for receiving and shipping, and the Technology Dept. Technology has numerous employees that serve the district and at least one para-professional on eight campuses to support one-to-one devices.

District Context and Organization Strengths

1. The district provides operational flexibility to campus leaders to ensure campus leaders take ownership of their campus and are afforded the autonomy to lead their campus in a common district direction. The district curriculum team is structured to support campus leaders with professional development based on observational and instructional data. Each campus within the district is equipped with technology in the classrooms designed to promote student engagement and increase instructional rigor. The district has positioned itself very competitively compared to other area districts with regard to teacher and instructional support salaries.
2. Data provides information on the breakdown of students' academic achievement, grade levels, ethnicity, socioeconomic status, teacher experience, teacher salaries, etc.
3. An awareness of individual student needs has resulted in the creation of schedules that incorporate additional instructional assessment time for teachers. The increased needs of individual students also inform schedules that allow for intervention periods tailored to specific learners.
4. Each campus has a site-based decision committee and a campus leadership team that is composed primarily of teachers. Teachers also participate in district site-based decisions and serve on the district site-based committee. All campuses should be engaging in FrontForce Team meetings once per week to discuss the data every campus must be aware of to be in compliance with systemic district/campus goals, such as student/teacher attendance, trancies, enrollments/withdrawals, special programs, discipline referrals, health/safety issues, etc.
5. The role of the teacher is to collaborate with their peers to create and deliver instruction designed to measure student growth and conceptual understanding of necessary concepts/skills.
6. Committees, for the most part, are scheduled after school hours to allow for the participation of staff and community members normally unavailable during the regular workday.
7. Most parents and community members would agree that the district is focused on the best interest of the students and that the district is continually improving based on student and faculty needs.
8. School expectations reveal a sense of urgency and a focus on a goal-oriented environment, utilizing data-driven instruction to increase school/district effectiveness.
9. The district has an excellent Safety & Security Department and a complete Emergency Operations Plan.
10. BSISD is a one-to-one electronic device district with a solid strategic plan in place for continuous upgrades as needed.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: The specific roles and responsibilities for certain people and areas are not clear enough to allow for systemic consistency. **Root Cause:** Frequent turnover of staff and leaders has produced faulty processes and procedures across many areas that can negatively affect accountability and PEIMS data

Technology

Technology Summary

Big Spring ISD has recently restructured its Technology Department including new leadership. A thorough evaluation of BSISD's technology needs revealed the district to be extremely lacking in several areas. After touring a neighboring school district, district leadership made the decision to begin a technology initiative that will meet 21st Century needs for both teachers and students. A five-year technology plan was developed and approved by the BSISD school board. Data infrastructure upgrades are underway district-wide and the installation and full utilization of instructional technology tools in the elementary classrooms are proceeding.

With the advent of ESSER COVID Relief Grants and reimbursement opportunities, BSISD has been able to successfully transition to one-to-one devices and hire extra tech support to cover all campuses; therefore, the original five-year plan has been, basically, whittled down to three and one-half years. These funds will enable the Technology Director and his staff to begin the research and development of the next five-year plan that will establish a perpetual cycle of replacement devices, repair needs, technology training, and technology trend monitoring.

Technology Strengths

BSISD has a very strong data infrastructure that is standardized and includes all electronics. All professionals have a dedicated computing device with access to Wi-Fi.

Google Classroom training is offered to all teachers over the summer if they need it. Teachers must complete the training as offered during summer professional development.

Interactive display panels have been installed in all classrooms and most conference and many PLC rooms on all campuses.

All campuses have a public Facebook page that is updated regularly to inform parents of campus news and events. Links to these pages are available on the district website. The BSISD website underwent revision two years ago and the new BSISD app is now available on smart devices.

An updated BSISD camera system is managed by cloud-based software accessible from any internet-enabled device, and cameras can be viewed from any internet-enabled location.

ESSERs II and III have also allowed for the hiring of additional IT staff so that each campus has the services of a dedicated staff member.

Electronic access control for all designated doors is underway to enable even better security for all our people.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers are utilizing digital programs and lessons but are unable to view student screens to ensure engagement with the instruction/activity. Daily assessment data must be as accurate as possible in order for teachers to know the skill level of their students. **Root Cause:** The district must continue to use the GoGuardian suite of products that allow teachers the ability to monitor student online activity.

Problem Statement 2: Digital access may be completely lost rendering the district incapable of providing any local or distance instruction/learning until power can be restored; furthermore, the telephone systems would be inoperable causing possible communication loss throughout the district. **Root Cause:** The network servers have no back-up power supply should the district and/or the maintenance/technology building lose electricity

Problem Statement 3: The district needs a specific replace/repair system to mitigate confusion and cost for stakeholders. **Root Cause:** One-to-one devices require maintenance for the IT dept. and accountability for all users so that remaining one-to-one is viable.

Problem Statement 4: Not all teachers are using online resources/programs, such as Google Classroom, which, in turn, prevents some students from becoming familiar with instructional resources and even acquiring minimal usage competency. **Root Cause:** Pockets of teacher resistance continue to hamper student access and technological growth for either stakeholder group.

Priority Problem Statements

Problem Statement 1: Teacher turnover rate is 22% compared to the average state teacher turnover rate of 14.3%.

Root Cause 1: A large student/teacher ratio and high-stress levels in accordance with state accountability scores are impacting teacher retention, especially at the tested subject levels.

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 2: Uncertified/unqualified teachers often fail to complete their alternative certification programs in a timely manner.

Root Cause 2: Finding highly-qualified teachers is so difficult that we must hire people lacking certifications and/or college degrees.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals





Goal 1: Big Spring ISD will build a strong foundation of reading and math so that all BSISD students will be able to access and perform to grade-level expectations by the end of third grade.

Performance Objective 1: Domain 1 STAAR will improve to at least a B rating by the end of the year STAAR results.

High Priority

Evaluation Data Sources: District Assessments and STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: BSISD will continue to use the Fundamental Five practices and the Balanced Literacy Framework to improve instruction and ultimately increase performance on state standardized tests. Strategy's Expected Result/Impact: BSISD should see an upward trend in all assessment data when instructional practices and expectations become consistent across grade levels/subject areas. Staff Responsible for Monitoring: District/Campus Administration, Department Heads, Counselors, School Improvement Specialists, Instructional Coaches Results Driven Accountability Funding Sources: - 199-General Fund: SCE, - 211-ESSA Title I, Part A, - 255 ESSA Title II, Part A Supporting Effective Ins, - 289 ESSA Title IV, Part A, Subpart 1, - 263 ESSA Title III, Part A-ELA, - 282 ESSER III ARP Funds	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: BSISD will continue to use Lead4ward planning and strategies to increase the rigor and relevance of lessons to ultimately increase performance on state standardized tests. Strategy's Expected Result/Impact: STAAR results across the domains will improve, which could also lead to teacher retention and a culture based on high expectations. Staff Responsible for Monitoring: Campus Administration, Instructional Coaches/Lead Teachers, Curriculum Dept. Funding Sources: - 199-General Fund: SCE, - 211-ESSA Title I, Part A, - 255 ESSA Title II, Part A Supporting Effective Ins, - 289 ESSA Title IV, Part A, Subpart 1, - 263 ESSA Title III, Part A-ELA, - 282 ESSER III ARP Funds	Formative		
	Oct	Feb	May





Strategy 3 Details	Formative Reviews		
Strategy 3: BSISD will continue to provide enrichment as well as Multi-Tiered Systems of Support (MTSS) & Response to Intervention (RtI) to students to ultimately increase performance on state-mandated assessments and to ensure students can meet grade-level standards. Strategy's Expected Result/Impact: Students who get needed support will be able to function on grade level and gain confidence in their academic abilities by meeting the rigorous state assessment standards. Staff Responsible for Monitoring: Campus Administration, Special Programs Coordinator, Special Ed Director Results Driven Accountability Funding Sources: - 199-General Fund: SCE, - 211-ESSA Title I, Part A, - 255 ESSA Title II, Part A Supporting Effective Ins, - 289 ESSA Title IV, Part A, Subpart 1, - 263 ESSA Title III, Part A-ELA, - 282 ESSER III ARP Funds	Formative		
	Oct	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: Big Spring ISD will build a strong foundation of reading and math so that all BSISD students will be able to access and perform to grade-level expectations by the end of third grade.

Performance Objective 2: Domain II STAAR student growth will average 70% or above for all students and meet or exceed the Domain III target for each accountable student group.

High Priority

Evaluation Data Sources: STAAR scores, local assessments, interim assessments, NWEA growth reports





Strategy 1 Details	Formative Reviews		
Strategy 1: BSISD will continue to provide enrichment as well as Multi-Tiered Systems of Support (MTSS) & Response to Intervention (RtI) to students to ultimately increase performance on state-mandated assessments and to ensure students can meet grade-level standards. Strategy's Expected Result/Impact: Students who get needed support will be able to function on grade level and gain confidence in their academic abilities by meeting the rigorous state assessment standards. Staff Responsible for Monitoring: District/Campus Administration, Special Programs Coordinator, Special Ed Director, PLC facilitators Results Driven Accountability Funding Sources: - 199-General Fund: SCE, - 211-ESSA Title I, Part A, - 255 ESSA Title II, Part A Supporting Effective Ins, - 289 ESSA Title IV, Part A, Subpart 1, - 263 ESSA Title III, Part A-ELA, - 282 ESSER III ARP Funds	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: All campuses will utilize sound data analyses across all subjects and assessments to ensure that every single student has been included in all the appropriate categories or student groups so that instruction may be truly data-driven. Strategy's Expected Result/Impact: BSISD students will meet their specified targets/cut points across all STAAR domains Staff Responsible for Monitoring: District/Campus Administration, Instructional Coaches/Lead Teachers, Special Populations' Director, Special Education Director Results Driven Accountability Funding Sources: - 199-General Fund: SCE, - 211-ESSA Title I, Part A, - 255 ESSA Title II, Part A Supporting Effective Ins, - 289 ESSA Title IV, Part A, Subpart 1, - 263 ESSA Title III, Part A-ELA, - 282 ESSER III ARP Funds	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Big Spring ISD will build a strong foundation of reading and math so that all BSISD students will be able to access and perform to grade-level expectations by the end of third grade.

Performance Objective 3: BSISD district and campus attendance rates will average at least 95.5% each grading period.

High Priority

Evaluation Data Sources: PEIMS data, weekly campus reports tracked by Frontforce Teams, truancy data, teacher contact logs

Strategy 1 Details	Formative Reviews		
Strategy 1: BSISD will continue to lessen the longitudinal dropout rate so that graduation rates maintain a consistent percentage of 95 or above. Strategy's Expected Result/Impact: A more accomplished student, a graduate, has a better chance for employment and success in life Staff Responsible for Monitoring: District/Campus Administration, counselors, Frontforce Team Results Driven Accountability Funding Sources: - 199-General Fund: SCE, - 211-ESSA Title I, Part A, - 244 Carl Perkins CTE, - 263 ESSA Title III, Part A-ELA, - 282 ESSER III ARP Funds	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: BSISD will coordinate several programs aimed at truancy and credit recovery into a systematized dropout prevention and recovery initiative. Strategy's Expected Result/Impact: Keeping students in school through graduation increases their options in life and allows them to navigate a continuously changing workplace more smoothly. Staff Responsible for Monitoring: BSISD Truancy officer, BSISD District Registrar, counselors, Campus Administration Results Driven Accountability	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Big Spring ISD will build a strong foundation of reading and math so that all BSISD students will be able to access and perform to grade-level expectations by the end of third grade.

