

Big Spring Independent School District

District Improvement Plan

2019-2020

Accountability Rating: D



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.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Big Spring Independent School District (BSISD) serves approximately 4,000 students with diverse backgrounds that include approximately 25.2% Caucasian students, 65% Hispanic students, and 12.6% African American Students. In the past two years, enrollment has increased due to the increased activity in the oil and gas industry in Howard County. Early education services within BSISD are very important but only makes up .4% of the enrollment.

Demographics Strengths

BSISD serves several special programs within many of the district campuses. Some of these programs are: Advanced Placement (AP), Pre-AP, dual credit courses, a wide variety of electives, Success School, and a disciplinary alternative campus. Additionally, BSISD serves approximately 8.7% of its students requiring special services and an ever-increasing population of English Language Learners (ELL) 3.0%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Big Spring ISD earned a scale score of 45 (F) in Domain III: Closing the Gaps component of the state/federal accountability expectations **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 the targets of 32% African Americans, 37% Hispanics, and 60% White students at the Meets Grade Level threshold in Reading with only 21% AA, 24% Hispanic, and 37% White students reaching Meets Grade Level. **Root Cause:** Big Spring ISD discovered high teacher turnover rate in most, if not all, ELAR classrooms throughout the district.

Problem Statement 3: Big Spring ISD failed to reach the target of 33% of Economically Disadvantaged students at the Meets Grade Level in Reading with only 23% of students scoring at Meets Grade Level or Higher. **Root Cause:** Big Spring ISD discovered high teacher turnover rate in most, if not all, ELAR classrooms throughout the district.

Student Achievement

Student Achievement Summary

The 2018-2019 school year assigned letter grades/ratings to both the district and the campuses under the Texas Education Agency's A-F accountability rating system. Big Spring ISD was rated as a "D" district for 2 consecutive years prompting state interventions. The new accountability system rates districts on an A-F scale across three domain ratings 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.

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 through an emphasis on teaching strategies supported at the campus level including daily PLCs and aggressive data monitoring along with Principal Leadership training, Tier 1 instructional support, and targeted improvement strategies from both the district and regional levels.

Student Achievement Strengths

The district continues a focus on improving students achievement through data analysis conducted through regular checkpoints at all grade levels. These assessments are to be analyzed based upon student achievement in correlation with the readiness, supporting, 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 should be applied immediately to assist in meeting deficiencies and to make sure 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.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Big Spring ISD 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 made little progress in the College, Career, and Military Readiness component of the Student Achievement Domain. **Root Cause:** Lack of quality CCMR programs and awareness throughout the campus and community.

Problem Statement 3: 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: Lack of quality Tier 1 instruction in addition to weak teacher recruitment and retention.

District Culture and Climate

District Culture and Climate Summary

The majority of students enjoy attending school, feel a strong sense of belonging, and believe they are treated with respect by the teachers; therefore, BSISD students feel great pride. The culture and morale of our teachers mirrors that of our students. There is a growing sense of pride and high expectations for teachers and students alike. Most students and staff feel respected, supported, and a sense of belonging. A decrease in major discipline infractions which often resulted in students being pulled from instruction. Students and staff strongly believe BSISD provides a caring and safe environment for all stakeholders. Overall, students and staff both 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 in elementary campuses. Within this, students who are fairly successful in school and have parents/guardians who have a positive few of education are definitely more satisfied with our schools. Secondary students are extremely involved and experience success in various extra-curricular activities. Generally, secondary students are more consistently involved in extracurricular activities and clubs. These students are usually students who are more successful academically and socially and who usually have more parental support. When PLC's are functioning well, continuity in classroom management and organization becomes more uniform. Student achievement increases as quality practices are implemented.

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.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Not all campuses are completely secure. **Root Cause:** Due to growth in student enrollment, plans to eliminate use of a campus when new schools were built had to be reconsidered and some students have been relocated to a building that has yet to be retrofitted to current security measures.

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 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.

