

# **Big Spring Independent School District**

## **Moss Elementary**

### **2024-2025 Campus Improvement Plan**



# Mission Statement

**Moss Elementary's mission is to foster an inclusive learning environment that encourages students to explore their potential, nurture their talents, and become compassionate, lifelong learners.**

## Vision

**Moss Elementary's vision is to inspire students to be active learners, enabling them to become responsible citizens and leaders.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Moss Elementary is a newly combined campus for the 2024-2025 school year, composed of pre-kindergarten and kindergarten students. Our overall enrollment fluctuates between 380-400 students. We serve students in 3 year old EE classes, pre-k 4 year old classes and kindergarten classes. 52% of our student population are male and 48% are female. 74% of our student population is Hispanic/Latino, 22% is White, and 7% is African American. Less than 1% of the population falls into the following categories: Asian and Native American. 17% of our student population is currently being served through special education services. Currently 13% of the student population is classified as emergent bilingual and 2% of the population is identified as an ELL. Our overall we serve 67% of students who are economically disadvantaged.

### Demographics Strengths

We are diversified and use our differences to drive our instruction. We place a focus on vocabulary development for our ELL and Special Education populations which in turn helps all of our students who have deficient vocabulary skills. This improves our reading instruction for all demographic groups. In addition, our student population is able to interact with various cognitive levels of students which in turn helps them be more empathetic to others. Additionally, we have a math and reading instructional coaches that work with our kindergarten math and reading teams during PLC daily.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** It is difficult to ensure that every student is receiving high quality instruction. **Root Cause:** Due to a significant teacher shortage in Texas, which is magnified in rural areas such as Big Spring, highly qualified teachers are not available which results in the hiring of non-certified and/or non-degreed teachers.

# Student Learning

## Student Learning Summary

Following the first administration of the NWEA Reading assessment, it was shown that we had 46% of students falling in the did not meet range, 27% in the approaches range, 18% in the meets range and 9% in the masters range. Based on the beginning of the year assessment, 54% are approaching or on grade level. A breakdown of the grade level is exemplified on the following table:

Reading	Did not meet	Approaches	Meets	Masters
Kindergarten	46%	27%	18%	9%

Following the first administration of the NWEA Math assessment, it was shown that we had 46% of students falling in the did not meet range, 22% in the approaches range, 21% in the meets range and 11% in the masters range. Based on the beginning of the year assessment, 54% are approaching or on grade level. A breakdown of the grade level is exemplified on the following table:

Math	Did not meet	Approaches	Meets	Masters
Kindergarten	46%	22%	21%	11%

Students entering pre-k are administered the CLI assessment. Based on beginning of the year testing, 29% of students are on target for letter identification, 0% of students are on target for letter sounds, and 13% are on target for rote counting.

## Student Learning Strengths

We have integrated the pre-k campus with the kindergarten students to create a early childhood campus that can focus on basic reading, writing and math skills. We have fewer kindergarteners coming to us with little to no background in reading. Our tier I group for both kindergarten and first is close to a majority of the students. We have adopted the Amplify reading program to ensure students are receiving a balanced, thematic RLA learning. Students continue to grow in math with the implementation of Eureka math.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The number of students who start school with basic educational knowledge is low which creates a large gap for teachers to fill. **Root Cause:** We have a large number of teachers who are not only not certified, they do not have a bachelor's degree, therefore the capacity of our teachers is low and they do not know how to remediate their students in tier II and tier III intervention.

# School Processes & Programs

## School Processes & Programs Summary

Our pre-k classes use Frogstreet curriculum as well as structured play to help them learn not only the basics of school, but social skills as well. Classes are divided into sections that focus on social/emotional as well as educational play-based learning in addition to our Frogstreet curriculum.

Our kindergarten classes utilize Amplify reading curriculum, Eureka math curriculum, McGraw Hill Science curriculum and Social Studies Weekly. Amplify Reading and Eureka Math are both curriculums suggested by the state as they are HQIM and provide RBIS. We also utilize the computer program component of Amplify Reading to supplement any gaps in RLA. For math we utilize the computer program Dreambox to help students during their specials rotation as well as during station time during Tier I instruction. Teachers are given a 45 minute PLC time everyday to discuss the needs of students, internalize lessons, model lessons and analyze data to drive instruction.

We utilize an instructional coach for reading and another for math that helps link kinder and 1st grade curriculum.