Performance Objective 4: BSISD will coordinate with Region 18 ESC, the Migrant Fiscal Agent, when applicable, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement.

Goal 2: Big Spring ISD will support high academic standards and improve academic performance of students by providing a robust system of tiered instruction in an environment of shared accountability and support.





Performance Objective 1: BSISD will support a comprehensive district-wide implementation and evaluation of a curriculum management plan

High Priority

Evaluation Data Sources: STAAR data, data from tiered math and reading programs, local assessment data correlation to STAAR, NWEA growth data

Strategy 1 Details	Formative Reviews		
Strategy 1: BSISD will use a balanced literacy approach when teaching students to read and write. Strategy's Expected Result/Impact: The use of a literacy framework ensures students will, indeed, receive balanced instruction so that they will understand that reading and writing are integrated skills and will be able to write about their own learning. Staff Responsible for Monitoring: District/Campus Administration, Curriculum Department, School Improvement Directors Results Driven Accountability Funding Sources: - 282 ESSER III ARP Funds, - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1, - 263 ESSA Title III, Part A-ELA	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will use TEKS Resource System (TRS) for the scope and sequence identifying what is taught, written, and assessed. Strategy's Expected Result/Impact: Lesson plans will be crafted to truly reflect the concept and rigor of each grade-level standard so that students can demonstrate their learning and teachers can tell if particular strategies are viable and aligned. Staff Responsible for Monitoring: Campus Administration, Curriculum Department, Directors of School Improvement Results Driven Accountability Funding Sources: - 211-ESSA Title I, Part A, - 255 ESSA Title II, Part A Supporting Effective Ins, - 289 ESSA Title IV, Part A, Subpart 1, - 263 ESSA Title III, Part A-ELA, - 282 ESSER III ARP Funds	Formative		
	Oct	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Core teachers will attend training that will benefit students within their specific content areas: such as Reading and Math Academies as offered by TEA through Region 18 Service Center, PLC conference, TEKS Resource Training, STAAR realignment workshops, etc. Strategy's Expected Result/Impact: Professional development, or ongoing training, is fundamental to growth at every level and teachers are particularly in need of it as the detail work of education is constantly shifting. Staff Responsible for Monitoring: Campus Administration, Curriculum Department, School Improvement Results Driven Accountability Funding Sources: - 211-ESSA Title I, Part A, - 282 ESSER III ARP Funds, - 255 ESSA Title II, Part A Supporting Effective Ins, - 263 ESSA Title III, Part A-ELA, - 289 ESSA Title IV, Part A, Subpart 1	Formative		
	Oct	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: District-supported instructional leadership training for all campus administrators, instructional coaches, and lead teachers using the Effective Schools Framework (ESF). Strategy's Expected Result/Impact: Strong leaders at every campus can make a great deal of difference in the culture and the momentum at which a school improves. Staff Responsible for Monitoring: Assistant Superintendent for Instruction and Assessment, District Curriculum Department, Director for School Improvement, Campus Administration Funding Sources: - 282 ESSER III ARP Funds, - 211-ESSA Title I, Part A	Formative		
	Oct	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: BSISD will continue to adhere to the PLC/Mentoring model to support new teachers and to build the capacity of veteran teachers. Strategy's Expected Result/Impact: Sound embedded practices allow new teachers to build capacity faster and to ensure all teachers grow in the same areas of need since data tracking during PLCs should be driving instruction. Staff Responsible for Monitoring: District/Campus Administration, Curriculum Department, School Improvement Directors, Instructional Coaches Results Driven Accountability Funding Sources: - 211-ESSA Title I, Part A, - 255 ESSA Title II, Part A Supporting Effective Ins	Formative		
	Oct	Feb	May





Strategy 6 Details	Formative Reviews		
Strategy 6: Professional development in content knowledge and lesson planning for math, science, reading, language arts, and social studies. Strategy's Expected Result/Impact: Even though some of these disciplines are not tested every year, every student deserves a well-rounded and informed education from teachers who are competent and confident in their fields; as a result, students can critically think about their roles as citizens and problem solvers. Staff Responsible for Monitoring: District Administration, District Curriculum Department, Campus Administrators Results Driven Accountability Funding Sources: - 211-ESSA Title I, Part A, - 263 ESSA Title III, Part A-ELA	Formative		
	Oct	Feb	May
Strategy 7 Details	Formative Reviews		
Strategy 7: BSISD and Lead4Ward will provide comprehensive district-wide resources for the understanding of readiness, supporting, and process standards as well as current accountability breakdowns. Strategy's Expected Result/Impact: Understanding how the standards are intended to be taught is the first step to building a lesson plan with the proper rigor to allow students to meet the state accountability standards. Staff Responsible for Monitoring: District/Campus Administration, Curriculum Department, School Improvement Directors, Instructional Coaches Results Driven Accountability	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Big Spring ISD will support high academic standards and improve academic performance of students by providing a robust system of tiered instruction in an environment of shared accountability and support.

Performance Objective 2: BSISD will promote a systematic and effective use of data to improve instruction.

High Priority

Evaluation Data Sources: NWEA data, Renaissance STAR assessment, MCLASS, local assessments, STAAR, RDA, TAPR

Strategy 1 Details	Formative Reviews		
Strategy 1: Principals and/or a campus representative will be trained in DMAC (Data Management for Assessment and Curriculum). Strategy's Expected Result/Impact: BSISD has been collecting data for years; still, we are not as attuned to data-driven instructional decisions as necessary. Staff Responsible for Monitoring: District/Campus Administration, District Curriculum Dept. Results Driven Accountability	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Campuses will continue to be trained and updated in Lead4ward processes through PLCs, webinars, and curriculum department support. Strategy's Expected Result/Impact: Lead4Ward remains the premier program for Texas accountability information published in a user-friendly format, so all leaders/teachers can access the relevant and pertinent pieces of data that fit them specifically. Staff Responsible for Monitoring: Directors for School Improvement, Curriculum Department, Campus Administration, Mentor Teachers	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 2: Big Spring ISD will support high academic standards and improve academic performance of students by providing a robust system of tiered instruction in an environment of shared accountability and support.

Performance Objective 3: BSISD will support initiatives to improve district performance within all indicators of the Results Driven Accountability System (RDA).

Evaluation Data Sources: RDA, STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Continued focus on the reduction of disciplinary referrals and removal from the instructional environment of students receiving special services through the use of district level behavior programs and support. Strategy's Expected Result/Impact: PEIMS discipline reports and six week in-district discipline placement data reports Staff Responsible for Monitoring: Director of Special Services, Campus Administration, Assistant Superintendent	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: A program to help every campus track student behavior, as well as other data, will be used to ensure data-informed decisions are implemented for all students. Strategy's Expected Result/Impact: Reduction of PEIMS reportable discipline placements; fewer students missing instructional time Staff Responsible for Monitoring: Director of Special Programs Director of Special Education Campus administration Assistant Superintendent Results Driven Accountability	Formative		
	Oct	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Campuses will appropriately schedule Secondary English Language Learners by reviewing students' historical educational background. Strategy's Expected Result/Impact: 4 year graduation plan TELPAS results Staff Responsible for Monitoring: Bilingual Coordinator Director of Special Programs Campus Administration, Counselors	Formative		
	Oct	Feb	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Students who have been denied Bil/ESL services by their parents will be granted appropriate interventions and monitoring and scheduling through campus and district oversight. Strategy's Expected Result/Impact: Improved performance by LEP students on state assessments in reading, math, science, social studies, writing, TELPAS, and Las Links, a language proficiency assessment. Staff Responsible for Monitoring: Director of Special Programs Bilingual/ESL Coordinator, Campus Administration, Counselors Results Driven Accountability	Formative		
	Oct	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Targeted TELPAS training will be provided for teacher raters, verifiers, and campus administration. Strategy's Expected Result/Impact: Documentation of improved TELPAS rates and evaluation of training Staff Responsible for Monitoring: Director of Special Programs Bilingual/ESL Coordinator Campus Administration Special Programs Coordinator Curriculum Director Results Driven Accountability	Formative		
	Oct	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Special education, emergent bilingual, economically disadvantaged, and advanced academic students will be recruited for possible participation in CTE courses in grades 9-12. Strategy's Expected Result/Impact: Course completion by special population students in CTE courses. Staff Responsible for Monitoring: CTE Coordinator Campus Administration Campus Counselors	Formative		
	Oct	Feb	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Gender specific recruitment will occur for enrollment of students in non-traditional CTE courses as identified by TEA. Strategy's Expected Result/Impact: Course completion reports by gender based upon PEIMS reports Staff Responsible for Monitoring: CTE Coordinator, Campus Administration, Counselors	Formative		
	Oct	Feb	May

Strategy 8 Details	Formative Reviews		
Strategy 8: The Curriculum Department, Special Programs Department, and Special Education Department will provide professional development and continuous support to teachers. Strategy's Expected Result/Impact: Improved Tier 1 instruction, district checkpoint scores, STAAR/EOC results Staff Responsible for Monitoring: Director for School Improvement, Assistant Superintendent, Federal Programs Director Funding Sources: - 211-ESSA Title I, Part A, - 255 ESSA Title II, Part A Supporting Effective Ins, - 263 ESSA Title III, Part A-ELA , - 199-General Fund: SCE	Formative		
	Oct	Feb	May
Strategy 9 Details	Formative Reviews		
Strategy 9: Graduates with The Distinguished Level of Achievement label and the Foundation High School Program with Endorsements label on their diplomas will increase and will be monitored for special education, ELL, and CTE students. Strategy's Expected Result/Impact: Graduation rates and diploma rates in comparison to the general student population graduation rates will increase Staff Responsible for Monitoring: Federal Programs Director Special Programs Director Special Education Director CTE Coordinator Campus Administration Counselors	Formative		
	Oct	Feb	May
Strategy 10 Details	Formative Reviews		
Strategy 10: BSISD will provide special education services to support all students who qualify to help increase their performance on state accountability assessments. Strategy's Expected Result/Impact: STAAR results, STAAR Alt. results will meet their Domain III targets Staff Responsible for Monitoring: Campus Administration Special Education Director Results Driven Accountability	Formative		
	Oct	Feb	May
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 2: Big Spring ISD will support high academic standards and improve academic performance of students by providing a robust system of tiered instruction in an environment of shared accountability and support.

Performance Objective 4: The district's academic and supplemental programs will be regularly evaluated for effectiveness in improving student performance.

High Priority

HB3 Goal

Evaluation Data Sources: Progress Monitoring:
Amplify K-2
Mindplay
Dreambox
TEKS Resource System Performance/Unit Assessments
HMH, Renaissance, NWEA, Formative Loop, Mathletics

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor and evaluate the effectiveness and fidelity of the use of intervention programs: MindPlay, Dreambox, Amplify, Formative Loop, Mathletics, Accelerated Reader, etc. Strategy's Expected Result/Impact: Determine which programs provide students with true growth and which do not Staff Responsible for Monitoring: Curriculum Department Funding Sources: - 282 ESSER III ARP Funds	Formative		
	Oct	Feb	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Goal 2: Big Spring ISD will support high academic standards and improve academic performance of students by providing a robust system of tiered instruction in an environment of shared accountability and support.