Staff Quality, Recruitment, and Retention Strengths

1. Teachers must have a bachelor's degree. We prefer to hire certified teachers, but frequently the market makes it necessary for us to hire individuals with bachelor's degrees and help them affiliate themselves with an alternative certification program. All teachers and paraprofessionals must pass a criminal background check.
2. The general data reflects that we have a very inexperienced teaching staff. The majority of our teaching faculty has less than five years experience.
3. In addition to the formal PDAS conferences, teachers are provided with periodic feedback from Steer-walks. Any time a teacher satisfies three of five criteria during a Steer-walk, an email to the teacher is generated, congratulating them on their performance. After 15 Steer-walks, a teacher receives an email identifying instructional trends.
4. The district will utilize job fairs, radio appeals, newspaper articles, Social Media, newspaper ads, and multiple teacher net based job boards to recruit.
5. We have typically put our strongest teachers in classrooms with the greatest need. We have an additional certified special education teacher or paraprofessional provide support for special education students in inclusion classrooms.
6. We have a new teacher orientation. The curriculum department also supported the new teachers by assigning mentor teachers, monthly new teacher academy meetings, and classroom visits. In 2018, BSISD began a 2nd year teacher academy to further new teacher support in the classroom.
7. We look carefully at student assessment data and teacher surveys to determine our professional development needs.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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:** Large student/teacher ratio and high stress levels in accordance with state

accountability scores are impacting teacher retention at the tested subject levels..

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SUMMARY HERE.

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 curriculum to vertically and horizontally align instruction, keep track of student achievement, performance, document lesson plans and planning documents. High school, junior high, and intermediate school utilize common planning periods to plan lessons and assessments together.
- 2) Data is pulled from DMAC at least in 3 week increments from Check Points. 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. 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.
- 4) 3 weeks 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 especially 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.
- 6) RTI/enrichment interventions with retired teachers, secondary tutorials are built into the schedules (double blocking as a possibility), 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 review.

11) Utilize on demand professional development, including instructional strategies for reteaching.

Parent and Community Engagement

Parent and Community Engagement Summary

SUMMARY HERE.

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 family 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.

District Context and Organization

District Context and Organization Summary

SUMMARY HERE>

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 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 program evaluations.
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 are scheduled after school hours to allow for 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.

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 5 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.

Technology Strengths

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

Google Classroom training was offered to all secondary teachers over the summer. Teachers who completed the training will be allotted classroom sets of chromebooks to use in their classrooms.

Promethean Boards (interactive whiteboards) have been purchased and installed in all classrooms at Big Spring Junior High.

A few interactive televisions have been installed at BSI in core teacher classrooms.

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 is currently under revision with plans to roll out a new website in January 2020.

Problem Statements Identifying Technology Needs

Problem Statement 1: IDENTIFY PROBLEM STATEMENT **Root Cause:** IDENTIFY A ROOT CAUSE

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data

- Dyslexia 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

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



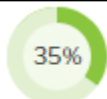



Goal 1: Big Spring ISD will build a strong foundation of reading and math for all students.

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

Evaluation Data Source(s) 1: District Assessments and STAAR Data

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|--|---|-----|-----|
| | | | Oct | Feb | May |
| Comprehensive Support Strategy Additional Targeted Support Strategy 1) BSISD will continue to use Lead Your School processes to improve instruction and ultimately increase performance on state standardized tests. | Campus Administration, Department Heads, Counselors, School Improvement | STAAR results, Steer Walk Data, Checkpoint Data, Instruction based on fundamental five |  | | |
| Comprehensive Support Strategy Additional Targeted Support 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. | Campus Administration, Assistant Superintendent | STAAR results, War Room, PLC Data, Lesson plans, check points, mile markers |  | | |
| Comprehensive Support Strategy Additional Targeted Support Strategy 3) BSISD will continue to provide enrichment and Response to Intervention (RtI) to students to ultimately increase performance on state standardized test. | Campus Administration, Special Programs Coordinator | STAAR results, RtI reports, ExactPath, Mathletics, NWEA growth |  | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |





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.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|-----------------------------------|---|-----|-----|
| | | | Oct | Feb | May |
| <p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) BSISD will continue to provide enrichment and Response to Intervention (RtI) to students to ultimately increase performance on state standardized test.</p> | | |  | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

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

Performance Objective 3: 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.

Evaluation Data Source(s) 3:



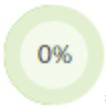

Summative Evaluation 3:

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

Performance Objective 4: BSISD district and campus attendance rates will average at least 95.5% each grading period.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|-----------------------------------|--|-----|-----|
| | | | Oct | Feb | May |
| TEA Priorities Improve low-performing schools 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. | 2019 -20 TAPR 4-Year and 5-Year Extended Longitudinal Dropout Rate | | | | |
| TEA Priorities Improve low-performing schools 2) BSISD will coordinate several programs aimed at truancy and credit recovery into a systematized dropout prevention and recovery initiative. | | |  | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Targeted or ESF High Priority

