

Big Spring Independent School District

District Improvement Plan

2021-2022



Mission Statement

Excellence is Expected of ALL!

Vision

Relentlessly "Steer"ing students towards 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.**

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	6
District Culture and Climate	8
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	13
District Context and Organization	14
Technology	15
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	18
Goals	21
Goal 1: Big Spring ISD will build a strong foundation of reading and math for all students.	22
Goal 2: Big Spring ISD will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.	25
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.	35
Goal 4: Big Spring ISD will develop partnerships with Big Spring business organizations, parents, and community members.	39
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.	41
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.	45
State Compensatory	49
Budget for District Improvement Plan	50
Personnel for District Improvement Plan	50
Title I Schoolwide Elements	53
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	54
1.1: Comprehensive Needs Assessment	54
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	54
2.1: Campus Improvement Plan developed with appropriate stakeholders	54
2.2: Regular monitoring and revision	54
2.3: Available to parents and community in an understandable format and language	54
2.4: Opportunities for all children to meet State standards	54
2.5: Increased learning time and well-rounded education	54
2.6: Address needs of all students, particularly at-risk	55
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	55
3.1: Develop and distribute Parent and Family Engagement Policy	55
3.2: Offer flexible number of parent involvement meetings	55
Title I Personnel	55

District Instructional Leadership Team	56
Site-Based Decision Making Committee	57
District Funding Summary	58
Addendums	60

Comprehensive Needs Assessment

Demographics

Demographics Summary

Big Spring Independent School District (BSISD) serves approximately 4,000 students with diverse backgrounds that include approximately 25% Caucasian students, 65% Hispanic students, and 6%% African American Students. According to the most recent TAPR (2019-20) BSISD's Economically Disadvantaged population was 60.3% but the 2021-22 numbers just submitted in PEIMS indicate a 10% rise in this demographic. English Learners (EL) comprise 5% and students considered to be At-Risk make up 47.5%. The overall Title I population stands at 97.6%. 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 due 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 these 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), Pre-AP, 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 mean 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, art.

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 4% EL population to perform better on TELPAS and on STAAR, Domain 3.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Big Spring ISD continues to struggle in Domain 1: Academic Achievement. **Root Cause:** Lack of quality Tier I instruction for students to score at the Meets and Masters Grade Level cut-points.

Problem Statement 2: Big Spring ISD failed to reach most federally set target percentages for sub-pops at the Meets Grade Level in Reading and Math. **Root Cause:** Big Spring ISD discovered high teacher turnover rate in most, if not all, ELAR and Math classrooms throughout the district.

Problem Statement 3: Big Spring ISD fails to show growth on TELPAS or in Domain 3 of STAAR. **Root Cause:** Lack of specific, explicit supports for our EL population and no

set goals to exit students who have been in our system for several years prior to 5th/6th grade

Student Achievement

Student Achievement Summary

Big Spring ISD was rated as a "D" district for two consecutive years prompting state interventions. The accountability system rates districts on an A-F scale across three domains based upon overall student achievement (including college, career, and military readiness), individual student progress (only at campus level) and/or relative performance, and closing the performance gaps. BSISD received a score of 63 equal to a D rating. This particular rating remained in place due to COVID shutdowns that affected STAAR testing. In 2020-2021, however, BSISD was able to test with fidelity enabling BSHS to use an alternative evaluation that allowed them to emerge from their D rating. The district remains "not rated."

The A-F accountability system allows districts to celebrate the areas in which they perform well by computing the highest score achieved among Domain 1, Domain 2a or Domain 2b. BSISD improved in the Student Achievement Domain from an F to a D, improved from a D to a C rating in Domain 2a and 2b, but failed to make progress in Domain 3: Closing the Gaps falling from a D to an F. 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, two new teams have formed to help with consistency across campuses, the EPIC Team and the Vertical Alignment Team.

The elementary campuses are also in year two 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.

Student Achievement Strengths

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 for students who do not meet the level of performance to show continued and spiraled success are applied immediately to assist in meeting deficiencies and to ensure that the TEKS are covered appropriately.

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 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.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Big Spring ISD remains "Not Rated" due to COVID, but the last data show that we earned a scaled score of 59 (F) in the STAAR Component of the Student Achievement Domain. **Root Cause:** Low number of students scoring in above the Approaches Grade Level passing standard throughout the district.