Performance Objective 5: BSISD will prepare students for higher education or career choices by increasing state assessment participation and graduation completion rates while decreasing the drop-out rate

High Priority

HB3 Goal

Evaluation Data Sources: TAPR
CCMR

Strategy 1 Details	Formative Reviews		
Strategy 1: Domain 1 CCMR will improve to an A rating by the end of year state assessment results for both BSHS and BSISD.. Strategy's Expected Result/Impact: Improve district state accountability rating from a C to an A. Improve BSHS state accountability rating from a C to at least an A. Staff Responsible for Monitoring: Assistant Superintendent CTE Director, High School Counselors High School Principal.	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: BSISD students will receive rigorous instruction through Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) courses for core disciplines. Strategy's Expected Result/Impact: PEIMS, AP Scores Staff Responsible for Monitoring: Campus Administration, Counselors	Formative		
	Oct	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: BSISD will increase percentage of students taking the ACT/SAT exam and scores will exceed the national average by offering online study sessions, providing study guides, and providing funding for ACT/SAT fee for qualified students. Strategy's Expected Result/Impact: Log of sessions, ACT/SAT scores, number of students who qualify, Staff Responsible for Monitoring: CCMR Coordinator, Counselors, Campus Administration	Formative		
	Oct	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Student development will continue through a partnership with Howard College for dual credit opportunities. Strategy's Expected Result/Impact: List of students participating in dual credit courses Staff Responsible for Monitoring: CCMR Coordinator, Counseling Department	Formative		
	Oct	Feb	May

Strategy 5 Details	Formative Reviews		
Strategy 5: BSISD will completely reconfigure the CTE registration process with an updated course catalog, which will include the career pathways so students will be better informed and choose those courses that may advance them in their post-secondary career interests. Strategy's Expected Result/Impact: Consistency in coherent sequence, four-year plans Staff Responsible for Monitoring: CTE Coordinator, Counselors	Formative		
	Oct	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: BSISD will actively recruit students, both male and female, to participate in CTE programs. Strategy's Expected Result/Impact: PEIMS reports demonstrating students in a coherent sequence of CTE courses, program participation Staff Responsible for Monitoring: CTE Coordinator, Campus Counselors, Campus Administration	Formative		
	Oct	Feb	May
Strategy 7 Details	Formative Reviews		
Strategy 7: BSISD students will complete a coherent sequence of courses for career pathways, endorsements, and industry-based certifications Strategy's Expected Result/Impact: More students will graduate in the areas/fields they desire; students will be able to earn a wage in an industry upon graduation Staff Responsible for Monitoring: CTE Coordinator, Counselors	Formative		
	Oct	Feb	May
Strategy 8 Details	Formative Reviews		
Strategy 8: BSISD will continue providing the Personal Achievement Center (PAC) to serve students during the school day who are struggling or behind in their studies. Strategy's Expected Result/Impact: EOC scores, Final exams, Improved graduation rates Staff Responsible for Monitoring: Campus Administration, Counselors, PAC Teacher	Formative		
	Oct	Feb	May
Strategy 9 Details	Formative Reviews		
Strategy 9: BSISD will continue to offer credit-recovery classes to encourage students who are behind and in danger of not finishing with their cohort. Strategy's Expected Result/Impact: Reduce the drop-out rate and provide students more choices in life Staff Responsible for Monitoring: Campus administrators	Formative		
	Oct	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





Goal 3: Big Spring ISD will determine the professional development and support needs of our workforce to ensure the goals of our district are met.

Performance Objective 1: BSISD will recruit and maintain a highly qualified staff according to ESSA and/or SBEC standards, and will actively participate in professional development.

High Priority

Evaluation Data Sources: TAPR, RDA, PD needs assessment, T-TESS, T-PESS

Strategy 1 Details	Formative Reviews		
Strategy 1: Principals and Human Resources will attend job fairs and utilize all available resources (including partnering with Howard College and Texas Tech's TechTeach Program) to recruit highly qualified professional staff. Strategy's Expected Result/Impact: Higher retention numbers should result in higher quality instruction for students and growth in teacher capacity Recruiting potential teachers from current staff and students through Tech Teach should provide the district with certified teachers upon their completion. Staff Responsible for Monitoring: Principals, Asst Supt of Operations/Human Resources Director, Asst Supt of Academics/Assessment Funding Sources: - 255 ESSA Title II, Part A Supporting Effective Ins, - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1, - 279/429 TCLAS Funds	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: A district-created mentoring system will continue to be funded to encourage teacher retention through one-on-one support on each campus from highly-qualified veteran teachers Strategy's Expected Result/Impact: Mentor stipends provide the means to recruit highly qualified veteran teachers into a service that, ultimately, will support new teachers and build their capacity and desire to remain in the district and the profession. Staff Responsible for Monitoring: Curriculum Department, School Improvement, Campus Administration Funding Sources: - 255 ESSA Title II, Part A Supporting Effective Ins, - 199-General Fund: SCE, - 279/429 TCLAS Funds	Formative		
	Oct	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: The Career and Technical Education staff will attend relevant conferences and workshops to provide appropriate services to CTE students including industry certifications. Strategy's Expected Result/Impact: Professional development by industry experts should result in more refined/targeted curricula adjustments and ensure more industry certifications and higher engagement among students. Staff Responsible for Monitoring: CTE Coordinator, Assistant Superintendent Funding Sources: - 244 Carl Perkins CTE	Formative		
	Oct	Feb	May





Strategy 4 Details	Formative Reviews		
Strategy 4: BSISD will assist paraprofessionals in obtaining teacher certification through alternative teaching programs, such as Tech Teach, with whom BSISD has a solid partnership. Strategy's Expected Result/Impact: Encourage local school and community members to enter the profession with supports provided by district-supported programs in order to provide BSISD with a perpetual cadre of new teachers. Staff Responsible for Monitoring: Human Resources, District/Campus Administration Funding Sources: - 255 ESSA Title II, Part A Supporting Effective Ins, - 279/429 TCLAS Funds	Formative		
	Oct	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: BSISD will offer attractive salary and benefit packages in order to retain staff members. Strategy's Expected Result/Impact: Higher teacher/staff retention rates Staff Responsible for Monitoring: Superintendent, Chief Financial Officer, Assistant Superintendent Funding Sources: - 199-General Fund: SCE, - 255 ESSA Title II, Part A Supporting Effective Ins, - 282 ESSER III ARP Funds	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Big Spring ISD will determine the professional development and support needs of our workforce to ensure the goals of our district are met.

Performance Objective 2: Provide a systemic, job-embedded framework for offering continuous learning opportunities that meets the needs of the district in areas such as learning strategies, MTSS/RTI, guided reading, vertical alignment, etc.

High Priority

Evaluation Data Sources: STAAR results, TIA growth, PLC self-evaluation rubrics, walk-through/observational data, T-TESS/T-PSS

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide support through campus professional development programs, particularly PLC growth/development, that increase the effectiveness of Tier 1 instruction. Strategy's Expected Result/Impact: STAAR results, TIA results, and Walk-Through/Observational data will produce higher performance scores for both students and teachers Staff Responsible for Monitoring: Campus Administration, Curriculum Department, School Improvement Funding Sources: - 211-ESSA Title I, Part A, - 199-General Fund: SCE	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide targeted professional development that addresses the awareness of students' social and emotional needs. Strategy's Expected Result/Impact: STAAR results, walk-through/observational data, staff trainings to promote teacher/student relationships, and counselor logs will indicate that student needs are being addressed in a timely and appropriate manner. Staff Responsible for Monitoring: Campus Administration, Curriculum Department, School Improvement	Formative		
	Oct	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Establish and provide continuous opportunities for professional development in order to increase proficiency in content specific TEKS Strategy's Expected Result/Impact: Teacher surveys, professional development attendance, assessment data, and qualitative data will indicate that teachers are building capacity subsequent to each training and assignment of action steps to be implemented. Staff Responsible for Monitoring: Campus Administration, Curriculum Department, School Improvement Funding Sources: - 282 ESSER III ARP Funds, - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Big Spring ISD will determine the professional development and support needs of our workforce to ensure the goals of our district are met.

Performance Objective 3: BSISD will offer Google Classroom training as warranted to provide a uniform teaching/learning platform and to support remote learning needs as they arise.

Goal 4: Big Spring ISD will develop partnerships with Big Spring business organizations, parents, and community members.

Performance Objective 1: BSISD will continue to develop partnerships with local businesses and civic organizations to benefit the students of the district.





Strategy 1 Details	Formative Reviews		
Strategy 1: BSISD performing arts groups, CTE, and science fair groups will participate in community events and contests sponsored by civic organizations. Strategy's Expected Result/Impact: Performance and participation in BSISD student groups will increase and the community will realize their own importance in the lives of Big Spring students. Staff Responsible for Monitoring: Directors	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus student organizations will participate as volunteers at civic events. Strategy's Expected Result/Impact: Student participation will engage them in possible community areas for service and for career interests Staff Responsible for Monitoring: Campus administration	Formative		
	Oct	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: The district will build a network of community partners through a business recognition program (TASB) Strategy's Expected Result/Impact: More community partners may engage in partnerships and those currently involved will receive gratitude and recognition. Staff Responsible for Monitoring: Campus administration, Community Relations Coordinator	Formative		
	Oct	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: BSISD will continue the Memorial Tree Project as a community service and dedication to the lives of any member of the former or current BSISD family. Strategy's Expected Result/Impact: The community as well as BISD will understand how valuable every life is to the district. Staff Responsible for Monitoring: Assistant Supt. of Maintenance and Operations/Community Relations Coordinator	Formative		
	Oct	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Use local news media and social media as venues to promote district projects and successes. Strategy's Expected Result/Impact: Postings through newspaper articles, radio broadcasts, Facebook, BSISD websites, Twitter, etc. will improve parent and community engagement and awareness of school events as well as provide important information in a timely	Formative		
	Oct	Feb	May

manner. Staff Responsible for Monitoring: Community Relations Coordinator			
<div> <div> 0% No Progress </div> <div> 100% Accomplished </div> <div> → Continue/Modify </div> <div> ✗ Discontinue </div> </div>			

Goal 4: Big Spring ISD will develop partnerships with Big Spring business organizations, parents, and community members.

Performance Objective 2: BSISD will operate programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).

Evaluation Data Sources: Sign-in sheets for all activities/events, agendas, notes, notifications for activities/events, pictures posted on websites, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: Train new campus principals and school contacts on an individual basis on the requirements for campus-level Parent Involvement Policy and School/Parent Compact. Strategy's Expected Result/Impact: More parents will feel comfortable about working closely with the campus/district to advocate for their children and to support their learning Staff Responsible for Monitoring: Federal Programs Director Funding Sources: - 211-ESSA Title I, Part A	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Coordinate and integrate parent engagement strategies in Part A with existing parental engagement strategies under the following programs: Bilingual/ESL; Guidance/Counseling; Homeless/Foster; Dyslexia; and Gifted and Talented by providing program descriptions and opportunities for parents to learn more about them. Provide information on advisory committees, community programs, transitioning activities, and health and safety. Strategy's Expected Result/Impact: Sign in Sheets, Agendas, Minutes Staff Responsible for Monitoring: Campus Administration, teachers, counselors, Campus Contacts, Federal Programs Director Funding Sources: - 211-ESSA Title I, Part A	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: Big Spring ISD will continue to improve its district culture and climate while promoting awareness of integral components that impact student achievement and the school environment.

Performance Objective 1: 100% of BSISD instructional staff members will receive professional development on supporting topics which must be completed by designated time line.

Strategy 1 Details	Formative Reviews		
Strategy 1: Complete HIPPA, FERPA, Suicide Prevention, Bullying Prevention, Internet Safety, Blood Borne Pathogens, Sexual Harassment and Copyright trainings as employees are hired. Strategy's Expected Result/Impact: QuizStar Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Department	Formative		
	Oct	Feb	May
<div><div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div></div></div>			

Goal 5: Big Spring ISD will continue to improve its district culture and climate while promoting awareness of integral components that impact student achievement and the school environment.