## School Processes & Programs Strengths

We have systematic approaches in place to grow students. Through vertical and horizontal alignment, the kids see the same programs and each program has a defined start and stop point for each level. MTSS time is used to enrich the learning of students who are beyond the general scope and sequence and to remediate the students who are having difficulties.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Our students are having difficulties being on grade level by the end of kindergarten. We want to ensure that all students are reading on grade level before they move to the third grade campus. **Root Cause:** The inability to find and hire highly qualified teachers leads creates a teaching gap for students.

# Perceptions

## Perceptions Summary

The culture and climate of Moss for staff and faculty is positive and vision driven. The faculty understand that our goal is to treat students equitably and to ensure that they are reading on or above grade level.

The community embraces Moss and we have several business supporters who will help to fund or manage events. In turn, Moss is dedicated to helping the community at large through donations and functions.

## Perceptions Strengths

We routinely give back to the community and are well received by parents and community members.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** While Moss is well received by both parents and community members, we do not have a large number of businesses that partner with the campus. **Root Cause:** Many consider Moss an affluent campus which therefore does not need the same type of business and community support that other campuses in the district may need.

# Priority Problem Statements

**Problem Statement 1:** It is difficult to ensure that every students is receiving high quality instruction.

**Root Cause 1:** Due to a significant teacher shortage in Texas, which is magnified in rural areas such as Big Spring, highly qualified teachers are not available which results in the hiring of non-certified and/or non-degreed teachers.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The number of students who start school with basic educational knowledge is low which creates a large gap for teachers to fill.

**Root Cause 2:** We have a large number of teachers who are not only not certified, they do not have a bachelor's degree, therefore the capacity of our teachers is low and they do not know how to remediate their students in tier II and tier III intervention.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Our students are having difficulties being on grade level by the end of kindergarten. We want to ensure that all students are reading on grade level before they move to the third grade campus.

**Root Cause 3:** The inability to find and hire highly qualified teachers leads creates a teaching gap for students.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** While Moss is well received by both parents and community members, we do not have a large number of businesses that partner with the campus.

**Root Cause 4:** Many consider Moss an affluent campus which therefore does not need the same type of business and community support that other campuses in the district may need.

**Problem Statement 4 Areas:** Perceptions



# 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- 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
- Local diagnostic reading assessment data
- 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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data

#### **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
- T-TESS 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

**Goal 1:** Moss Elementary 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:** Moss Elementary will support comprehensive district-wide implementation of Big Spring ISD Curriculum.

**Evaluation Data Sources:** PLC Agendas, Lesson Plans, TTESS Walkthroughs, Observation Feedback, Amplify

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide opportunities through PLCs to strengthen content knowledge and lesson planning for math, science, reading, language arts, and social studies. <b>Strategy's Expected Result/Impact:</b> Improved student achievement in all content areas <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Moss Elementary will regularly evaluate our academic and supplemental programs for effectiveness in improving student performance. <b>Strategy's Expected Result/Impact:</b> Improved use of available resources <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Moss Elementary will use peer observations, mentor teachers, new teacher academy activities, reading academy and Teacher Instructional Leadership (TIL) practices.  <b>Strategy's Expected Result/Impact:</b> Improved teacher content and pedagogy knowledge; increased student engagement <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

0%

No Progress

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**Goal 1:** Moss Elementary 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:** Moss Elementary will promote a systematic and effective use of data to improve instruction.

**Evaluation Data Sources:** PLC Meeting Notes, Checkpoint Data, DMAC reports, Lead4Ward Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Moss PLC collaborations will review daily, weekly, and module ending assessments to ensure rigor and student growth. <b>Strategy's Expected Result/Impact:</b> Adjustments made to instruction to address student learning issues. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Moss Elementary will utilized Texas Instructional Leadership (TIL) along with PLC practices to obtain and discuss data findings. <b>Strategy's Expected Result/Impact:</b> Increased teacher awareness of student learning <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize the daily 45 minute PLC collaboration time to analyze data and determine individual student needs. <b>Strategy's Expected Result/Impact:</b> Improved vertical/horizontal alignment in content and instruction; improved instruction resulting in better student scores. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
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**Goal 1:** Moss Elementary 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:** The number of Pre-K students who are on target for kindergarten will be 75% by the end of the 2024-2025 school year based on CLI testing data.