Problem Statement 2: Big Spring ISD met 2/22 targets for demographic sub-pops at the Meets Grade Level threshold or higher in both Reading and Math. **Root Cause:** Recruiting and retaining highly qualified teachers remains very difficult; as a result, Tier 1 instruction suffers and RTI needs overwhelm teachers operating with little capacity while simultaneously struggling to learn strategies that meet the needs of all student groups.

District Culture and Climate

District Culture and Climate Summary

According to the most recent staff and student surveys, the majority of students enjoy attending school, feel a strong sense of belonging, and believe they are treated with respect by teachers; in fact, BSISD students feel a sense of pride about their school. The culture and morale of our teachers mirror that of our students as they also indicated a growing sense of pride and high expectations. Most students and staff feel respected, supported, and have a sense of belonging. Major discipline infractions, which often resulted in students being pulled from instruction, have decreased. Students and staff strongly believe BSISD provides a caring and safe environment for all stakeholders. Overall, students and staff feel that our district maintains high expectations for all stakeholders in all areas: academic, behavioral, and social. K-4 students seem to be more satisfied with the school's culture and climate based on the higher attendance rate for elementary students. This is also evident due to the smaller number of ISS, OSS, and expulsions on elementary campuses. Within this, students who are fairly successful in school and have parents/guardians who have a positive view of education are definitely more satisfied with our schools. Secondary students are extremely involved and experience success in various extra-curricular activities. Naturally, secondary students are more consistently involved in extracurricular activities and clubs as these are more available at their level. These are usually students who are more successful academically and socially and who traditionally have more parental support. When PLCs are functioning well, continuity in classroom management and organization becomes more uniform. Student achievement increases as quality practices are implemented.

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 robust 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

Recent efforts to secure the high school campus including locking or eliminating all entrances have improved safety and security measures; additional access control measures and security cameras will be deployed across the district using ESSER II funds.

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.

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.

PLCs are required daily 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.

Capturing Kids' Hearts provides students with social, emotional, and behavioral supports by training teachers in classroom management strategies based on social contracts of mutual expectations and respect.

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: BSI 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.

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 more 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 but dropped by 4% this last year. 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 Grow Your Own/Tech Teach programs from our Title II funds.

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 periodic feedback from walk-throughs. Any time a teacher satisfies three of five criteria an email to the teacher is generated congratulating them on their performance; after 15, a teacher receives an email identifying instructional trends.
4. The district utilizes job fairs, radio appeals, newspaper articles, Social Media, newspaper ads, and multiple net-based job boards to recruit.
5. Typically, 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.
6. BSISD partners with ESC 18 for quarterly new teacher academy meetings, and classroom visits.
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 Grow Your Own/TechTeach candidates, as Title II funds allow, 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 in test subject areas is approximately twice as large as the overall district teacher turnover rate (23.3%) compared to the average state teacher turnover rate of 16%. **Root Cause:** Large student/teacher ratio and high stress levels in accordance with state accountability scores are impacting teacher retention 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.

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 with instructional leaders and attend leadership workshops together. They are encouraged to build campus-level leaders who can assume more responsibilities during PLCs and provide additional supports 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 lessons plans and planning documents. High school, junior high, and intermediate school utilize common planning periods to plan lessons and assessments together.
- 2) Data is pulled from *DMAC* in three-week increments from Check Points (ESF 5.3) Additionally, end-of-year STAAR scores can be broken down in a number of ways from *DMAC*. *NWEA* in grades K-6 provides ongoing feedback throughout the year as well (for tiered intervention tracking). RTI tracking data is 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 on the academic vocabulary required by subject/grade levels. There is a district-wide common assessment calendar to keep everyone on track (ESF 5.1)
- 4) Three-week common assessments and the PLCs that follow each should pinpoint areas of weakness and strength in learners. Data is 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 with 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 RTI/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) Using *Lead4ward* to gain insight into how to utilize data from STAAR and checkpoints as well as intentional test reviews.
- 10) Utilize 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.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Engagement is an area BSISD is diligently working to improve/expand. Our EL 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, serving as the Family-School Liaison providing specific supplies and trainings 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.