Performance Objective 2: 100% of BSISD campuses will continue to implement campus safety committees and district-wide discipline management policies and procedures.

Strategy 1 Details	Formative Reviews		
Strategy 1: Each campus will conduct monthly safety drills following district requirements. Strategy's Expected Result/Impact: Required safety logs Staff Responsible for Monitoring: Campus Administration, Safety Director	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus administration will communicate identified safety procedures and concerns to staff, students, and parents specific to the campus Strategy's Expected Result/Impact: Safety documentation Staff Responsible for Monitoring: Campus Administration, Safety Director	Formative		
	Oct	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: All campuses will implement positive and preventative discipline management practices; faculty and staff will be trained on these programs and will communicate to stakeholders procedures and expectations. Strategy's Expected Result/Impact: Discipline referrals, tobacco, alcohol, drug offenses, and incidents of violence will decrease documented in PEIMS reports. Staff Responsible for Monitoring: Campus Administration, Assistant Superintendent	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: Big Spring ISD will continue to improve its district culture and climate while promoting awareness of integral components that impact student achievement and the school environment.

Performance Objective 3: BSISD campuses will increase student achievement and academic success by strengthening social/emotional and health/wellness education programs and support opportunities for students, staff, and parents.

High Priority

Evaluation Data Sources: PFAI yearly data, data from GoGuardian Beacon and district-supported/-provided hotlines or crisis programs, types of office referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: Bully prevention training will be conducted for teachers, PK-12, and students will be exposed to bully prevention through various programs PK-12. Strategy's Expected Result/Impact: Student and parent feedback, Stay Alert reports, StopIt reports Staff Responsible for Monitoring: Campus Counselors, Curriculum Department, Assistant Superintendent	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Counselors will increase teacher, student, and parent awareness and warning signs of issues regarding sexual abuse (K-12) and dating violence (8-12) using resources developed by TEA on prevention of sexual abuse. Strategy's Expected Result/Impact: Observations, Student Surveys, Parent Surveys, Anonymous Alerts, GoGuardian Beacon Staff Responsible for Monitoring: Campus Administration, Counselors	Formative		
	Oct	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: BSISD will utilize technology as a tool to foster improvement in academic achievement, curriculum integration, and increased accessibility and innovation. Strategy's Expected Result/Impact: Students will be prepared for a future where technology is integral in every walk of life Staff Responsible for Monitoring: Technology dept., campus administrators, instructional coaches, curriculum dept.	Formative		
	Oct	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Each campus will participate in a district-wide SHAC committee to provide guidance in the health education of students and staff and to continue to address the connection between physical/mental/emotional health and academic learning. Strategy's Expected Result/Impact: Healthy students/families have a much better chance of making steady progress in school than those who are preoccupied with the stresses that under-resourced children/families may face. Staff Responsible for Monitoring: Assistant Supt. of Maintenance & Operations, the BSISD Head Nurse, SHAC committee members Results Driven Accountability	Formative		
	Oct	Feb	May

Strategy 5 Details	Formative Reviews		
Strategy 5: BSISD will continue to provide Fitnessgram data to the state and use it for our own instructional planning. Strategy's Expected Result/Impact: BSISD wants to help advocate for student physical health and hopes to establish life-long good habits for students and, ideally, their families as well Staff Responsible for Monitoring: Athletic Director, Campus Administration, Physical Education teachers	Formative		
	Oct	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: BSISD will work toward a counselor plan that ensures our school counselors provide 80% of their total work time on duties that "counsel students to fully develop each student's academic, career, personal, and social abilities." Strategy's Expected Result/Impact: Students and their families will matriculate through BSISD confident that their health and academic needs are our priorities; as a result, a higher graduation rate will be achieved and the workforce of the community will be stronger. Staff Responsible for Monitoring: Assistant Supt of Academics, Campus Administration	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: Big Spring ISD will continue to improve its district culture and climate while promoting awareness of integral components that impact student achievement and the school environment.

Performance Objective 4: BSISD will fast-track its 1:1 technology implementation in order to provide both face-to-face and remote learning opportunities for all students.

Evaluation Data Sources: Remote learner attendance, engagement, and achievement.

Goal 6: Big Spring ISD will create a strong safety and security system that will adhere to state-mandated protocols to ensure that all students and staff are shielded from threats that could result in harm to anyone in the district at any given time, and/or interruptions in instructional time.

Performance Objective 1: Dating violence will not be tolerated and a system of addressing any such action will be maintained and monitored on each campus by campus administrators and safety team coordinators.

Strategy 1 Details	Formative Reviews		
Strategy 1: New forms for reporting any type of dating violence/sexual assault will be developed and provided for students and parents to document incidents as needed. Strategy's Expected Result/Impact: Appropriate identification of incidents and better information so that possible mitigation measures can be implemented and proper PD provided. Staff Responsible for Monitoring: All campus administrators, safety team coordinators, district Safety/Security team.	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: The Safety and Security Dept. will partner with secondary campus administrators, counselors, and safety teams to train relevant staff on the reporting protocol so that the reporting and subsequent parent notification of their child as either a victim or perpetrator is clear and immediate. Strategy's Expected Result/Impact: Both students and parents will be aware that they have a reporting system in place intended to provide them with clarity and confidence that their voices are valid. Staff Responsible for Monitoring: District/Campus administrators, counselors, safety /security personnel	Formative		
	Oct	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: BSISD will make available, on the webpage and/or on the campus, age-appropriate educational materials on the dangers of dating violence and resources for students seeking help. Strategy's Expected Result/Impact: Students will become their own advocates as they learn about dating violence and be able to access proper forms and/or to seek help from trusted personnel. Staff Responsible for Monitoring: District, campus administrators, counselors, safety and security personnel.	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: Big Spring ISD will create a strong safety and security system that will adhere to state-mandated protocols to ensure that all students and staff are shielded from threats that could result in harm to anyone in the district at any given time, and/or interruptions in instructional time.

Performance Objective 2: The Safety and Security website and/or campuses will be updated anytime new legislation and/or protocols require revision or anytime new age-appropriate educational materials become available.





Strategy 1 Details	Formative Reviews		
Strategy 1: The Safety and Security Dept. will stay current on any and all legislation, policies, and procedures that fall under their purview, such as, bullying, sexual harassment, dating violence, sex trafficking, child abuse, and family violence. All pertinent documentation will be on file in the Safety and Security Dept. and they will notify technology to make subsequent changes on the webpage. Strategy's Expected Result/Impact: Highly trained personnel will remain current in all areas associated with safety and security so that all district personnel and all students have an optimum work and campus environment. Staff Responsible for Monitoring: Safety and Security personnel, Campus Safety Teams, district administrators	Formative		
	Oct	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>			

Goal 6: Big Spring ISD will create a strong safety and security system that will adhere to state-mandated protocols to ensure that all students and staff are shielded from threats that could result in harm to anyone in the district at any given time, and/or interruptions in instructional time.

Performance Objective 3: A tight partnership among the directors of Safety and Security, Technology, and Auxiliary Services will create an integrated system to implement and monitor all facets of district/campus safety and security.

High Priority

Evaluation Data Sources: Formal reports/evidence from Safety and Security Dept., campus and district CNAs





Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety Teams will be required to meet twice per year and maintain all relevant documentation; the District Safety Team will meet three times per year and retain agendas, sign-in sheets, and notes in the District office for Safety and Security.	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: The Safety and Security Dept. will generate formal reports and informal updates on breaches in access control for each campus/building in the district.	Formative		
	Oct	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Cameras using the same software system will be installed/replaced to provide, to the extent possible, 360-degree coverage on every campus, inside and out.	Formative		
	Oct	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: The integrated systems' team will establish a responder call list if/when an alarm is tripped and a report will be filed.	Formative		
	Oct	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: The district Emergency Operations Plan will continue to be updated as any new legislation or policies require.	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 7: Big Spring ISD will engage in facility upgrades to ensure that our learning/working environment is healthy and safe for all stakeholders.

Performance Objective 1: In the wake of COVID-19 shutdowns and the growing data surrounding the virus, BSISD campuses will be upgraded with filtration systems that will be able to filter and purify the air.

Evaluation Data Sources: Facility inspections and code recommendations/requirements





Strategy 1 Details		Formative Reviews		
Strategy 1: Big Spring ISD will upgrade and/or replace HVAC filtration systems, fan coils, and other components to ensure cleaner, healthier air in classrooms and workspaces Strategy's Expected Result/Impact: BSISD will be able to offer continuous face-to-face instruction when air-borne viruses become threats Staff Responsible for Monitoring: Director of Maintenance & Operations, Ass't. Superintendent of Maintenance & Operations Funding Sources: - 282 ESSER III ARP Funds		Formative		
		Oct	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 8: Migrant Education Program Priority for Service Action Plan: To coordinate services with Region 18 ESC, our Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement. One hundred percent of PFS students will have access to supplemental instructional and support services.

Performance Objective 1: Monitor the progress of MEP students who are on PFS.





Evaluation Data Sources: NGS Reports
PFS Timeline Report Checklist
PFS Action Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Monthly, run NGS Priority for Services (PFS) reports to identify migrant children and youth who require priority access to MEP services Staff Responsible for Monitoring: Migrant Specialist Funding Sources: - 212 ESSA Migrant (SSA with ESC 18)	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. Staff Responsible for Monitoring: Migrant Consultant Funding Sources: - 212 ESSA Migrant (SSA with ESC 18)	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 8: Migrant Education Program Priority for Service Action Plan: To coordinate services with Region 18 ESC, our Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement. One hundred percent of PFS students will have access to supplemental instructional and support services.

Performance Objective 2: Communicate the progress and determine needs of PFS migrant students.

Evaluation Data Sources: escWorks
SSA Fulfilling Grant Requirements Session
PAC Agendas
PAC Minutes
Family Contact Log
Preliminary Needs Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the PFS criteria and updated NGS PFS reports Staff Responsible for Monitoring: Migrant Consultant Migrant Specialist Funding Sources: - 212 ESSA Migrant (SSA with ESC 18)	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the PFS criteria. Staff Responsible for Monitoring: MEP Staff Funding Sources: - 212 ESSA Migrant (SSA with ESC 18)	Formative		
	Oct	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will make individualized home and/or community visits to update parents on the academic progress of their children. Staff Responsible for Monitoring: MEP Staff Funding Sources: - 212 ESSA Migrant (SSA with ESC 18)	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 8: Migrant Education Program Priority for Service Action Plan: To coordinate services with Region 18 ESC, our Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement. One hundred percent of PFS students will have access to supplemental instructional and support services.

Performance Objective 3: Provide services to PFS migrant students.