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Oct | Feb | May |
| <p>Comprehensive Support Strategy Additional Targeted Support Strategy 1) District Professional Development for new teachers</p> | Curriculum Department, Director for School Improvement, Campus Administration | Peer Observations; Data Collected from Campus Visits; Professional Development Calendar; New Teacher Academy Surveys 2nd Year Teacher Academy Walkthroughs and feedback | | | |
| 2) Mentoring support for new teachers | Campus Administration, Curriculum Department | Implementation of mentoring plan; Data collected from classroom visits; Documented discussions from mentoring visits; Survey; 1st and 2nd year teacher academies | | | |
| 3) Elementary will set high campus expectations based on Conscious Discipline while BSI, Junior High and High School will implement Capturing Kids' Hearts strategies in order to build relationships with students thus improving achievement and decreasing unacceptable activities. | Campus Administration, Assistant Superintendent | Ride for the Brand forms; reduction in discipline referrals Capturing Kid's Hearts (5-12) Conscious Discipline (PK-4) | | | |
| <p>Comprehensive Support Strategy Additional Targeted Support Strategy 4) Professional development in content knowledge and lesson planning for math, science, reading, language arts, and social studies.</p> | Curriculum Department, Campus Administrators | PD evaluations; STAAR; EOC; Principal monitored lesson plans | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Oct | Feb | May |
| Comprehensive Support Strategy Additional Targeted Support Strategy 5) Staff will use TEKS Resource System (TRS) for the scope and sequence identifying what is taught, written, and assessed. | Campus Administration, Curriculum Department, Director of School Improvement | Lesson plans, PLC data, Professional Development Agenda | | | |
| Comprehensive Support Strategy Additional Targeted Support Strategy 6) District personnel will use strategies out of, "The Fundamental 5: The Formula for Quality Instruction." | Campus Administration, Curriculum Department, Director for School Improvement | Steer Walk data, PLC data, | | | |
| Comprehensive Support Strategy Additional Targeted Support Strategy 7) BSISD and Lead4Ward will provide comprehensive district-wide resources for understanding of readiness, supporting, and process standards. | Campus Administration, Curriculum Department, School Improvement | Lesson Plans, STAAR results | | | |
| Comprehensive Support Strategy Additional Targeted Support Strategy 8) 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 | Campus Administration, Curriculum Department, School Improvement | STAAR results, certificate of attendance, district checkpoint data, PLC agendas and minutes | | | |
| Comprehensive Support Strategy Additional Targeted Support Strategy 9) BSISD will use a balanced literacy approach when teaching students to read and write. | Campus Administration, Curriculum Department, School Improvement | STAAR results, lesson plans, Saxon phonics, Fontas/Pinnell Guided Reading | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

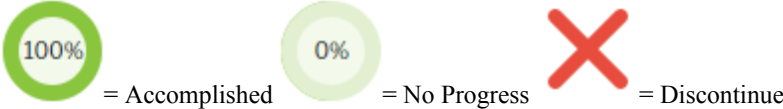
Goal 2: Big Spring ISD will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Targeted or ESF High Priority

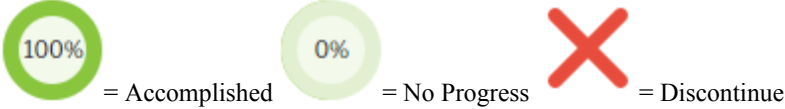
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|---|-------------------|-----|-----|
| | | | Oct | Feb | May |
| <p>Comprehensive Support Strategy Additional Targeted Support Strategy 1) Principals and/or a campus representative will be trained in DMAC (Data Management for Assessment and Curriculum).</p> | Curriculum/Testing Department, Campus Administration, Mentor Teachers | Professional Learning Communities (PLC's); DMAC reports which changes instruction | | | |
| <p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Campuses will be trained in Lead4ward processes through PLCs, webinars, and curriculum department support.</p> | Director for School Improvement, Curriculum Department, Campus Administration, Mentor Teachers | Heat Maps; PLC's; STAAR results; EOC's | | | |
|  | | | | | |

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

Evaluation Data Source(s) 3:

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Oct | Feb | May |
| 1) Provide Fitnessgram data for instructional planning | Athletic Director, Campus Administration, Physical Education teacher | Analysis of Fitnessgram data | | | |
| 2) District will convene a district-wide SHAC committee | Assistant Superintendent of Operations | SHAC minutes, Red Ribbon Week participation | | | |
|  | | | | | |