**Evaluation Data Sources:** Kindergarten enrollment rates, CLI testing data, checkpoint reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Moss Elementary will use data and instructional best practices. <b>Strategy's Expected Result/Impact:</b> Increased number of student meeting target growth on CLI <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Moss will utilize a daily 45 minute PLC collaboration to analyze data to determine the individual needs of students. <b>Strategy's Expected Result/Impact:</b> Improved small group instruction, Improved vertical alignment, Improved identification for MTSS <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
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**Goal 1:** Moss Elementary 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:** The number of kindergarten students will perform within the 41st-60th percentile for Tier I Focused Instruction Level in reading.

**Evaluation Data Sources:** NWEA Map growth reports, Dreambox Reports, Guided Reading Levels, mClass progress monitoring, Intevention plans, Amplify progress

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Consistent implementation of balanced literacy/best practices. <b>Strategy's Expected Result/Impact:</b> Improved student performance on NWEA. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use of exit tickets in kindergarten to monitor student understanding. <b>Strategy's Expected Result/Impact:</b> Data use for immediate intervention; improved planning for students who struggle <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Elemenatary Curriculum Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize 45 minute intervention periods during the week for Tier 2 instruction for TEKS not yet mastered by identified students. <b>Strategy's Expected Result/Impact:</b> Lessening of learning gaps, improved scores <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
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**Goal 1:** Moss Elementary 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:** Moss Elementary will support initiatives to improve district performance within all indicators of the Performance Based Monitoring System.

**Evaluation Data Sources:** Ascender Discipline Reports, Counselor Reports, TAPR Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Moss Elementary will implement social contracts in managing student behavior <b>Strategy's Expected Result/Impact:</b> iLead, Student shout-outs, Walk-through data, TTESS Observations, Teacher self-evaluations and action plans, Classroom environment surveys <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Moss Elementary will implement and follow a master schedule focused on tiered instruction and opportunities for tiered support. <b>Strategy's Expected Result/Impact:</b> Master schedule <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Moss Elementary will use social studies curriculum to provide information regarding a variety of career choices and higher education as well as having career day for kindergarten students. <b>Strategy's Expected Result/Impact:</b> Increased interest in a wider range of career options, reduction of student leavers/dropouts in higher grade levels <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
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**Goal 2:** Moss Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

**Performance Objective 1:** Attendance rate at Moss Elementary will meet predetermined thresholds each 6 weeks as measured by reports generated by TxEIS.

**Evaluation Data Sources:** Average daily attendance reports, TAPR reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Moss Elementary will establish an attendance committee that will meet each six weeks to look at attendance rates for students and staff and develop incentives to improve attendance. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets, committee minutes, improved attendance averages among students and staff <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Attendance Committee  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Moss Elementary will continue to follow local and state guidelines for truancy and compulsory attendance. <b>Strategy's Expected Result/Impact:</b> Parent communications, reduction in student absences <b>Staff Responsible for Monitoring:</b> Principal, Assistance Prinicipal, Attendance Committee  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	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>			

<b>Goal 2:</b> Moss Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.			
<b>Performance Objective 2:</b> Moss Elementary will continue to implement campus safety committees and district-wide discipline management policies and procedures.			
<b>Evaluation Data Sources:</b> Sign in sheets, agendas, Ascender discipline reports, weekly door checks report completion, emergency drill planning calendar and completion			
Strategy 1 Details		Formative Reviews	
<b>Strategy 1:</b> Moss Elementary will conduct monthly safety drill following district requirements. <b>Strategy's Expected Result/Impact:</b> Required Safety logs <b>Staff Responsible for Monitoring:</b> Campus Safety Coordinator  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative	
		Nov	May
Strategy 2 Details		Formative Reviews	
<b>Strategy 2:</b> Moss Elementary will implement social contracts and iLead strategies to promote positive behavior choices. <b>Strategy's Expected Result/Impact:</b> Principal shoutouts, Social contracts, improved student behaviors, reduction of inappropriate behavior such as bullying, name calling, and hitting/fighting. <b>Staff Responsible for Monitoring:</b> Campus administration  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative	
		Nov	May
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>			

**Goal 2:** Moss Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

**Performance Objective 3:** Moss Elementary will strictly enforce the BSISD Anti-Bullying policy. There will be zero tolerance for any act of bullying on Moss Elementary's campus.