Evaluation Data Sources: MEP Activities Sign-In Sheets
PFS Student Progress Review Form
Coordination

Strategy 1 Details	Formative Reviews		
Strategy 1: The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. Staff Responsible for Monitoring: MEP Staff Funding Sources: - 212 ESSA Migrant (SSA with ESC 18)	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. Staff Responsible for Monitoring: MEP Staff Funding Sources: - 212 ESSA Migrant (SSA with ESC 18)	Formative		
	Oct	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: The district's Title I, Part C Migrant Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. Staff Responsible for Monitoring: MEP Staff Funding Sources: - 212 ESSA Migrant (SSA with ESC 18)	Formative		
	Oct	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	BSISD will continue to use the Fundamental Five practices and the Balanced Literacy Framework to improve instruction and ultimately increase performance on state standardized tests.
1	1	3	BSISD will continue to provide enrichment as well as Multi-Tiered Systems of Support (MTSS) & Response to Intervention (RtI) to students to ultimately increase performance on state-mandated assessments and to ensure students can meet grade-level standards.
1	2	1	BSISD will continue to provide enrichment as well as Multi-Tiered Systems of Support (MTSS) & Response to Intervention (RtI) to students to ultimately increase performance on state-mandated assessments and to ensure students can meet grade-level standards.
1	2	2	All campuses will utilize sound data analyses across all subjects and assessments to ensure that every single student has been included in all the appropriate categories or student groups so that instruction may be truly data-driven.
1	3	1	BSISD will continue to lessen the longitudinal dropout rate so that graduation rates maintain a consistent percentage of 95 or above.
1	3	2	BSISD will coordinate several programs aimed at truancy and credit recovery into a systematized dropout prevention and recovery initiative.
2	1	1	BSISD will use a balanced literacy approach when teaching students to read and write.
2	1	2	Staff will use TEKS Resource System (TRS) for the scope and sequence identifying what is taught, written, and assessed.
2	1	3	Core teachers will attend training that will benefit students within their specific content areas: such as Reading and Math Academies as offered by TEA through Region 18 Service Center, PLC conference, TEKS Resource Training, STAAR realignment workshops, etc.
2	1	5	BSISD will continue to adhere to the PLC/Mentoring model to support new teachers and to build the capacity of veteran teachers.
2	1	6	Professional development in content knowledge and lesson planning for math, science, reading, language arts, and social studies.
2	1	7	BSISD and Lead4Ward will provide comprehensive district-wide resources for the understanding of readiness, supporting, and process standards as well as current accountability breakdowns.
2	2	1	Principals and/or a campus representative will be trained in DMAC (Data Management for Assessment and Curriculum).
2	3	2	A program to help every campus track student behavior, as well as other data, will be used to ensure data-informed decisions are implemented for all students.
2	3	4	Students who have been denied Bil/ESL services by their parents will be granted appropriate interventions and monitoring and scheduling through campus and district oversight.
2	3	5	Targeted TELPAS training will be provided for teacher raters, verifiers, and campus administration.
2	3	10	BSISD will provide special education services to support all students who qualify to help increase their performance on state accountability assessments.

Goal	Objective	Strategy	Description
5	3	4	Each campus will participate in a district-wide SHAC committee to provide guidance in the health education of students and staff and to continue to address the connection between physical/mental/emotional health and academic learning.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$2,075,226.00

Total FTEs Funded by SCE: 36.91

Brief Description of SCE Services and/or Programs

The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alisha Daniel	Secondary Counselor	0.3
Anna Sotelo	Receptionist	0.5
Anthony Barrera	Secondary English	0.12
Antonio Teran	ISS Teacher	1
Ashley Diaz	Success School Aide	1
Barbara Roberson	Asst Elementary Principal	0.3
Betty Johansen	PAC Teacher	1
Boyd, Pierce, Tarpley	Tutors	1
Brad Froman	Asst. Elementary Principal	0.3
Brandy Warren	Secondary Special Ed	0.12
Brett Ramsey	Runnels Director	1
Cadet Bryant	Elementary Counselor	0.3
Carolynn Botts	Asst Elementary Principal	0.3
Casey Fraley	Secondary Math	0.12
Cecilia Franco	DAEP Principal Secretary	1
Chance Urias	Secondary Math	0.12
Cheryl Tannehill	Pregnancy Related Services	0.5
Connie Kennedy	RTI Teacher	1
Cristy Smith	RTI Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dana Scott	Asst Superintendent Academics	0.5
Daniel Cummins	Life Skills Teacher	0.12
Debra Mueller	Asst Supt Assistant	1
Eddie Middleton	Secondary Social Studies	0.12
Elissa Medina-Bancroft	Asst Principal	0.15
Emily Edwards	Inclusion	0.12
Eric Tuttle	Runnels Job Corp	0.75
Heather Allen	ISS Aide	1
Heidi Twining	DAEP Principal	1
Holly Barfield	Asst Principal	0.3
Jack Tonn	PAC Teacher	1
Jana Crowley	ISS Aide	1
Jean Kovar	Secondary Math	0.12
Jeff Lane	Assoc. Principal	0.3
Jennifer Hart	DAEP Classroom Aide	1
Jennifer Patterson	Lifetime Nutrition Wellness	0.12
Jeremy Landin	Secondary Science	0.12
Jessica Case	Secondary English	0.01
Jessica Enriquez	Asst. Elementary Principal	0.3
Jordan Horton	Asst. Secondary Principal	0.3
Joyce Webb	Secondary Math	0.12
Kappi Villarreal	Intervention Aide	1
Kirah Wennik	Intervention Aide	1
Kristen Willis	Secondary English	0.1
Kristi Neitzel-Fontana	Secondary Counselor	0.3
Lawrence Thibeault	Inclusion	0.12
Leasa Lowery	Secondary Counselor	0.3
Linda Gibson	Intervention Aide	1
Lisa White Brunelli	Secondary Science	0.12
Lydia Brown	Secondary Math	0.01
Margaret Taylor	Inclusion	0.12

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Mario Heredia	Teacher/Coach	0.75
Mark Lozano	Secondary Math	0.12
Marlena Jones	Secondary Math	0.12
Marni Franco	DAEP Teacher	1
Melissa Adams	Secondary Receptionist	1
Melissa Hodge	RTI Teacher	0.8
Michelle Morales	Principal Secretary	0.5
Misty Grimes	Elementary Counselor	0.3
Morgan McWilliams	Secondary Counselor	0.3
Pamela Billick-Gonzalez	DAEP Teacher	1
Pamela Taylor	Asst Principal	0.3
Rhonda Bronaugh	ISS Aide	1
Richard Cypert	Elementary Counselor	0.3
Richard Smith	Threat Assessment Coordinator	1
Rosalinda Moreno	Intervention Aide	1
Rosemary Sanchez	ISS Aide	1
Russell J Kennedy	Asst Principal	0.3
Ryan Moran	Secondary English	0.12
Sheila Rawlins	Elementary Counselor	0.3
Stormi Smith	Secondary Social Studies	0.12
Tabitha Barbee	Secondary Social Studies	0.12
Taylor Osborn	Secondary Counselor	0.3
Theresa Kemp	Secondary Science	0.12
Tim Tannehill	Asst. Principal	0.3
Toby Kennemur	Secondary Writing	0.12
Tonia Steward	Secondary Social Studies	0.12

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Becky Otto	Secondary Curriculum Specialist	Curriculum	1
Debbie Park	Director Federal Programs	Federal Programs	1
Elissa Bancroft	Secondary Literacy Coach	Literacy & Secondary Accountability	.5
Gina McWilliams	Data & Literacy Coach	Literacy & Accountability	1
Joann Garcia	Instructional Support Aide	Instructional Support	1
Kandi Lane	DCSI/Elem Curr Coordinator	School Improvement	.5
Letty Reyna	Intervention Aide	Intervention	1
Melissa Tarbet	Federal Program Specialist	Federal Programs	.5
Misty Henson	Special Populations Coordinator	Special Populations	1
Rosie Lopez	Bilingual Literacy Coach	Emergent Bilingual	.25
Trinity Lamb	Intervention Aide	Intervention	1
Velma Flores	Instructional Support Aide	Instructional Support	1

Plan Notes

Note:

***"Priority for Services" students are migrant students who are failing, or most at risk of failing, to meet the state's content and performance standards: and whose education has been interrupted during the regular school year. Based on activities conducted as part as the LEA's on-going, comprehensive needs assessment, the LEA must ensure that "Priority for Services" students receive priority for all services and/or programs to assist them in making academic progress.* Title I, Part C funds can be utilized only after all other funding sources have been considered and additional funding is needed.* As part of the No Child Left Behind(NCLB) Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program Schedule, the PFS Action Plan includes a "Program Activity" for the Migrant Education Program, which must be embedded in your District Improvement Plan.* Region 18 ESC, as *your fiscal agent*, has created the above PFS Action Plan with Shared Service Arrangement(SSA) Member Districts. If changes are made to the PFS Action Plan, please notify Region 18 ESC Migrant Staff.**

District Instructional Leadership Team

Committee Role	Name	Position
Administrator	Jay McWilliams	Superintendent
Administrator	Dana Scott	Assistant Superintendent of Academics/Assessment
District-level Professional	Debbie Park	Director of Federal Programs
District-level Professional	Susan Bryan	Chief Financial Officer
District-level Professional	Tyler Sheppard	Director of Special Education
Administrator	Jeff Perez	Assistant Superintendent: Maintenance & Operations
District-level Professional	Misty Henson	Director: Special Populations/District Testing
District-level Professional	Kandi Lane	District Coordinator for School Improvement
District-level Professional	Becky Otto	Director of Secondary Instruction

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Jay McWilliams	Superintendent
Administrator	Dana Scott	Assistant Superintendent of Academics/Assessment
Administrator	Jeff Perez	Assistant Superintendent of Operations
Administrator	Mike Ritchey	High School Principal
District-level Professional	Becky Otto	Secondary Curriculum & Instruction
Administrator	Patsy Sanchez	Intermediate Principal
Administrator	Rosie Lain	Goliad Principal
Administrator	Kristin Tubb	Washington Principal
Administrator	Amanda Finley	Marcy Principal
Administrator	Carmen Wommack	Moss Principal
District-level Professional	Jamie Scott	Director of Technology
District-level Professional	Tyler Sheppard	Director of Special Education
District-level Professional	Debbie Park	Director of Federal Programs
District-level Professional	Kandi Lane	District Coordinator for School Improvement
District-level Professional	Misty Henson	Director of OSP and District Testing
District-level Professional	Rosie Lopez	B/ESL Coordinator & PFE Liaison
Classroom Teacher	Sharon Chancy	Teacher/Instructional Specialist
Community Representative	George Bancroft	Executive Director Big Spring Area Community Foundation
District-level Professional	Jim Wommack	Director of Safety and Security
Administrator	Bert Otto	BSJHS Principal
Parent	Courtney Young	Parent for Marcy
Parent	Kristen Arnoldy	Parent for Moss
Parent	Krystal Borggren	Parent for Washington
Parent	Kristen Love	Parent for Goliad
Parent	Amanda Islas	Parent for BSI
Parent	Linda Gibson	Parent for BSJHS
Parent	Joyce Walleck	Parent for BSHS
Classroom Teacher	Laci Dugan	Teacher at Marcy

Committee Role	Name	Position
Classroom Teacher	Cecilia Ellis	Teacher at Moss
Classroom Teacher	Vanessa Para	Teacher at Washington
Classroom Teacher	Georgia Molina	Teacher at Goliad
Classroom Teacher	Isabel Garcia	Teacher at BSI
Classroom Teacher	Ashley Morgan	Teacher at BSJHS
Classroom Teacher	Jennifer Brooke Everett	Teacher at BSHS
Student	Brinly Watkins	Student at HS

District Funding Summary

199-General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
2	3	8			\$0.00
3	1	2			\$0.00
3	1	5			\$0.00
3	2	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,075,226.00
+/- Difference					\$2,075,226.00
211-ESSA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00

211-ESSA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	8			\$0.00
3	1	1			\$0.00
3	2	1			\$0.00
3	2	3			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,192,572.00
+/- Difference					\$1,192,572.00
212 ESSA Migrant (SSA with ESC 18)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1			\$0.00
8	1	2			\$0.00
8	2	1			\$0.00
8	2	2			\$0.00
8	2	3			\$0.00
8	3	1			\$0.00
8	3	2			\$0.00
8	3	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
255 ESSA Title II, Part A Supporting Effective Ins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
2	1	2			\$0.00