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.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|---|-------------------|-----|-----|
| | | | Oct | Feb | May |
| 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. | Director of Special Services, Campus Administration, Assistant Superintendent | PEIMS discipline reports and six week in-district discipline placement data reports | | | |
| 2) Conscious Discipline and Capturing Kids Hearts behavior support techniques will be implemented to focus on student behavior expectations. | Director of Special Services Campus administration Assistant Superintendent | Reduction of PEIMS reportable discipline placements; Less students missing instructional time | | | |
| <p>Comprehensive Support Strategy Additional Targeted Support Strategy</p> 3) Campuses will appropriately schedule Secondary English Language Learners by reviewing students' historical educational background. | Federal Programs Director, Campus Administration, Counselors | 4 year graduation plan TELPAS results | | | |
| <p>Comprehensive Support Strategy Additional Targeted Support Strategy</p> 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. | Federal Programs Director, Bilingual/ESL Coordinator, Campus Administration, Counselors | Improved performance by LEP students on state assessments in reading, math, science, social studies, writing, TELPAS and Idea Proficiency Test (IPT)-- Language Proficiency Assessment. | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|-------------------|-----|-----|
| | | | Oct | Feb | May |
| 5) Targeted TELPAS training will be provided for teacher raters, verifiers, and campus administration. | Federal Program Director, Bilingual/ESL Coordinator Campus Administration, Special Programs Coordinator, Curriculum Director | Documentation of improved TELPAS rates and evaluation of training | | | |
| 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. | CTE Coordinator, Campus Administration | Course completion by special population students in CTE courses. | | | |
| 7) Gender specific recruitment will occur for enrollment of students in non-traditional CTE courses as identified by TEA. | CTE Coordinator, Campus Administration, Counselors | Course completion reports by gender based upon PEIMS reports | | | |
| Comprehensive Support Strategy Additional Targeted Support Strategy 8) The Curriculum Department and Special Services Department will provide professional development and continuous support to teachers. | Director for School Improvement, Assistant Superintendent, Federal Programs Director | Improved Tier 1 instruction, district checkpoint scores, STAAR/EOC results | | | |
| 9) Distinguished High School, Foundation with endorsements graduation rates will be monitored for special education, ELL, as well as CTE students. | Federal Programs Director, Special Education Director, CTE Coordinator, Campus Administration, Counselors | Graduation rates and diploma rates in comparison to general student population graduation rates. | | | |
| Comprehensive Support Strategy Additional Targeted Support Strategy 10) BSISD will provide special education services to all students who qualify to increase performance on state accountability exams. | Campus Administration, Special Education Director | STAAR results, STAAR A results, STAAR Alt. results | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

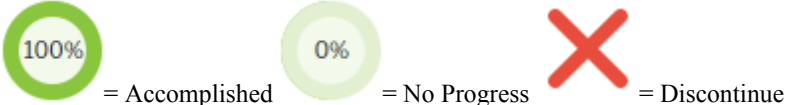
Goal 2: Big Spring ISD will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

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

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Targeted or ESF High Priority

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Oct | Feb | May |
| 1) Monitor and evaluate the effectiveness and fidelity of use of intervention programs: iRead, ExactPath, Mathletics, Accelerated Reader | Curriculum Department, School Improvement | Data and use of programs, program evaluations | | | |
|  | | | | | |




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 participation and completion rate while decreasing the drop-out rate

Evaluation Data Source(s) 6:

Summative Evaluation 6:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Oct | Feb | May |
| 1) 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. | CCMR Coordinator, Counselors, Campus Administration | Log of sessions, ACT/SAT scores, number of student who qualify, | | | |
| 2) BSISD will continue providing the Personal Achievement Center (PAC) to serve students during the school day who are struggling or behind in their studies. | Campus Administration, Counselors, PAC Teacher | EOC scores, Final exams, Improved graduation rates | | | |
| 3) BSISD will continue providing the Internet Personal Achievement Center (IPAC) as well as the Anderson Alternative Campus to serve students after school who are in danger of not graduating. | Campus Administration, Counselors | Graduation rate, EOC's | | | |
| 4) BSISD students will receive rigorous instruction through Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) courses for core classes. | Campus Administration, Counselors | PEIMS, AP Scores | | | |
| 5) Student development will continue partnership with Howard College through dual credit opportunities. | CCMR Coordinator, Counseling Department | List of students participating in dual credit courses | | | |
| 6) BSISD will actively recruit students, both male and female, to participate in CTE programs. | CTE Coordinator, Campus Counselors, Campus Administration | PEIMS reports demonstrating students in a coherent sequence of CTE courses, program participation | | | |
| 7) 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. | CTE Coordinator, Counselors | Consistency in coherence sequence, four year plans | | | |
| 8) BSISD students will complete coherent sequence for career pathways and endorsements | CTE Coordinator, Counselors | Student Certifications, Accountability reports | | | |




| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|----------------------|---|-----------------------------------|-------------------|-----|-----|
| | | | Oct | Feb | May |
| |  = Accomplished  = No Progress  = Discontinue | | | | |

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.