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 child. 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. Many of our written communications with 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, and the city of Big Spring are all community organizations the district works with to serve families. We also work closely with local media to keep the community informed. Each of our campuses also distributes a weekly newsletter to parents. The weekly newsletters provide tips for helping students with school work.
7. We have a specific Family-School Liaison to engage and support families as necessary
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 on every campus and 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 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 upon 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 in a very competitive position, as compared to 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 awareness of individual student needs also resonates in schedules that allow for increased intervention periods for struggling 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. Teachers are regularly polled for input regarding instructional programs and their evaluations, and all the site-based teams are involved in spring evaluations of federally funded programs (Titles I, II, III, IV, and V).
5. The role of the teacher is to create classroom assessments designed to measure student growth and conceptual understanding of concepts taught. Teachers have full autonomy to create classroom assessments designed to gain this insight.
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. The perceptions would vary greatly among the individuals listed. 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 upon 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.

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 two 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, and technology training.

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 to receive allotted classroom sets of Chromebooks to use in their classrooms.

Interactive televisions 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 a year ago and a new BSISD app is now available on smart devices.

BSISD is also looking to purchase and update the camera security system across all buildings with ESSER II funds.

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.

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 needs a digital program that offers teachers the ability to see everyone's computer screen simultaneously and track their digital footprint.

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 computing devices, which, in turn, causes some students to be unfamiliar with instructional resources and even 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 in test subject areas is approximately twice as large as the overall district teacher turnover rate (23.3%) compared to the average state teacher turnover rate of 16%.

Root Cause 1: Large student/teacher ratio and high stress levels in accordance with state accountability scores are impacting teacher retention 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
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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 Success Initiative (SSI) data for Grades 5 and 8
- 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- 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
- TTESS 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 for all students.

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

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: District Assessments and STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: BSISD will continue to use Lead Your School processes to improve instruction and ultimately increase performance on state standardized tests. Strategy's Expected Result/Impact: STAAR results, Steer Walk Data, Checkpoint Data, Instruction based on fundamental five Staff Responsible for Monitoring: Campus Administration, Department Heads, Counselors, School Improvement	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, War Room, PLC Data, Lesson plans, check points, mile markers Staff Responsible for Monitoring: Campus Administration, Assistant Superintendent	Formative		
	Oct	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: BSISD will continue to provide enrichment and Response to Intervention (RtI) to students to ultimately increase performance on state standardized test. Strategy's Expected Result/Impact: STAAR results, RtI reports, ExactPath, Mathletics, NWEA growth Staff Responsible for Monitoring: Campus Administration, Special Programs Coordinator	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 for all students.





Performance Objective 2: Domain II STAAR student growth will average 60% or above for all students and meet or exceed the Domain III target for each accountable sub-pop.

Targeted or ESF High Priority
HB3 Goal

Strategy 1 Details		Formative Reviews		
Strategy 1: BSISD will continue to provide enrichment and Response to Intervention (RtI) to students to ultimately increase performance on state standardized test.		Formative		
		Oct	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 1: Big Spring ISD will build a strong foundation of reading and math for all students.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: BSISD will continue to lessen the longitudinal drop out rate, as documented in the 2018-19 TAPR from 10.4% to 5% or less. Staff Responsible for Monitoring: 2019 -20 TAPR 4-Year and 5-Year Extended Longitudinal Dropout Rate	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. Staff Responsible for Monitoring: BSISD Truancy officer (New position created, 2020) Nick Sotelo BSISD District Registrar (New position, 2020) Gina McWilliams	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 for all students.

Performance Objective 4: BSISD will coordinate with Region 18 ESC, the 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.

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

Performance Objective 1: BSISD will support comprehensive district-wide implementation and evaluation of BSISD Curriculum Management Plan