255 ESSA Title II, Part A Supporting Effective Ins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$0.00
2	1	5			\$0.00
2	3	8			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$169,592.00
+/- Difference					\$169,592.00
289 ESSA Title IV, Part A, Subpart 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
3	1	1			\$0.00
3	2	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$95,160.00
+/- Difference					\$95,160.00
244 Carl Perkins CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00

244 Carl Perkins CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$47,334.00
+/- Difference					\$47,334.00
263 ESSA Title III, Part A-ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	6			\$0.00
2	3	8			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$22,340.00
+/- Difference					\$22,340.00
266 ESSER I CARES Act Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$907,457.00
+/- Difference					\$907,457.00
281 ESSER II CARES Act Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,283,433.00
+/- Difference					\$4,283,433.00

282 ESSER III ARP Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	4	1			\$0.00
3	1	5			\$0.00
3	2	3			\$0.00
7	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$9,623,089.00
+/- Difference					\$9,623,089.00
279/429 TCLAS Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	2			\$0.00
3	1	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,816,320.00
+/- Difference					\$1,816,320.00
Grand Total Budgeted					\$20,232,523.00
Grand Total Spent					\$0.00
+/- Difference					\$20,232,523.00

Addendums

199	11	6399	20	043	3	24	0	01	TEKS RESOURCE SUPP	(6,000.00)	
199	11	6112	00	043	3	30	0	00	JR HI COMPENSATORY ED SUBS	(100.00)	
199	11	6118	00	043	3	30	0	00	JR HI TUTORIAL EXTRA PAY	(10,000.00)	
199	11	6119	00	043	3	30	0	00	PROF. SALARIES	(141,500.00)	
199	11	6121	00	043	3	30	0	00	JR HI TUTORIAL BUS DRIVING	(4,000.00)	
199	11	6122	00	043	3	30	0	00	JR HI COMPENSATORY ED SUBS	(100.00)	
199	11	6129	00	043	3	30	0	00	ISS/COMPUTER AIDES	(32,200.00)	
199	11	6129	19	043	3	30	0	00	COVID-ISS/COMPUTER AIDES	-	
199	11	6141	00	043	3	30	0	00	MEDICARE	(2,570.00)	
199	11	6142	00	043	3	30	0	00	GROUP HEALTH & LIFE INS	(22,784.00)	
199	11	6143	00	043	3	30	0	00	WORKERS COMPENSATION	(1,235.00)	
199	11	6146	00	043	3	30	0	00	TEACHER RETIREMENT	(7,200.00)	
199	23	6119	01	043	3	30	0	00	JR HI ASST. PRINCIPAL SALARY	(43,190.00)	
199	23	6119	19	043	3	30	0	00	COVID JR HI ASST. PRINCIPAL SA	-	
199	23	6129	00	043	3	30	0	00	JR HI CLERK SALARIES	(21,268.00)	
199	23	6141	00	043	3	30	0	00	MEDICARE	(900.00)	
199	23	6142	00	043	3	30	0	00	GROUP HEALTH & LIFE INS	(5,821.00)	
199	23	6146	00	043	3	30	0	00	TEACHER RETIREMENT	(2,334.00)	
199	31	6119	00	043	3	30	0	00	JR HIGH COUNSELOR SALARIES	(38,724.00)	
199	31	6141	00	043	3	30	0	00	MEDICARE	(556.00)	
199	31	6142	00	043	3	30	0	00	GROUP HEALTH & LIFE INS	(1,620.00)	
199	31	6146	00	043	3	30	0	00	TEACHER RETIREMENT	(1,461.00)	(343,563.00)
199	11	6399	05	044	3	24	0	00	BSI J TOUCH DISPLAYS	-	
199	11	6399	20	044	3	24	0	01	TEKS RESOURCE SUPP	(6,000.00)	
199	11	6118	00	044	3	30	0	00	BSI TUTORIAL EXTRA PAY	(10,000.00)	
199	11	6119	00	044	3	30	0	00	PROFESSIONAL SALARIES	(65,839.00)	
199	11	6121	00	044	3	30	0	00	BSI TUTORIAL BUS DRIVING	-	
199	11	6122	00	044	3	30	0	00	BSI COMP ED SUBS	(100.00)	
199	11	6129	00	044	3	30	0	00	SUPPORT STAFF - ISS	(19,200.00)	
199	11	6141	00	044	3	30	0	00	MEDICARE	(1,390.00)	
199	11	6142	00	044	3	30	0	00	GROUP HEALTH & LIFE INS	(5,400.00)	
199	11	6143	00	044	3	30	0	00	WORKERS COMPENSATION	(598.00)	
199	11	6145	00	044	3	30	0	00	UNEMPLOYMENT COMPENSATION	(240.00)	
199	11	6146	00	044	3	30	0	00	TEACHER RETIREMENT	(1,061.00)	
199	23	6119	01	044	3	30	0	00	BSI ASST PRINCIPAL SALARY	(38,000.00)	
199	23	6141	00	044	3	30	0	00	MEDICARE	(552.00)	
199	23	6141	01	044	3	30	0	00	MEDICARE	-	
199	23	6142	00	044	3	30	0	00	GROUP HEALTH & LIFE INS	(1,620.00)	

199	23	6146	00	044	3	30	0	00	TEACHER RETIREMENT	(853.00)	
199	23	6146	01	044	3	30	0	00	TEACHER RETIREMENT	-	
199	31	6119	00	044	3	30	0	00	BSI COUNSELOR SALARIES	(22,610.00)	
199	31	6141	00	044	3	30	0	00	MEDICARE	(325.00)	
199	31	6142	00	044	3	30	0	00	GROUP HEALTH & LIFE INS	(1,620.00)	
199	31	6146	00	044	3	30	0	00	TEACHER RETIREMENT	(906.00)	(176,314.00)
199	11	6399	20	102	3	24	0	01	TEKS RESOURCE SUPP	(2,400.00)	
199	11	6118	00	102	3	30	0	00	GOLIAD TUTORIAL EXTRA PAY	(1,500.00)	
199	11	6122	00	102	3	30	0	00	COMPENSATORY ED SUBS	(100.00)	
199	11	6122	01	102	3	30	0	00	SUPPORT STAFF-ISS SUBS.	(100.00)	
199	11	6129	00	102	3	30	0	00	SUPPORT STAFF	-	
199	11	6129	01	102	3	30	0	00	SUPPORT STAFF-ISS	(17,000.00)	
199	11	6129	19	102	3	30	0	00	COVID - SUPPORT STAFF	-	
199	11	6141	00	102	3	30	0	00	MEDICARE	-	
199	11	6141	01	102	3	30	0	00	MEDICARE	-	
199	11	6142	00	102	3	30	0	00	GROUP HEALTH & LIFE INS	-	
199	11	6143	00	102	3	30	0	00	WORKERS COMPENSATION	(139.00)	
199	11	6146	00	102	3	30	0	00	TEACHER RETIREMENT	-	
199	11	6146	01	102	3	30	0	00	TEACHER RETIREMENT	-	
199	23	6119	01	102	3	30	0	00	GOLIAD ASST. PRINCIPAL SALARY	(20,240.00)	
199	23	6141	00	102	3	30	0	00	MEDICARE	(293.00)	
199	23	6141	01	102	3	30	0	00	MEDICARE	-	
199	23	6142	00	102	3	30	0	00	GROUP HEALTH & LIFE INS	(1,501.00)	
199	23	6146	00	102	3	30	0	00	TEACHER RETIREMENT	(617.00)	
199	23	6146	01	102	3	30	0	00	TEACHER RETIREMENT	-	
199	31	6119	00	102	3	30	0	00	GOLIAD COUNSELOR SALARIES	(9,025.00)	
199	31	6141	00	102	3	30	0	00	MEDICARE	(128.00)	
199	31	6142	00	102	3	30	0	00	GROUP HEALTH & LIFE INS	(810.00)	
199	31	6146	00	102	3	30	0	00	TEACHER RETIREMENT	(331.00)	(54,184.00)
199	11	6112	00	106	3	28	0	00	DAEP SUBSTITUTES	(2,000.00)	
199	11	6118	00	106	3	28	0	00	EXTRA DUTY DAEP	(1,500.00)	
199	11	6119	00	106	3	28	0	00	PROF. SALARIES	(128,000.00)	
199	11	6122	00	106	3	28	0	00	SUPPORT STAFF-DAEP	(100.00)	
199	11	6129	00	106	3	28	0	00	INSTRUCTIONAL AIDE-DAEP	(36,000.00)	
199	11	6141	00	106	3	28	0	00	MEDICARE	(2,270.00)	

199	11	6142	00	106	3	28	0	00	GROUP HEALTH & LIFE INS	(10,152.00)	
199	11	6143	00	106	3	28	0	00	WORKERS COMPENSATION	(1,647.00)	
199	11	6145	00	106	3	28	0	00	UNEMPLOYMENT COMPENSATION	(240.00)	
199	11	6146	00	106	3	28	0	00	TEACHER RETIREMENT	(6,100.00)	
199	11	6269	02	106	3	28	0	00	DAEP COPIER RENTAL	-	
199	11	6399	00	106	3	28	0	00	DAEP SUPPLIES	(901.00)	
199	11	6399	11	106	3	28	0	00	DELEK DONATION \$58	-	
199	11	6399	11	106	3	28	2	00	ROTARY CLUB DONATION \$500	-	
199	11	6399	70	106	3	28	0	00	DAEP SUPPLIES-SUMMER	(899.00)	
199	11	6412	00	106	3	28	0	00	DAEP TRAVEL	(300.00)	
199	13	6411	00	106	3	28	0	00	DAEP TEACHER TRAVEL	(300.00)	
199	23	6119	00	106	3	28	0	00	DAEP PRINCIPAL SALARY	(110,114.00)	
199	23	6122	00	106	3	28	0	00	DAEP CLERK SUBSTITUTES	(500.00)	
199	23	6129	00	106	3	28	0	00	DAEP CLERK SALARIES	(22,712.00)	
199	23	6141	00	106	3	28	0	00	MEDICARE	(1,882.00)	
199	23	6142	00	106	3	28	0	00	GROUP HEALTH & LIFE INS	(10,404.00)	
199	23	6143	00	106	3	28	0	00	WORKERS COMPENSATION	(1,052.00)	
199	23	6145	00	106	3	28	0	00	UNEMPLOYMENT COMPENSATION	(120.00)	
199	23	6146	00	106	3	28	0	00	TEACHER RETIREMENT	(7,138.00)	
199	23	6411	00	106	3	28	0	00	DAEP PRINCIPAL TRAVEL	(800.00)	
199	71	6512	00	106	3	28	0	00	CAP LEASE - DAEP COPIER	(3,500.00)	(348,631.00)
199	11	6399	20	110	3	24	0	01	TEKS RESOURCE SUPP	(2,400.00)	
199	11	6112	00	110	3	30	0	00	MARCY COMPENSATORY SUBS	(500.00)	
199	11	6122	00	110	3	30	0	00	MARCY COMPENSATORY SUBSTITUTES	(100.00)	
199	11	6122	01	110	3	30	0	00	SUPPORT STAFF-ISS SUBS.	(100.00)	
199	11	6129	01	110	3	30	0	00	SUPPORT STAFF	(52,921.00)	
199	11	6129	19	110	3	30	0	00	COVID-SUPPORT STAFF ISS	-	
199	11	6141	00	110	3	30	0	00	MEDICARE	(711.00)	
199	11	6141	01	110	3	30	0	00	MEDICARE	-	
199	11	6142	00	110	3	30	0	00	GROUP HEALTH & LIFE INS	(10,404.00)	
199	11	6143	00	110	3	30	0	00	WORKERS COMPENSATION	(252.00)	
199	11	6146	00	110	3	30	0	00	TEACHER RETIREMENT	(1,669.00)	
199	11	6146	01	110	3	30	0	00	TEACHER RETIREMENT	-	
199	23	6119	01	110	3	30	0	00	MARCY ASST. PRINCIPAL SALARY	(20,420.00)	
199	23	6141	00	110	3	30	0	00	MEDICARE	(297.00)	
199	23	6141	01	110	3	30	0	00	MEDICARE	-	
199	23	6146	00	110	3	30	0	00	TEACHER RETIREMENT	(3,216.00)	
199	31	6119	00	110	3	30	0	00	MARCY COUNSELOR SALARIES	(19,207.00)	