Evaluation Data Source(s) 1: ESSA Report

Summative Evaluation 1:

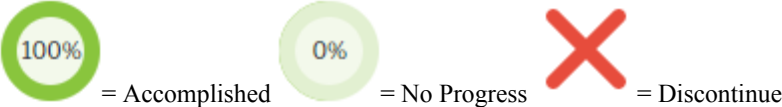
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|-------------------|-----|-----|
| | | | Oct | Feb | May |
| 1) Principals and Human Resources will attend job fairs, and utilize all available resources (including partnering with Howard College and Texas Tech's Grow Your Own Plan) to recruit highly qualified professional staff. | Principals, Human Resources Coordinator | Sign-in sheets, budget records | | | |
| Comprehensive Support Strategy Additional Targeted Support Strategy 2) Directors, Supervisors, and Instructional Support Specialist will provide additional instructional support based on Ginger Tucker's New Teacher Training Academy for first or second year teachers and teachers of focus. | Curriculum Department, Campus Administration, School Improvement | Steer Walk data, Peer observations, PLC data, mentoring program, opportunity culture, New Teacher Academy, ACT Now program for teachers | | | |
| 3) A district created mentoring system will be implemented for teacher assistance and teacher development. | Curriculum Department, School Improvement, Campus Administration | Documentation of meetings, Peer observations, minutes of meetings, monthly logs showing improvement and growth, end of year survey evaluating the program, and opportunity culture. | | | |
| 4) The Career and Technical Education staff will attend appropriate conferences and workshops to provide appropriate services to CTE students including industry certifications. | CTE Coordinator, Assistant Superintendent | Conference and workshop attendance, Professional development evaluations and records. | | | |
| 5) BSISD will assist paraprofessionals in obtaining teacher certification through alternative teaching programs. | Human Resources, Campus Administration | Participation logs, certificates | | | |
| 6) BSISD will offer attractive salary and benefit packages in order to retain staff members. | Superintendent, Chief Financial Officer, Assistant Superintendent | Teacher retention, highly qualified staff, contracts | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

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 of successful practices that meets the needs of the district.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

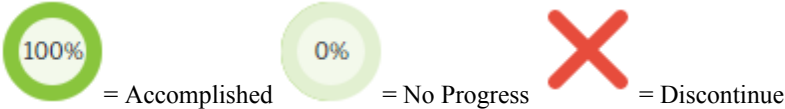
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|---|-------------------|-----|-----|
| | | | Oct | Feb | May |
| Comprehensive Support Strategy Additional Targeted Support Strategy 1) Provide support through campus professional development programs that increase effectiveness of Tier 1 instruction. | Campus Administration, Curriculum Department, School Improvement | STAAR results, Steer Walks data, Edivate Data, PLC's | | | |
| Comprehensive Support Strategy Additional Targeted Support Strategy 2) Provide targeted professional development that addresses the awareness of students social and emotional needs. | Campus Administration, Curriculum Department, School Improvement | STAAR results, Steer Walks data, staff trainings to promote teacher/student relationships, and counselor logs | | | |
| 3) Establish and provide continuous opportunities for professional development in order to increase proficiency in content specific TEKS | Campus Administration, Curriculum Department, School Improvement | Teacher surveys, Professional Deveopment attendance, Assessment Data | | | |
|  | | | | | |

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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

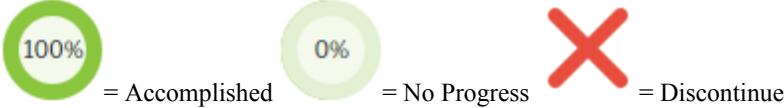
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|---|-------------------|-----|-----|
| | | | Oct | Feb | May |
| 1) BSISD performing arts groups, CTE, and science fair groups will participate in community events and contests sponsored by civic organizations. | Directors | Performance and participation | | | |
| 2) Campus student organizations will participate as volunteers at civic events. | Campus administration | Participation | | | |
| 3) The district will build a network of community partners through a business recognition program (TASB) | Campus administration, Community Relations Coordinator | Tracking the number of community partners | | | |
| 4) Continue the Memorial Tree Project. | Community Relations Coordinator | Annual event | | | |
| 5) Use local news media and social media as a venue to promote district projects and successes. | Community Relations Coordinator | Articles, Radio broadcasts, number of followers on Facebook, BSISD website, and Twitter | | | |
|  | | | | | |

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).