Targeted or ESF High Priority

HB3 Goal

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: STAAR results, lesson plans, Saxon phonics, Fontas/Pinnell Guided Reading Staff Responsible for Monitoring: Campus Administration, Curriculum Department, School Improvement	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, PLC data, Professional Development Agenda Staff Responsible for Monitoring: Campus Administration, Curriculum Department, Director of School Improvement	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, etc Strategy's Expected Result/Impact: STAAR results, certificate of attendance, district checkpoint data, PLC agendas and minutes Staff Responsible for Monitoring: Campus Administration, Curriculum Department, School Improvement	Formative		
	Oct	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: District Professional Development for new teachers Strategy's Expected Result/Impact: Peer Observations; Data Collected from Campus Visits; Professional Development Calendar; New Teacher Academy Surveys 2nd Year Teacher Academy Walkthroughs and feedback Staff Responsible for Monitoring: Curriculum Department, Director for School Improvement, Campus Administration	Formative		
	Oct	Feb	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Mentoring support for new teachers Strategy's Expected Result/Impact: Implementation of mentoring plan; Data collected from classroom visits; Documented discussions from mentoring visits; Survey; 1st and 2nd year teacher academies Staff Responsible for Monitoring: Campus Administration, Curriculum Department	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: PD evaluations; STAAR; EOC; Principal monitored lesson plans Staff Responsible for Monitoring: Curriculum Department, Campus Administrators	Formative		
	Oct	Feb	May
Strategy 7 Details	Formative Reviews		
Strategy 7: District personnel will use strategies out of, "The Fundamental 5: The Formula for Quality Instruction." Strategy's Expected Result/Impact: Steer Walk data, PLC data, Staff Responsible for Monitoring: Campus Administration, Curriculum Department, Director for School Improvement	Formative		
	Oct	Feb	May
Strategy 8 Details	Formative Reviews		
Strategy 8: ALL campuses will set high campus expectations based on Capturing Kids' Hearts strategies in order to build relationships with students thus improving achievement and decreasing unacceptable activities. Strategy's Expected Result/Impact: Ride for the Brand forms; reduction in discipline referrals Capturing Kid's Hearts (K-12) Conscious Discipline (PK) Staff Responsible for Monitoring: Campus Administration, Assistant Superintendent	Formative		
	Oct	Feb	May
Strategy 9 Details	Formative Reviews		
Strategy 9: BSISD and Lead4Ward will provide comprehensive district-wide resources for understanding of readiness, supporting, and process standards. Strategy's Expected Result/Impact: Lesson Plans, STAAR results Staff Responsible for Monitoring: Campus Administration, Curriculum Department, School Improvement	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 strong system of tiered instruction in a structured environment of accountability and support.

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

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: NWEA Math and Reading - K-6

HMH student growth K-8

Renaissance STAR assessment 1-8

District Pre/Post assessments 2-6, 9-12





District Checkpoints 2-6

Campus Checkpoints 7-12

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: Professional Learning Communities (PLC's); DMAC reports which changes instruction Staff Responsible for Monitoring: Curriculum/Testing Department, Campus Administration, Mentor Teachers	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Campuses will be trained in Lead4ward processes through PLCs, webinars, and curriculum department support. Strategy's Expected Result/Impact: Heat Maps; PLC's; STAAR results; EOC's Staff Responsible for Monitoring: Director for School Improvement, Curriculum Department, Campus Administration, Mentor Teachers	Formative		
	Oct	Feb	May
<div> <div>0% No Progress</div> <div>100% 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 strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 3: Each campus will develop plans that provide for coordinated school health





Strategy 1 Details	Formative Reviews		
Strategy 1: District will convene a district-wide SHAC committee Strategy's Expected Result/Impact: SHAC minutes, Red Ribbon Week participation Staff Responsible for Monitoring: Assistant Superintendent of Operations	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Fitnessgram data for instructional planning Strategy's Expected Result/Impact: Analysis of Fitnessgram data Staff Responsible for Monitoring: Athletic Director, Campus Administration, Physical Education teacher	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 strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 4: BSISD will support initiatives to improve district performance within all indicators of the Performance Based Monitoring System.

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: Capturing Kids Hearts behavior support techniques will be implemented to focus on student behavior expectations on all campuses Strategy's Expected Result/Impact: Reduction of PEIMS reportable discipline placements; Less students missing instructional time Staff Responsible for Monitoring: Director of Special Services Campus administration Assistant Superintendent	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: Federal Programs Director, 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 Idea Proficiency Test (IPT)-- Language Proficiency Assessment. Staff Responsible for Monitoring: Federal Programs Director, Bilingual/ESL Coordinator, Campus Administration, Counselors	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: Federal Program Director, Bilingual/ESL Coordinator Campus Administration, Special Programs Coordinator, Curriculum Director	Formative		
	Oct	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Students who are identified as special education, ELL, 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	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 and Special Services 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	Formative		
	Oct	Feb	May