199	31	6141	00	110	3	30	0	00	MEDICARE	(275.00)	
199	31	6142	00	110	3	30	0	00	GROUP HEALTH & LIFE INS	(1,620.00)	
199	31	6146	00	110	3	30	0	00	TEACHER RETIREMENT	(773.00)	(114,865.00)
199	11	6399	20	111	3	24	0	01	TEKS RESOURCE SUPP	(2,400.00)	
199	11	6112	00	111	3	30	0	00	MOSS COMPENSATORY ED SUBS	(200.00)	
199	11	6121	00	111	3	30	0	00	MOSS TUTORIAL BUS DRIVING	(500.00)	
199	11	6122	00	111	3	30	0	00	MOSS COMPENSATORY ED SUBS	(100.00)	
199	11	6122	01	111	3	30	0	00	SUPPORT STAFF-ISS SUBS.	(100.00)	
199	11	6129	00	111	3	30	0	00	ISS/COMPUTER AIDES	(17,600.00)	
199	11	6129	19	111	3	30	0	00	COVID ISS/COMPUTER AIDES	-	
199	11	6141	00	111	3	30	0	00	MEDICARE	(70.00)	
199	11	6142	00	111	3	30	0	00	GROUP HEALTH & LIFE INS	(5,400.00)	
199	11	6143	00	111	3	30	0	00	WORKERS COMPENSATION	(134.00)	
199	11	6146	00	111	3	30	0	00	TEACHER RETIREMENT	(462.00)	
199	23	6119	01	111	3	30	0	00	MOSS ASST. PRINCIPAL SALARY	(18,071.00)	
199	23	6141	00	111	3	30	0	00	MEDICARE	(239.00)	
199	23	6141	01	111	3	30	0	00	MEDICARE	-	
199	23	6142	00	111	3	30	0	00	GROUP HEALTH & LIFE INS	(1,620.00)	
199	23	6146	00	111	3	30	0	00	TEACHER RETIREMENT	(447.00)	
199	23	6146	01	111	3	30	0	00	TEACHER RETIREMENT	-	
199	31	6119	00	111	3	30	0	00	MOSS COUNSELOR SALARIES	(21,350.00)	
199	31	6119	19	111	3	30	0	00	COVID MOSS COUNSELOR SALARIES	-	
199	31	6141	00	111	3	30	0	00	MEDICARE	(303.00)	
199	31	6142	00	111	3	30	0	00	GROUP HEALTH & LIFE INS	(1,620.00)	
199	31	6146	00	111	3	30	0	00	TEACHER RETIREMENT	(772.00)	(71,388.00)
199	11	6399	20	113	3	24	0	01	TEKS RESOURCE SUPP	(2,400.00)	
199	11	6118	00	113	3	30	0	00	WASHINGTON TUTORIAL EXTRA PAY	(500.00)	
199	11	6121	00	113	3	30	0	00	WASHINGTON TUTORIAL BUS DR	(3,500.00)	
199	11	6122	00	113	3	30	0	00	COMP ED SUBS - WASHINGTON	(1,000.00)	
199	11	6122	01	113	3	30	0	00	SUPPORT STAFF-ISS SUBS.	(100.00)	
199	11	6129	00	113	3	30	0	00	WASHINGTON TUTORIAL SALARIES	-	
199	11	6129	01	113	3	30	0	00	SUPPORT STAFF-ISS/COMP AIDES	(23,000.00)	
199	11	6129	19	113	3	30	0	00	COVID SUPP STAFF-ISS/COMP AIDE	-	
199	11	6141	00	113	3	30	0	00	MEDICARE	(355.00)	
199	11	6141	01	113	3	30	0	00	MEDICARE	-	

199	11	6142	00	113	3	30	0	00	GROUP HEALTH & LIFE INS	(2,502.00)	
199	11	6143	00	113	3	30	0	00	WORKERS COMPENSATION	(392.00)	
199	11	6146	00	113	3	30	0	00	TEACHER RETIREMENT	(863.00)	
199	11	6146	01	113	3	30	0	00	TEACHER RETIREMENT	-	
199	23	6119	01	113	3	30	0	00	WASHINGTON ASST. PRINCIPAL SAL	(19,400.00)	
199	23	6141	00	113	3	30	0	00	MEDICARE	(260.00)	
199	23	6141	01	113	3	30	0	00	MEDICARE	-	
199	23	6142	00	113	3	30	0	00	GROUP HEALTH & LIFE INS	(1,620.00)	
199	23	6146	00	113	3	30	0	00	TEACHER RETIREMENT	(911.00)	
199	23	6146	01	113	3	30	0	00	TEACHER RETIREMENT	-	
199	31	6119	00	113	3	30	0	00	WASHINGTON COUNSELOR SALARIES	(9,025.00)	
199	31	6141	00	113	3	30	0	00	MEDICARE	(129.00)	
199	31	6142	00	113	3	30	0	00	GROUP HEALTH & LIFE INS	(810.00)	
199	31	6146	00	113	3	30	0	00	TEACHER RETIREMENT	(331.00)	(67,098.00)
199	11	6239	01	999	3	24	0	00	TEKS RESOURCE SYS. SERVICES	(16,000.00)	
199	11	6239	03	999	3	24	0	00	REG 18 - TAILER MADE PLATINUM	(12,000.00)	
199	13	6129	00	999	3	24	0	00	SUPPORT PERSONNEL	(33,723.00)	
199	13	6141	00	999	3	24	0	00	MEDICARE	(490.00)	
199	13	6142	00	999	3	24	0	00	GROUP HEALTH & LIFE INS	(5,004.00)	
199	13	6146	00	999	3	24	0	00	TEACHER RETIREMENT	(830.00)	
199	13	6219	00	999	3	24	0	00	STAFF DEVELOPMENT CONSULTANTS	(20,000.00)	
199	13	6239	02	999	3	24	0	00	REG 18 DMAC PROGRAM FEE	(26,000.00)	
199	13	6411	00	999	3	24	0	00	TEACHER TRAVEL-DISTRICT WIDE	(7,000.00)	
199	21	6399	25	999	3	24	0	00	RECRUITING SUPPLIES	(10,500.00)	
199	31	6119	00	999	3	24	0	00	PROFESSIONAL SALARIES	(100,000.00)	
199	31	6141	00	999	3	24	0	00	MEDICARE	(1,000.00)	
199	31	6142	00	999	3	24	0	00	GROUP HEALTH & LIFE INS	(2,700.00)	
199	31	6143	00	999	3	24	0	00	WORKERS COMPENSATION	(689.00)	
199	31	6146	00	999	3	24	0	00	TEACHER RETIREMENT	(3,000.00)	
199	32	6119	00	999	3	24	0	90	PROF. SALARIES-INST. OFFICER	(48,550.00)	
199	32	6119	19	999	3	24	0	90	COVID-PROF. SALARIES INST. OFF	-	
199	32	6141	00	999	3	24	0	00	MEDICARE	(685.00)	
199	32	6142	00	999	3	24	0	00	GROUP HEALTH & LIFE INS	(3,510.00)	
199	32	6143	00	999	3	24	0	00	WORKERS COMPENSATION	(253.00)	
199	32	6146	00	999	3	24	0	00	TEACHER RETIREMENT	(2,600.00)	
199	32	6399	00	999	3	24	0	90	TRUANCY SUPPLIES	(1,200.00)	
199	32	6411	00	999	3	24	0	90	INSTRUCTIONAL OFFICER TRAVEL	(1,000.00)	
199	32	6499	00	999	3	24	0	90	OFFICER & PARENT INVOLVEMENT	(300.00)	

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BSISD Title I Funds 2022-23										
fund	func	obj	sobj	org	fscl_yr	pgm	ed span	proj dtl	Acct Descr	Appr
211	13	6119	23	001	3	24	0	00	PROFESSIONAL SALARIES	-40,000.00
211	13	6141	00	001	3	24	0	00	MEDICARE	-580
211	13	6142	00	001	3	24	0	00	GROUP HEALTH & LIFE INS.	-2,700.00
211	13	6146	00	001	3	24	0	00	TEACHER RETIREMENT	-4,000.00
211	13	6118	23	044	3	24	0	00	STIPEND	0
211	13	6119	23	044	3	24	0	00	PROFESSIONAL SALARIES	0
211	11	6129	23	044	3	24	0	00	SUPPORT STAFF	0
211	11	6141	00	044	3	24	0	00	MEDICARE	0
211	13	6141	00	044	3	24	0	00	MEDICARE	0
211	11	6142	00	044	3	24	0	00	GROUP HEALTH & LIFE INS.	0
211	13	6142	00	044	3	24	0	00	GROUP HEALTH & LIFE INS.	0
211	11	6146	00	044	3	24	0	00	TEACHER RETIREMENT	0
211	13	6146	00	044	3	24	0	00	TEACHER RETIREMENT	0
211	13	6119	23	102	3	24	0	00	PROFESSIONAL SALARIES	0
211	11	6129	23	102	3	24	0	00	SUPPORT STAFF	-11,300.00
211	11	6141	00	102	3	24	0	00	MEDICARE	-164
211	13	6141	00	102	3	24	0	00	MEDICARE	0
211	11	6142	00	102	3	24	0	00	GROUP HEALTH & LIFE INS	-5,400.00
211	13	6142	00	102	3	24	0	00	GROUP HEALTH & LIFE INSURANCE	0
211	11	6146	00	102	3	24	0	00	TEACHER RETIREMENT	-1,044.00
211	13	6146	00	102	3	24	0	00	TEACHER RETIREMENT	0
211	13	6119	23	110	3	24	0	00	PROFESSIONAL SALARIES	0
211	11	6129	23	110	3	24	0	00	SUPPORT STAFF	-23,100.00
211	11	6141	00	110	3	24	0	00	MEDICARE	-335
211	13	6141	00	110	3	24	0	00	MEDICARE	0
211	11	6142	00	110	3	24	0	00	GROUP HEALTH & LIFE INS.	-5,400.00
211	13	6142	00	110	3	24	0	00	GROUP HEALTH & LIFE INS.	0
211	11	6146	00	110	3	24	0	00	TEACHER RETIREMENT	-2,310.00
211	13	6146	00	110	3	24	0	00	TEACHER RETIREMENT	0
211	13	6119	23	111	3	24	0	00	PROFESSIONAL SALARIES	0
211	11	6129	23	111	3	24	0	00	SUPPORT STAFF	-22,000.00
211	11	6141	00	111	3	24	0	00	MEDICARE	-319
211	13	6141	00	111	3	24	0	00	MEDICARE	0
211	11	6142	00	111	3	24	0	00	GROUP HEALTH & LIFE INS.	-5,400.00
211	13	6142	00	111	3	24	0	00	GROUP HEALTH & LIFE INS.	0
211	11	6146	00	111	3	24	0	00	TEACHER RETIREMENT	-2,200.00
211	13	6146	00	111	3	24	0	00	TEACHER RETIREMENT	0
211	13	6118	23	113	3	24	0	00	STIPEND	0
211	13	6119	23	113	3	24	0	00	PROFESSIONAL SALARIES	0