Evaluation Data Source(s) 2:

Summative Evaluation 2:

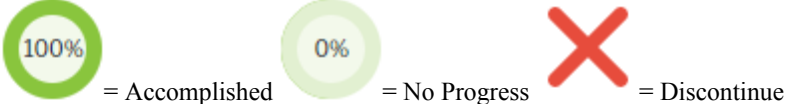
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|-----------------------------------|-------------------|-----|-----|
| | | | Oct | Feb | May |
| 1) Train campus principals and school contacts on requirements for campus parent involvement policy and School/Parent Compact. | Federal Programs Director | Sign in sheets | | | |
| Funding Sources: 211-ESEA Title I, Part A - 0.00 | | | | | |
| 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. | Campus Administration, teachers, counselors, Campus Contacts, Federal Programs Director | Sign in Sheets, Agendas, Minutes | | | |
| Funding Sources: 199-General Fund - 0.00, 211-ESEA Title I, Part A - 0.00 | | | | | |
|  | | | | | |

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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

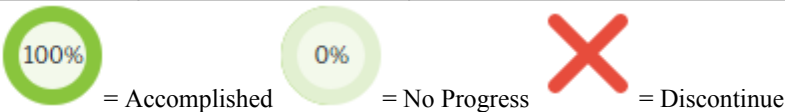
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|-----------------------------------|-------------------|-----|-----|
| | | | Oct | Feb | May |
| 1) Complete HIPPA, FERPA, Suicide Prevention, Bullying Prevention, Internet Safety, Blood Borne Pathogens, Sexual Harassment and Copyright trainings as employees are hired. | Assistant Superintendent, Curriculum Department | QuizStar | | | |
|  | | | | | |

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.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|-------------------|-----|-----|
| | | | Oct | Feb | May |
| 1) Each campus will conduct monthly safety drills following district requirements. | Campus Administration, Safety Director | Required safety logs | | | |
| 2) Campus administration will communicate identified safety procedures and concerns to staff, students, and parents specific to the campus | Campus Administration, Safety Director | Safety documentation | | | |
| 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. | Campus Administration, Assistant Superintendent | Discipline referrals, tobacco, alcohol, drug offenses, and incidents of violence will decrease documented in PEIMS reports. | | | |
|  | | | | | |




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.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Targeted or ESF High Priority

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|---|-------------------|-----|-----|
| | | | Oct | Feb | May |
| 1) Bully prevention training will be conducted for teachers, PK-12, and students will be exposed to bully prevention through various programs PK-12. | Campus Counselors, Curriculum Department, Assistant Superintendent | Student and parent feedback, Stay Alert reports, StopIt reports | | | |
| 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. | Campus Administration, Counselors | Observations, Student Surveys, Parent Surveys | | | |
| <p style="text-align: center;">TEA Priorities Improve low-performing schools</p> 3) BSISD will utilize technology as a tool to foster improvement in academic achievement, curriculum integration, and increased accessibility and innovation. | | | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | |

State Compensatory

Budget for District Improvement Plan:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|----------------------------|---|---------------|
| 6100 Payroll Costs | | |
| 199-11-6112-00-XXX-8-30000 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$7,500.00 |
| 199-11-6118-00-XXX-8-30000 | 6118 Extra Duty Stipend - Locally Defined | \$25,000.00 |
| 199-11-6119-00-XXX-8-30000 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$442,381.00 |
| 199-11-6119-03-xxx-8-24000 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$154,039.00 |
| 199-13-6119-00-999-8-24000 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$9,042.00 |
| 199-23-6119-01-XXX-8-30000 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$315,273.00 |
| 199-31-6119-00-999-8-24000 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$100,000.00 |
| 199-31-6119-00-XXX-8-30000 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$141,462.00 |
| 199-32-6119-00-999-8-24090 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$62,350.00 |
| 199-11-6121-00-XXX-8-30000 | 6121 Extra Duty Pay/Overtime - Support Personnel | \$9,500.00 |
| 199-11-6121-03-001-8-24000 | 6121 Extra Duty Pay/Overtime - Support Personnel | \$500.00 |
| 199-11-6122-XX-XXX-8-30000 | 6122 Salaries or Wages for Substitute Support Personnel | \$3,500.00 |
| 199-23-6122-00-XXX-8-30000 | 6122 Salaries or Wages for Substitute Support Personnel | \$300.00 |
| 199-11-6129-XX-XXX-8-30000 | 6129 Salaries or Wages for Support Personnel | \$124,878.00 |
| 199-13-6129-00-999-8-24000 | 6129 Salaries or Wages for Support Personnel | \$40,326.00 |
| 199-23-6129-00-XXX-8-30000 | 6129 Salaries or Wages for Support Personnel | \$51,314.00 |
| 199-32-6129-00-999-8-24090 | 6129 Salaries or Wages for Support Personnel | \$16,600.00 |