Strategy 9 Details	Formative Reviews		
Strategy 9: Distinguished High School, Foundation with endorsements graduation rates will be monitored for special education, ELL, as well as CTE students. Strategy's Expected Result/Impact: Graduation rates and diploma rates in comparison to general student population graduation rates. Staff Responsible for Monitoring: Federal 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 all students who qualify to increase performance on state accountability exams. Strategy's Expected Result/Impact: STAAR results, STAAR A results, STAAR Alt. results Staff Responsible for Monitoring: Campus Administration, Special Education Director	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 strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 5: The district's academic and supplemental programs will be regularly evaluated for effectiveness in improving student performance.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Progress Monitoring:
iRead K-2
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 use of intervention programs: iRead, Formative Loop, Mathletics, Accelerated Reader Strategy's Expected Result/Impact: Data and use of programs, program evaluations Staff Responsible for Monitoring: Curriculum Department, School Improvement	Formative		
	Oct	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

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

Performance Objective 6: 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

HB3 Goal

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 D to a C. Improve BSHS state accountability rating from a D to at least a C. 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 classes. 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 student 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 partnership with Howard College through 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 more informed. Strategy's Expected Result/Impact: Consistency in coherence 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 coherent sequence for career pathways and endorsements Strategy's Expected Result/Impact: Student Certifications, Accountability reports 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 providing the Internet Personal Achievement Center (IPAC) as well as the BSHS RJC program to serve students who are in danger of not graduating. Strategy's Expected Result/Impact: Graduation rate, EOC's Staff Responsible for Monitoring: Campus Administration, Counselors	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 1: BSISD will recruit and maintain a highly qualified staff according to ESSA and/or SBEC standards, and will actively participate in professional development.

Targeted or ESF 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 Grow Your Own Plan) 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 Grow Your Own/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	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: BSISD has partnered with ESC 18 for Beginning Teacher Academy that will offer quarterly training to support teachers new to the profession and engage them in collaborative workshops to enhance instruction and create a positive classroom environment Strategy's Expected Result/Impact: New teachers will feel supported through this program and will remain in BSISD to continue their growth and acquire the experience necessary to enable expected student growth. Staff Responsible for Monitoring: Curriculum Department, Campus Administration, School Improvement Funding Sources: - 211-ESSA Title I, Part A	Formative		
	Oct	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: 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	Formative		
	Oct	Feb	May

Strategy 4 Details	Formative Reviews		
Strategy 4: 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 5 Details	Formative Reviews		
Strategy 5: BSISD will assist paraprofessionals in obtaining teacher certification through alternative teaching programs, such as Grow Your Own/Tech Teach with whom BSISD has solid partnerships. 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	Formative		
	Oct	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: 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	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, RTI, guided reading, vertical alignment, etc.

Targeted or ESF High Priority





Strategy 1 Details	Formative Reviews		
Strategy 1: Provide support through campus professional development programs that increase effectiveness of Tier 1 instruction. Strategy's Expected Result/Impact: STAAR results, Steer Walks data, PLC's, Google Classroom Staff Responsible for Monitoring: Campus Administration, Curriculum Department, School Improvement	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, Steer Walks data, staff trainings to promote teacher/student relationships, and counselor logs 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 Staff Responsible for Monitoring: Campus Administration, Curriculum Department, School Improvement	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 to provide a uniform teaching/learning platform and to support remote learning opportunities in order to meet the needs of all students.





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 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: Participation 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: Tracking the number of community partners Staff Responsible for Monitoring: Campus administration, Community Relations Coordinator	Formative		
	Oct	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Continue the Memorial Tree Project. Strategy's Expected Result/Impact: Annual event Staff Responsible for Monitoring: Community Relations Coordinator	Formative		
	Oct	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Use local news media and social media as a venue to promote district projects and successes. Strategy's Expected Result/Impact: Articles, Radio broadcasts, number of followers on Facebook, BSISD website, and Twitter Staff Responsible for Monitoring: Community Relations Coordinator	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: BSISD will put into operation 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).

Strategy 1 Details	Formative Reviews		
Strategy 1: Train campus principals and school contacts on requirements for campus parent involvement policy and School/Parent Compact. Strategy's Expected Result/Impact: Sign in sheets 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 involvement strategies in Part A with parental existing involvement strategies under the following programs: Bilingual/ESL; Guidance/Counseling; Homeless; 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 programs including: Conscious Discipline and Capturing Kid's Hearts. 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 educational programs and opportunities for all students, staff, and parents.

Targeted or ESF High Priority

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 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.	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 any time 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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






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.