**Evaluation Data Sources:** Anonymous Alert Reporting System, Counselor Reports, Discipline Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Moss Elementary will continue to investigate and respond to any allegations or incidents related to or concerning the act of bullying. <b>Strategy's Expected Result/Impact:</b> Reduction of bullying behaviors <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

**Goal 2:** Moss Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

**Performance Objective 4:** The campus will develop plans that provide for coordinated school health including physical fitness and nutrition.

**Evaluation Data Sources:** Nurse's records, master schedule, weekly menu

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Moss Elementary will be represented on the District School Health Advisory Counsel (SHAC) <b>Strategy's Expected Result/Impact:</b> Sign-in sheets and minutes from District SHAC meets <b>Staff Responsible for Monitoring:</b> School Nurse, Principal  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Moss Elementary will include physical education into the master schedule in accordance with Texas Education Code Chapter 116. <b>Strategy's Expected Result/Impact:</b> Compliance with grade level expectations <b>Staff Responsible for Monitoring:</b> Principal, Coaches  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> In conjunction with the district's food service department, the cafeteria will offer a variety of nutritious food options. <b>Strategy's Expected Result/Impact:</b> Breakfast and lunch menus <b>Staff Responsible for Monitoring:</b> Food Service Director  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			







**Goal 3:** Moss Elementary will determine the professional development and support needs of our workforce to ensure the goals of our campus are met.

**Performance Objective 1:** Moss Elementary will recruit and maintain a highly qualified staff according to ESSA and/or SBEC standards, and will provide relevant professional development.

**HB3 Goal**

**Evaluation Data Sources:** SBEC Certification Records, Teacher progress/completion of teacher preparation programs, professional development sign in sheets/certificates of completion, PLC sign in sheets & agendas.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Moss Elementary administration will obtain names and resumes highly qualified candidates from Frontline application system. <b>Strategy's Expected Result/Impact:</b> Prioritizing the hiring of degreed, certified teachers <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide a systemic, job-embedded framework for offering continuous learning opportunities of content and pedagogy of successful practices that supports the needs of teachers. <b>Strategy's Expected Result/Impact:</b> Improved content and pedagogy knowledge; improved instructional practices. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches, Elementary Curriculum Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Moss Elementary will actively participate ongoing professional development through the 45 minute PLC. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to better facilitate the adopted curriculum in the classroom and therefore lead to higher results on the NWEA. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>			

**Goal 3:** Moss Elementary will determine the professional development and support needs of our workforce to ensure the goals of our campus are met.

**Performance Objective 2:** Campus administrators will participate in ongoing professional development based on best instructional practices, such as Texas Instructional Leadership, that have proven to improve instruction and to effectively impact student learning.

**Evaluation Data Sources:** Impact Team meetings, agendas, clearly communicated processes and procedures, clear job duties and responsibilities

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus administration will "turn-around" professional development during PLC's and other opportunities of professional learning. <b>Strategy's Expected Result/Impact:</b> Shared vision and goals; Clear communication of teaching/learning expectations; improved instruction and student learning <b>Staff Responsible for Monitoring:</b> Principal, Elementary Curriculum Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop leadership systems that are driven by the school's mission, vision and motto. <b>Strategy's Expected Result/Impact:</b> clearly communicated processes and procedures, clear job duties and responsibilities <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** Moss Elementary will determine the professional development and support needs of our workforce to ensure the goals of our campus are met.

**Performance Objective 3:** 100% of Moss Elementary instructional staff members will receive professional development on required topics which must be completed by a designated time line.

**Evaluation Data Sources:** Sign In Sheets, Certificates of Completion, Professional Development Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Moss Elementary staff members will complete required compliance training by the end of October. Compliance training must be completed on staff members' time.  <b>Strategy's Expected Result/Impact:</b> 100% of campus staff compliant with local, state and federal law and regulation <b>Staff Responsible for Monitoring:</b> Campus administration  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Moss Elementary staff will receive continuous training through Reading Academy, Texas Instructional Leadership, Balanced Literacy and Eureka implementation support.  <b>Strategy's Expected Result/Impact:</b> Completing Reading Academy, implementing TIL strategies, Balanced Literacy strategies and Eureka strategies. <b>Staff Responsible for Monitoring:</b> Campus Administration, Curriculum, Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
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**Goal 4:** Moss Elementary will develop partnerships with Big Spring business organizations, parents, and community members.