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|----------------------------|--------------------------------------|---------------|
| 199-23-6141-00-XXX-8-30000 | 6141 Social Security/Medicare | \$4,810.00 |
| 199-31-6141-00-999-8-24000 | 6141 Social Security/Medicare | \$2,642.00 |
| 199-31-6141-00-XXX-8-30000 | 6141 Social Security/Medicare | \$1,848.00 |
| 199-31-6142-00-XXX-8-30000 | 6141 Social Security/Medicare | \$8,820.00 |
| 199-32-6141-00-999-8-24000 | 6141 Social Security/Medicare | \$1,059.00 |
| 199-11-6141-00-XXX-8-24000 | 6141 Social Security/Medicare | \$1,141.00 |
| 199-11-6141-00-XXX-8-30000 | 6141 Social Security/Medicare | \$7,981.00 |
| 199-13-6141-00-999-8-24000 | 6141 Social Security/Medicare | \$1,107.00 |
| 199-11-6142-00-XXX-8-24000 | 6142 Group Health and Life Insurance | \$4,242.00 |
| 199-11-6142-00-XXX-8-30000 | 6142 Group Health and Life Insurance | \$38,261.00 |
| 199-13-6142-00-999-8-24000 | 6142 Group Health and Life Insurance | \$1,950.00 |
| 199-23-6142-00-XXX-8-30000 | 6142 Group Health and Life Insurance | \$19,590.00 |
| 199-32-6142-00-999-8-24000 | 6142 Group Health and Life Insurance | \$8,100.00 |
| 199-11-6143-00-XXX-8-24000 | 6143 Workers' Compensation | \$350.00 |
| 199-11-6143-00-XXX-8-30000 | 6143 Workers' Compensation | \$7,650.00 |
| 199-13-6143-00-999-8-24000 | 6143 Workers' Compensation | \$1,900.00 |
| 199-23-6143-00-XXX-8-30000 | 6143 Workers' Compensation | \$1,350.00 |
| 199-31-6143-00-XXX-8-30000 | 6143 Workers' Compensation | \$695.00 |
| 199-32-6143-00-999-8-24000 | 6143 Workers' Compensation | \$640.00 |
| 199-11-6145-00-XXX-8-30000 | 6145 Unemployment Compensation | \$350.00 |
| 199-11-6146-00-XXX-8-24000 | 6146 Teacher Retirement/TRS Care | \$1,975.00 |
| 199-11-6146-00-XXX-8-30000 | 6146 Teacher Retirement/TRS Care | \$16,459.00 |
| 199-13-6146-00-999-8-24000 | 6146 Teacher Retirement/TRS Care | \$3,452.00 |
| 199-23-6146-01-XXX-8-30000 | 6146 Teacher Retirement/TRS Care | \$11,230.00 |
| 199-31-6146-00-999-8-24000 | 6146 Teacher Retirement/TRS Care | \$1,907.00 |
| 199-31-6146-00-XXX-8-30000 | 6146 Teacher Retirement/TRS Care | \$4,309.00 |

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|--|----------------------------------|-----------------------|
| 199-32-6146-00-999-8-24000 | 6146 Teacher Retirement/TRS Care | \$1,844.00 |
| 6100 Subtotal: | | \$1,659,627.00 |
| 6200 Professional and Contracted Services | | |
| 199-11-6219-10-999-8-24000 | 6219 Professional Services | \$30,000.00 |
| 199-13-6219-00-999-8-24000 | 6219 Professional Services | \$10,000.00 |
| 199-32-6219-00-XXX-8-30000 | 6219 Professional Services | \$2,000.00 |
| 199-32-6219-01-999-8-24090 | 6219 Professional Services | \$450.00 |
| 199-11-6239-01-999-8-24000 | 6239 ESC Services | \$15,000.00 |
| 199-13-6239-02-999-8-24000 | 6239 ESC Services | \$26,918.00 |
| 6200 Subtotal: | | \$84,368.00 |
| 6300 Supplies and Services | | |
| 199-11-6399-10-001-8-24000 | 6399 General Supplies | \$11,650.00 |
| 199-21-6399-01-999-8-24000 | 6399 General Supplies | \$1,500.00 |
| 199-21-6399-25-999-8-24000 | 6399 General Supplies | \$5,900.00 |
| 199-32-6399-00-999-8-24090 | 6399 General Supplies | \$2,000.00 |
| 199-32-6399-10-999-8-24090 | 6399 General Supplies | \$900.00 |
| 6300 Subtotal: | | \$21,950.00 |
| 6400 Other Operating Costs | | |
| 199-21-6411-01-999-8-24000 | 6411 Employee Travel | \$1,500.00 |
| 199-32-6411-00-999-8-24090 | 6411 Employee Travel | \$2,000.00 |
| 199-13-6411-00-999-8-24000 | 6411 Employee Travel | \$10,000.00 |
| 199-13-6411-03-999-8-24000 | 6411 Employee Travel | \$5,000.00 |
| 6400 Subtotal: | | \$18,500.00 |