Targeted or ESF 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>			

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,961,222.00

Total FTEs Funded by SCE: 44.87

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
Ashley Morgan	Secondary Librarian	0.15
Barbara Roberson	Elementary Counselor	0.3
Bert Otto	Asst Secondary Principal	1
Betty Johansen	PAC Teacher	1
Boyd, Pierce, Tarpley	Tutors	1
Brad Smith	Secondary Math	0.5
Brett Ramsey	Runnels Director	1
Bruce Brown	DAEP Instructional Aide	1
Cadet Bryant	Elementary Counselor	0.3
Carolynn Botts	Secondary Math	0.1
Cecilia Franco	DAEP Principal Secretary	1
Chance Urias	Secondary Math	0.1
Cheryl Tannehill	Pregnancy Related Services	1
Claude-Michael Steelman	Secondary Math	0.1
Clifford Nance	Secondary Social Studies	0.1
Connie Kennedy	RTI Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cristy Smith	RTI Teacher	1
Cycelye Hawkins	Secondary Reading	0.1
Dana Tompkins	Dyslexia Teacher	1
David Scott	Secondary Social Studies	0.1
Dicky Stone	Seondary DMAC Facilitator	0.75
Domonique Colon	Computer Lab Aide	1
Dorothy Rodriguez	Classroom Aide	0.5
Eddie Middleton	Secondary Social Studies	0.1
Elaina Bauman	Secondary History	0.1
Elfi Tucker	Dyslexia Teacher	1
Elissa Medina-Bancroft	Asst Principal	0.15
Eric Tuttle	Runnels Job Corp	0.75
Gary Newton	Secondary Science Teacher	0.5
Genie Vega	Elementary Library Facilitator	1
Gina McWilliams	District Registrar	0.3
Gloria Munoz	Classroom Aide	1
Heidi Twining	DAEP Principal	1
Holly Barfield	Asst Principal	0.3
Ira Viera	Computer Lab Aide	1
Jack Tonn	PAC Teacher	1
Jamie McMeans	Secondary Math	0.1
Jeff Lane	Assoc. Principal	0.3
Jennifer Hart	DAEP Classroom Aide	1
Jeremy Landin	Secondary Science	0.1
Joyce Brawley	ISS Aide	1
Joyce Brawley	ISS Aide	1
Kerri Whitehead	Secondary Writing	0.1
Kristen Willis	Secondary English	0.1
Kristi Shifflett	Secondary Counselor	0.3
Kristin Tubb	Elementary Principal	0.3
Leasa Lowery	Secondary Counselor	0.3

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Leslie Clements	Curriculum Secretary	1
Lisa White Brunelli	Secondary Science	0.1
Mario Heredia	Teacher/Coach	0.75
Mark Lozano	Secondary Math	0.1
Marlena Jones	Secondary Math	0.1
Marni Franco	DAEP Teacher	1
Matthew Yanez	Teacher/Coach	0.5
Melissa Morales	ISS Aide	1
Michael Neal Roberts	Success School Aide	1
Michelle Morales	Principal Secretary	0.5
Morgan McWilliams	Secondary Counselor	0.3
Nicole Woodard	Asst. Principal	0.3
Pamela Billick-Gonzalez	DAEP Teacher	1
Pamela Taylor	Asst Principal	0.3
Peggy Calhoun	Secondary English	0.1
Porsha Bryant	Secondary Science Teacher	0.5
Raemi Thompson	Asst Superintendent Academics	0.5
Rhonda Bronaugh	ISS Aide	1
Richard Cypert	Elementary Counselor	0.3
Richard Smith	Threat Assessment Coordinator	1
Rosalinda Moreno	Computer Lab Aide	1
Rosemary Sanchez	ISS Aide	1
Russell J Kennedy	Asst Principal	0.3
Samantha Hyatt	Asst. Principal	0.3
Sarah Heffle	Secondary Writing	0.1
Shanen Davis	Secondary Science	0.1
Shea Harmon	Asst. Principal	0.3
Sheila Rawlins	Elementary Counselor	0.3
Stormi Smith	Secondary Social Studies	0.1
Sylvia Wilkins	ISS Aide	1
Tabitha Barbee	Secondary Social Studies	0.1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Taylor Osborn	Secondary Counselor	0.3
Theresa Kemp	Secondary Science	0.1
Tim Tannehill	Asst. Principal	0.3
Toby Kennemur	Secondary Writing	0.1
Treena Foster	Asst Principal	0.3