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

**Evaluation Data Sources:** Community participation through appearances or donations; recognitions of organizations and community members of social media and website.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Moss Elementary will build a network of community partners such as Howard College, Greater Rotary Club of Big Spring, and Complex Community Federal Credit Union. <b>Strategy's Expected Result/Impact:</b> Increasing community involvement, increases the community awareness of our educational needs. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.5, 4.2 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use local news media and social media as a venue to promote campus projects and successes. <b>Strategy's Expected Result/Impact:</b> Increasing the positive media output, helps the community to see the positive impact that the education at Moss is having on students social and emotional growth. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>			

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

**Performance Objective 2:** Parents and community members will perceive a positive relationship with the campus.

**Evaluation Data Sources:** Parent and Family Surveys, Parent and Family Participation rates.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Moss Elementary will host, virtually when needed, multiple programs encouraging parental involvement. <b>Strategy's Expected Result/Impact:</b> Allowing the community at large to come and learn about what is happening at Moss, allows for them to be more involved in our educational endeavors. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Moss Elementary will implement a Parent Advisory Council or Parent Community Group. <b>Strategy's Expected Result/Impact:</b> Increased parent participation and input in the decision making process. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Moss Elementary will offer programs and activities to encourage the involvement of parents and families, <b>Strategy's Expected Result/Impact:</b> Increased parent/family involvement, improve parent knowledge and understanding of school processes and procedures, improved relationships between the school and home <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

**Goal 5:** Moss Elementary will utilize technology as a tool to foster improvement in academic achievement, curriculum integration, and increased accessibility and innovation.

**Performance Objective 1:** The campus will strive to have 100% of students achieve technology proficiency and academic success.

**Evaluation Data Sources:** Student data in accessing HMH, Clever, NWEA, Google Classroom, Amplify Reading, and Dreambox located on student Chromebooks.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus technology personnel will ensure that all student devices remain operational throughout the year. <b>Strategy's Expected Result/Impact:</b> Consistent use of technology to support instruction. <b>Staff Responsible for Monitoring:</b> Campus Technology Personnel, Principal  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Moss Elementary will utilize a variety of on-line and computerized platforms to support learning such as Dreambox, Mindplay, Amplify, Eureka, Frogstreet, etc. <b>Strategy's Expected Result/Impact:</b> Improved student learning, consist instruction <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
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**Goal 6:** To coordinate services with Region 18 ESC, our Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement. One hundred percent of PFS students will have access to supplemental instructional and support services.

**Performance Objective 1:** Region 18 Education Service Center (ESC) migrant staff participates in the training of trainers (TOT) and ID&R offered by the Texas Education Agency (TEA).

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. <b>Strategy's Expected Result/Impact:</b> NGS Reports PFS Timeline Report Checklist <b>Staff Responsible for Monitoring:</b> Migrant Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. <b>Strategy's Expected Result/Impact:</b> PFS Action Plan <b>Staff Responsible for Monitoring:</b> Migrant Consultant  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

**Evaluation Data Sources:** ESC Works, SSA Fulfilling Grant Requirements, MEP Overview Sessions

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. <b>Strategy's Expected Result/Impact:</b> SSA fulfilling grant requirements. <b>Staff Responsible for Monitoring:</b> Migrant Consultant, Migrant Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. <b>Strategy's Expected Result/Impact:</b> MEP overview sessions <b>Staff Responsible for Monitoring:</b> Migrant Consultant, Migrant Specialist  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, phone or home visits to update parents on the academic progress of their children. <b>Strategy's Expected Result/Impact:</b> Family Contact Log, Preliminary Needs Assessment <b>Staff Responsible for Monitoring:</b> MEP Staff  <b>Title I:</b> 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

**Goal 6:** To coordinate services with Region 18 ESC, our Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement. One hundred percent of PFS students will have access to supplemental instructional and support services.