Personnel for District Improvement Plan:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------------|--------------------------------|----------------|------------|
| Amanda Finley | Asst. Principal | | .3 |
| Ashley Morgan | Secondary Librarian | | .15 |
| Bert Otto | Asst Secondary Principal | | 1. |
| Brad Smith | Secondary Math | | .5 |
| Cheryl Tannehill | Pregnancy Related Services | | .85 |
| Dana Rodriguez | District Registrar | | .3 |
| Dana Tompkins | Dyslexia Teacher | | 1. |
| Dicky Stone | Seondary DMAC Facilitator | | .75 |
| Elfi Tucker | Dyslexia Teacher | | 1. |
| Gary Newton | Secondary Science Teacher | | .5 |
| Genie Vega | Elementary Library Facilitator | | 1. |
| Jack Tonn | PAC Teacher | | 1. |
| Jim Wommack | Assoc. Principal | | .3 |
| Joyce Brawley | ISS Aide | | 1. |
| Kaitlin Jeffrey | Elementary Principal | | .3 |
| Kristi Fontana | Secondary Counselor | | .3 |
| Leasa Lowery | Secondary Counselor | | .3 |
| Mark Cotton | Asst. Principal | | .3 |
| Melissa Morales | ISS Aide | | 1. |
| Michael Neal Roberts | Success School Aide | | 1. |
| Morgan McWilliams | Secondary Counselor | | .3 |
| Nicole Woodard | Asst. Principal | | .3 |
| Pamela Billick-Gonzalez | Anderson Teacher | | 1. |

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|---------------------------|----------------|------------|
| Patricia Salinas | Dyslexia Teacher | | 1. |
| Porsha Bryant | Secondary Science Teacher | | .5 |
| Richard Cypert | Elementary Counselor | | .3 |
| Shea Harmon | Asst. Principal | | .3 |
| Sheila Hall | Elementary Counselor | | .3 |
| Taylor Osborn | Secondary Counselor | | .3 |
| Tim Tannehill | Asst. Principal | | .3 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------------|-----------------------------|------------------|------------|
| Belinda Garcia | Computer Lab Aide | Federal | 1 |
| Elissa Bancroft | Secondary Literacy Coach | Federal | .5 |
| Gina McWilliams | Balanced Literacy Coach | Federal | 1 |
| Gina Slover | Special Pops Coordinator | Federal | 1 |
| Joann Garcia | Computer Lab Aide | Federal | 1 |
| Naomi Gonzales Medina | Computer Lab Aide | Federal | 1 |
| Raemi Thompson | Director | Federal Programs | .5 |
| Rosie Lopez | Bilingual Literacy Coach | Federal | 1 |
| Sharon Chancy | Elementary Literacy Coach | Federal | 1 |
| Tonya Gilstrap-Becker | Intermediate Literacy Coach | Federal | 1 |
| Velma Flores | Computer Lab Aide | Federal | 1 |

District Instructional Leadership Team

| Committee Role | Name | Position |
|-----------------------------|-----------------|---|
| Administrator | Jay McWilliams | Superintendent |
| Administrator | Raemi Thompson | Assistant Superintendent of Academics/Assessment |
| Administrator | George Bancroft | Assistant Superintendent of Operations |
| District-level Professional | Debbie Park | Director of School Improvement |
| District-level Professional | Susan Bryan | Chief Financial Officer |
| District-level Professional | Tyler Sheppard | Director of Special Education |
| District-level Professional | Gina Slover | District Testing Coordinator/Director of Special Programs |

Site-Based Decision Making Committee

| Committee Role | Name | Position |
|-----------------------------|-----------------|--|
| Administrator | Jay McWilliams | Superintendent |
| Administrator | Raemi Thompson | Assistant Superintendent of Academics/Assessment |
| Administrator | George Bancroft | 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 | Kaitlin Jeffrey | Washington Principal |
| Administrator | Dana Pannell | 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 School Improvement |