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The CNA will be an annual deep dive into the past year(s) outcomes to see if goals and strategies hit the mark or not. Analyses will be based on data and input from stakeholders at the site-based team meeting. The diversity of our students deserve in-depth discussion among all district personnel and especially those specifically dedicated to and educated in traditionally underserved populations. Federal funds should be allocated based on need.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The District Improvement Plan will include input from relevant stakeholders prior to board submission for approval. These stakeholders should have knowledge of the demographic and student achievement correlations along with the impact of any PD provided by the district. Data sources from the district will be provided to all members to study and discuss and to relate to community/business partners as we continue to seek their support and plan for the future of our students. Federal funds will be used to help all students in this SW Title I district to supplement state and local monies to ensure all students have equitable access to high-quality instruction with equally high-quality resources/materials.

2.2: Regular monitoring and revision

The DIP will use a formative assessment model to monitor progress toward its goals at least three times per year after board approval. Strategies should be revised or deleted, based on evidence, as deemed appropriate when team members meet.

2.3: Available to parents and community in an understandable format and language

The DIP will be revised as necessary to ensure it truly is a dynamic document and is sensitive to data analyses. It is available in both English and Spanish and if revisions are made, the DIP will also be re-published in both languages.

2.4: Opportunities for all children to meet State standards

The district will use its federal funds to support students who may lack traditional family and cultural/community access. Title II is especially relevant as capacity building for teachers is a priority for PD/mentorships. Students must have ample opportunities for high-quality instruction, which is the best way for students to overcome gaps and build solid foundations. RTI programs are non-negotiable, but they must be data-driven and monitored with fidelity to ensure these programs supplement Tier I instruction effectively. All student groups will be aggressively monitored to track learning and to ensure proper strategies are employed to allow for full engagement by all students.

2.5: Increased learning time and well-rounded education

Title I and SCE monies will be available to pay tutors and teachers who must offer increased learning time for students who have not met grade-level standards, who are at risk of falling behind, or who have been unable to close gaps in their learning. At no time will these students miss grade-level instruction; diagnostic screeners and RTI programs will be offered during regular school hours, but students who need additional support will have access to time outside of regular school hours.

ESSER funds will be used to close gaps for those students who may have suffered from COVID 19 shutdowns. Home access to many programs is now available for extra practice on troublesome skills or for enhancing skills already mastered.

2.6: Address needs of all students, particularly at-risk

Each campus will update its at-risk list annually. All student groups will be individually identified and aggressively monitored to track learning and to ensure proper strategies are employed to allow for full engagement by all students, especially those at risk of falling behind their grade-level peers. Charts will be created and updated daily as exit-ticket mastery is tracked, local assessments are analyzed, and diagnostic assessments are correlated to local data at least three times per year.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

All campuses and the district have a Parent and Family Engagement Policy, in both English and Spanish, that is distributed at each Title I meeting and at parent/teacher conferences. These PFE policies are also available in the front offices of each campus/district for anyone who requests one or for new enrollee families. PFE policies undergo evaluation and revision, if necessary, each spring following parent/community surveys. Campus/district PFE teams will meet to look at survey results to guide them in their evaluations/revisions/updates.

3.2: Offer flexible number of parent involvement meetings

BSISD will offer flexible dates/times for parent involvement meetings to encourage as much participation and input as possible. These meetings will be documented with announcements and dated sign-in sheets.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Belinda Garcia	Instructional Support Aide	Instructional Support	1
Christina Hernandez	Intervention Aide	Intervention Support	1
Debbie Park	Director Fed Prog/School Improvement	School Improvement & Federal Programs	1
Elissa Bancroft	Secondary Literacy Coach	Literacy & Secondary Accountability	.5
Gina McWilliams	Balanced Literacy Coach	Literacy & Accountability	1
Joann Garcia	Instructional Support Aide	Instructional Support	1
Kandi Lane	DCSI	School Improvement	1
Melissa Morales	Intervention Aide	Intervention Support	1
Misty Henson	Special Populations Coordinator	Special Populations	1
Raemi Thompson	Accountability & Instruction	School Improvement & Accountability	.5
Rosie Lopez	Bilingual Literacy Coach	Title I	.25
Velma Flores	Instructional Support Aide	Instructional Support	1

District Instructional Leadership Team

Committee Role	Name	Position
Administrator	Jay McWilliams	Superintendent
Administrator	Raemi Thompson	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