211	11	6129	23	113	3	24	0	00	SUPPORT STAFF	-31,000.00
211	11	6141	00	113	3	24	0	00	MEDICARE	-450
211	13	6141	00	113	3	24	0	00	MEDICARE	0
211	11	6142	00	113	3	24	0	00	GROUP HEALTH & LIFE INS.	-10,800.00
211	13	6142	00	113	3	24	0	00	GROUP HEALTH & LIFE INS.	0
211	11	6146	00	113	3	24	0	00	TEACHER RETIREMENT	-3,100.00
211	13	6146	00	113	3	24	0	00	TEACHER RETIREMENT	0
211	11	6118	23	699	3	24	0	00	SUMMER SCHOOL	0
211	11	6121	23	699	3	24	0	00	SUMMER SCHOOL - SUPPORT STAFF	0
211	11	6141	00	699	3	24	0	00	MEDICARE	0
211	11	6146	00	699	3	24	0	00	TEACHER RETIREMENT	0
211	13	6119	23	999	3	24	0	00	PROFESSIONAL SALARIES	-88,000.00
211	21	6119	00	999	3	24	0	00	PROFESSIONAL SALARIES	0
211	21	6119	23	999	3	24	0	00	PROFESSIONAL SALARIES	-336,000.00
211	13	6141	00	999	3	24	0	00	MEDICARE	-1,276.00
211	21	6141	00	999	3	24	0	00	MEDICARE	-4,872.00
211	13	6142	00	999	3	24	0	00	GROUP HEALTH & LIFE INS.	-1,350.00
211	21	6142	00	999	3	24	0	00	GROUP HEALTH & LIFE INS.	-14,500.00
211	13	6146	00	999	3	24	0	00	TEACHER RETIREMENT	-8,800.00
211	21	6146	00	999	3	24	0	00	TEACHER RETIREMENT	-33,600.00
										-660,000.00
211	13	6219	23	001	3	24	0	01	PROFESSIONAL SERVICES	-1,715.00
211	13	6219	23	043	3	24	0	01	PROFESSIONAL SERVICES	-1,715.00
211	13	6219	23	044	3	24	0	01	PROFESSIONAL SERVICES	-1,715.00
211	13	6219	23	102	3	24	0	01	PROFESSIONAL SERVICES	-1,715.00
211	13	6219	23	110	3	24	0	01	PROFESSIONAL SERVICES	-1,715.00
211	13	6219	23	111	3	24	0	01	PROFESSIONAL SERVICES	-1,715.00
211	13	6219	23	113	3	24	0	01	PROFESSIONAL SERVICES	-1,715.00
211	13	6219	23	999	3	24	0	01	PROFESSIONAL SERVICES	0
211	13	6219	23	999	3	24	0	02	PROF. SERV. - SCHL IMPROVE	-25,000.00
211	13	6239	23	999	3	24	0	01	PROFESSIONAL SERVICES-ESC 18	-80,489.00
										-117,494.00
211	11	6399	23	001	3	24	0	00	SUPPLIES	0
211	11	6399	23	001	3	24	0	03	SOFTWARE RENEWALS	-40,000.00
211	11	6399	23	003	3	24	0	00	SUPPLIES	0
211	11	6399	23	003	3	24	0	03	SOFTWARE RENEWALS	0
211	11	6399	23	043	3	24	0	00	SUPPLIES	0
211	11	6399	23	044	3	24	0	00	SUPPLIES	0
211	11	6399	23	102	3	24	0	00	SUPPLIES	0

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BSISD Title II Funds 2022-23										
fund	func	obj	sobj	org	fscl_yr	pgm	ed span	proj dtl	Acct Descr	Appr
255	13	6119	23	001	3	24	0	00	INSTRUCTIONAL COACH/MENTOR	-\$19,000.00
255	13	6141	00	001	3	24	0	00	MEDICARE	-\$276.00
255	13	6146	00	001	3	24	0	00	TEACHER RETIREMENT	-\$1,900.00
255	13	6119	23	043	3	24	0	00	INSTRUCTIONAL COACH/MENTOR	-\$14,100.00
255	11	6141	00	043	3	24	0	00	MEDICARE	\$0.00
255	11	6141	20	043	3	24	0	00	MEDICARE	\$0.00
255	13	6141	00	043	3	24	0	00	MEDICARE	-\$205.00
255	11	6142	00	043	3	24	0	00	GROUP HEALTH AND LIFE INS.	\$0.00
255	11	6146	00	043	3	24	0	00	TEACHER RETIREMENT	\$0.00
255	11	6146	23	043	3	24	0	00	TEACHER RETIREMENT	\$0.00
255	13	6146	00	043	3	24	0	00	TEACHER RETIREMENT	-\$1,410.00
255	13	6119	23	044	3	24	0	00	INSTRUCTIONAL COACH/MENTOR	-\$14,300.00
255	11	6141	00	044	3	24	0	00	MEDICARE	\$0.00
255	13	6141	00	044	3	24	0	00	MEDICARE	-\$207.00
255	11	6142	00	044	3	24	0	00	GROUP HEALTH AND LIFE INS.	\$0.00
255	11	6146	00	044	3	24	0	00	TEACHER RETIREMENT	\$0.00
255	13	6146	00	044	3	24	0	00	TEACHER RETIREMENT	-\$1,430.00
255	13	6119	23	102	3	24	0	00	INSTRUCTIONAL COACH/MENTOR	-\$4,000.00
255	11	6141	00	102	3	24	0	00	MEDICARE	\$0.00
255	13	6141	00	102	3	24	0	00	MEDICARE	-\$58.00
255	11	6142	00	102	3	24	0	00	GROUP HEALTH AND LIFE INS.	\$0.00
255	11	6146	00	102	3	24	0	00	TEACHER RETIREMENT	\$0.00
255	13	6146	00	102	3	24	0	00	TEACHER RETIREMENT	-\$400.00
255	13	6119	23	110	3	24	0	00	INSTRUCTIONAL COACH/MENTOR	-\$11,300.00
255	11	6141	00	110	3	24	0	00	MEDICARE	\$0.00
255	13	6141	00	110	3	24	0	00	MEDICARE	-\$164.00
255	11	6142	00	110	3	24	0	00	GROUP HEALTH & LIFE INS	\$0.00
255	11	6146	00	110	3	24	0	00	TEACHER RETIREMENT	\$0.00
255	13	6146	00	110	3	24	0	00	TEACHER RETIREMENT	-\$1,130.00
255	13	6119	23	111	3	24	0	00	INSTRUCTIONAL COACH/MENTOR	-\$11,000.00
255	11	6141	00	111	3	24	0	00	MEDICARE	\$0.00
255	13	6141	00	111	3	24	0	00	MEDICARE	-\$160.00
255	11	6142	00	111	3	24	0	00	GROUP HEALTH AND LIFE INS	\$0.00
255	11	6146	00	111	3	24	0	00	TEACHER RETIREMENT	\$0.00
255	13	6146	00	111	3	24	0	00	TEACHER RETIREMENT	-\$1,100.00
255	13	6119	23	113	3	24	0	00	INSTRUCTIONAL COACH/MENTOR	-\$17,600.00
255	13	6141	00	113	3	24	0	00	MEDICARE	-\$255.00
255	13	6146	00	113	3	24	0	00	TEACHER RETIREMENT	-\$1,760.00

BSISD Title IV 2022-23

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BSISD ESSER III 2022-23 (2021-2023)

fund	func	obj	sobj	org	fscl_yr	pgm	ed span	proj dtl	Acct Descr	Appr
282	11	6118	21	001	1	24	0	88	EXTRA DUTY PAY - PROFESSIONAL	-\$8,056.00
282	11	6146	00	001	1	24	0	00	TEACHER RETIREMENT	-\$806.00
282	11	6118	21	043	1	24	0	88	EXTRA DUTY PAY - PROFESSIONAL	-\$8,056.00
282	11	6129	21	043	1	24	0	00	SUPPORT STAFF	-\$24,300.00
282	11	6141	21	043	1	24	0	00	MEDICARE	-\$470.00
282	11	6142	00	043	1	24	0	00	GROUP HEALTH & LIFE INS	-\$5,400.00
282	11	6146	00	043	1	24	0	00	TEACHER RETIREMENT	-\$3,236.00
282	11	6118	21	044	1	24	0	88	EXTRA DUTY PAY - PROFESSIONAL	-\$8,056.00
282	11	6129	21	044	1	24	0	00	SUPPORT STAFF	-\$24,300.00
282	11	6141	21	044	1	24	0	00	MEDICARE	-\$470.00
282	11	6142	00	044	1	24	0	00	GROUP HEALTH & LIFE INS	-\$5,400.00
282	11	6146	00	044	1	24	0	00	TEACHER RETIREMENT	-\$3,236.00
282	11	6118	21	102	1	24	0	88	EXTRA DUTY PAY - PROFESSIONAL	-\$8,056.00
282	11	6129	21	102	1	24	0	00	SUPPORT STAFF	-\$12,200.00
282	11	6141	21	102	1	24	0	00	MEDICARE	-\$294.00
282	11	6142	00	102	1	24	0	00	GROUP HEALTH & LIFE INS	-\$2,700.00
282	11	6146	00	102	1	24	0	00	TEACHER RETIREMENT	-\$2,026.00
282	11	6118	21	108	1	24	0	88	EXTRA DUTY PAY	-\$8,056.00
282	11	6118	21	110	1	24	0	88	READING STIPENDS/EXTRA DUTY PA	-\$12,056.00
282	11	6129	21	110	1	24	0	00	SUPPORT STAFF	-\$23,100.00
282	11	6141	21	110	1	24	0	00	MEDICARE	-\$510.00
282	11	6142	00	110	1	24	0	00	GROUP HEALTH & LIFE INS	-\$5,400.00
282	11	6146	00	110	1	24	0	00	TEACHER RETIREMENT	-\$906.00
282	11	6118	21	111	1	24	0	88	READING STIPENDS/EXTRA DUTY PA	-\$7,000.00
282	21	6118	21	111	1	24	0	88	READING STIPENDS	-\$1,000.00
282	11	6129	21	111	1	24	0	00	SUPPORT STAFF	-\$23,100.00
282	11	6141	21	111	1	24	0	00	MEDICARE	-\$451.00
282	11	6142	00	111	1	24	0	00	GROUP HEALTH & LIFE INS	-\$5,400.00
282	11	6146	00	111	1	24	0	00	TEACHER RETIREMENT	-\$853.00
282	11	6118	21	113	1	24	0	88	READING STIPENDS/EXTRA DUTY PA	-\$10,056.00
282	21	6118	21	113	1	24	0	88	READING STIPENDS	-\$2,000.00
282	11	6129	20	113	1	24	0	88	SUPPORT STAFF	-\$3,486.00
282	11	6129	21	113	1	24	0	00	SUPPORT STAFF	-\$12,200.00
282	11	6129	21	113	1	24	0	88	SUPPORT STAFF	\$0.00
282	11	6129	22	113	1	24	0	88	SUPPORT STAFF	-\$114,782.00
282	11	6141	21	113	1	24	0	00	MEDICARE	-\$352.00
282	11	6142	00	113	1	24	0	00	GROUP HEALTH & LIFE INS	-\$2,700.00
282	11	6142	20	113	1	24	0	00	GROUP HEALTH & LIFE INS	-\$450.00
282	11	6142	22	113	1	24	0	00	GROUP HEALTH & LIFE INS	-\$20,673.00
282	11	6146	00	113	1	24	0	00	TEACHER RETIREMENT	-\$806.00

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