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Jay McWilliams	Superintendent
Administrator	Raemi Thompson	Assistant Superintendent of Academics/Assessment
Administrator	Jeff Perez	Assistant Superintendent of Operations
Administrator	Mike Ritchey	High School Principal
Administrator	Becky Otto	Junior High Principal
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 Funding Summary

199-General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,961,222.00
+/- Difference					\$1,961,222.00
211-ESSA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	2			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,237,876.00
+/- Difference					\$1,237,876.00
255 ESSA Title II, Part A Supporting Effective Ins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	3			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$152,678.00
+/- Difference					\$152,678.00
289 ESSA Title IV, Part A, Subpart 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$92,798.00

289 ESSA Title IV, Part A, Subpart 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$92,798.00
270 Title V, RLISP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$87,949.00
+/- Difference					\$87,949.00
244 Carl Perkins CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$0.00
Sub-Total					\$0.00
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
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$19,454.00
+/- Difference					\$19,454.00
Grand Total					\$0.00

Addendums

Title I										
fund	func	obj	sobj	org	fsc1_yr	pgm	ed span	proj dtl	Acct Descr	Appr
211	11	6118	22	699	2	24	0	00	SUMMER SCHOOL	-50,000.00
211	11	6121	22	699	2	24	0	00	SUMMER SCHOOL - SUPPORT STAFF	-4,530.00
211	11	6129	22	102	2	24	0	00	SUPPORT STAFF	-18,509.00
211	11	6129	22	110	2	24	0	00	SUPPORT STAFF	-20,921.00
211	11	6129	22	111	2	24	0	00	SUPPORT STAFF	-19,860.00
211	11	6129	22	113	2	24	0	00	SUPPORT STAFF	-40,770.00
211	11	6141	00	102	2	24	0	00	MEDICARE	-344
211	11	6141	00	110	2	24	0	00	MEDICARE	-389
211	11	6141	00	111	2	24	0	00	MEDICARE	-370
211	11	6141	00	113	2	24	0	00	MEDICARE	-758
211	11	6142	00	102	2	24	0	00	GROUP HEALTH & LIFE INS	-5,400.00
211	11	6142	00	110	2	24	0	00	GROUP HEALTH & LIFE INS.	-5,400.00
211	11	6142	00	111	2	24	0	00	GROUP HEALTH & LIFE INS.	-5,400.00
211	11	6142	00	113	2	24	0	00	GROUP HEALTH & LIFE INS.	-10,800.00
211	11	6146	00	102	2	24	0	00	TEACHER RETIREMENT	-1,851.00
211	11	6146	00	110	2	24	0	00	TEACHER RETIREMENT	-2,092.00
211	11	6146	00	111	2	24	0	00	TEACHER RETIREMENT	-1,986.00
211	11	6146	00	113	2	24	0	00	TEACHER RETIREMENT	-4,077.00
211	13	6119	22	001	2	24	0	00	PROFESSIONAL SALARIES	-36,883.00
211	13	6119	22	102	2	24	0	00	PROFESSIONAL SALARIES	-26,800.00
211	13	6119	22	999	2	24	0	00	PROFESSIONAL SALARIES	-84,768.00
211	13	6141	00	001	2	24	0	00	MEDICARE	-686
211	13	6141	00	102	2	24	0	00	MEDICARE	-499
211	13	6141	00	999	2	24	0	00	MEDICARE	-1,577.00
211	13	6142	00	001	2	24	0	00	GROUP HEALTH & LIFE INS.	-2,700.00
211	13	6142	00	102	2	24	0	00	GROUP HEALTH & LIFE INSURANCE	-2,160.00
211	13	6142	00	999	2	24	0	00	GROUP HEALTH & LIFE INS.	-1,350.00
211	13	6146	00	001	2	24	0	00	TEACHER RETIREMENT	-2,796.00
211	13	6146	00	102	2	24	0	00	TEACHER RETIREMENT	-2,032.00
211	13	6146	00	999	2	24	0	00	TEACHER RETIREMENT	-10,914.00
211	21	6119	00	999	2	24	0	00	PROFESSIONAL SALARIES	-244,642.00
211	21	6141	00	999	2	24	0	00	MEDICARE	-4,550.00
211	21	6142	00	999	2	24	0	00	GROUP HEALTH & LIFE INS.	-11,340.00
211	21	6146	00	999	2	24	0	00	TEACHER RETIREMENT	-22,846.00
									Total Personnel	-650,000.00

[illegible]