**Performance Objective 3:** Provide services to PFS migrant students.

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in missing subjects or migrant education program activities. <b>Strategy's Expected Result/Impact:</b> Priority placement of students. <b>Staff Responsible for Monitoring:</b> MEP Staff, District Migrant Contact  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. <b>Strategy's Expected Result/Impact:</b> Increased connections with necessary support programs <b>Staff Responsible for Monitoring:</b> MEP Staff, District Migrant Contact  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.  <b>Strategy's Expected Result/Impact:</b> Increased awareness of programs used to support PFS students <b>Staff Responsible for Monitoring:</b> MEP Staff  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

# State Compensatory

## Budget for Moss Elementary

**Total SCE Funds:** \$294,427.00

**Total FTEs Funded by SCE:** 7.6

### 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 Moss Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Arriaga, Heidi	Pre-K Teacher	0.5
Castaneda, Isabel	Bilingual Pre-K Teacher	1
Cypert, Richard	Elementary Counselor	0.3
Friar, Cicely	Classroom Aide	1
Gonzalez, Olga	Bilingual Kindegarten Teacher	1
Hyatt, Samantha	Assistant Principal	0.3
Lowery Magallanes, Krista	Pre-K Teacher	0.5
Moreno, Rosalinda	Intervention Aide	1
Valbuena, Ivana	Classroom Aide	1
Zubiate, Kelly	Bilingual Kindergarten Teacher	1

# Title I

## 1.1: Comprehensive Needs Assessment

Moss Elementary's Comprehensive Needs Assessment (CNA) is a collaboration of multiple stakeholders including district & campus administration, teachers, staff, parents and students. The CNA is used to guide the creation and revision of the Campus Improvement Plan. Evidence of the CNA process is housed in the Title I Crate.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is created/revised based on the findings and feedback generated during the CNA progress. Upon completion, another stakeholder team reviews/reflects/revises before it is finalized.

## 2.2: Regular monitoring and revision

ESSA Sec.1112 (b)(1)(A-D)

- Big Spring ISD shall monitor student progress in meeting challenging state academic standards by:
- Using TEKS Resource system to ensure grade level content is taught at the appropriate rigor.
- Collecting student data through various means (academic monitoring, daily exit tickets, checkpoint assessments)
- Using DMAC and Lead4Ward capabilities to track and analyze data.
- Ensure all classrooms have assess high quality instructional materials.
- Providing instructional staff on-going support through professional development and coaching cycles.
- Consistently using instructional programs (such as Mindplay & Dreambox) that target individual student's areas of struggle.
- Using differentiation strategies, such as CBIS, small group instruction to address the varied learning needs of students.
- Providing extended day and summer school opportunities to students who have show to struggle and are at risk of failing.

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

Copies of Parents' Right to Know, Parent and Family Engagement Policy, Home-School Compact, the Campus Improvement Plan as well as other documents are available on the district's and campus website in English and Spanish. Copies of each can also be obtained at the front office at each school or at the district's administration office.

## 2.4: Opportunities for all children to meet State standards

ESSA Sec.1112(b)(3)

Big Spring ISD will carry out its School Support and Improvement activities by:

- providing additional training and support on TIL practices to support campus leaders.
- district curriculum specialists will provide support to ensure effective data analysis and instructional planning.
- targeting specific learning expectations identified as areas of weakness and student struggle.
- focusing on ESF Levers 1.1, 3.1, and 5.1 to improve process and procedures that support student academic achievement
- increasing frequency of intervention activities such as afterschool tutorials and embedding remediation time during the school day.

ESSA Sec. 1112(b)(8)

Big Spring ISD's Pre-K program is located at Moss Elementary, our PK-Kindergarten campus allowing for an smoother transition between grade levels. All Pre-K activities are locally funded.

## 2.5: Increased learning time and well-rounded education

### SEC. 112(b)(10)(A-B)

Big Spring ISD will implement strategies to facilitate effective transitions from our junior high to high school and from high school to postsecondary education by:

Junior High to High School:

- JH is now offering 5 CTE course for high school credit (PAFNR, Business and Finance, Intro. To Culinary, Digital Media, and Principals of Health)
- Additionally, HS credit can be gained through the offerings of algebra, Spanish I, and 8th art
- Talent Search comes in from WTC to work with students (starting in JH) to locate 1st generation college students and work with them through career exploration, goal setting, and even college visits (follows into HS)
- In introductory CTE course, students learn about a variety of careers and programs of study available to them

From High School to Post-Secondary

- College prep courses are offered
- College visits are encouraged
- CTE courses allow for a number of post secondary positions and resume development through multiple IBC offerings
- TSI offered onsite multiple times during the school year to assist in college admissions
- Additionally, Howard College comes and helps students across grade levels complete Apply Texas
- Talent Search continues to work with and recruit/assist 1st generation college attendees

### ESSA Sec. 1112(b)(11)

Big Spring ISD uses a discipline tracking program that provide regular notifications and alerts to campus & district administration. This assists with monitoring the frequency and duration of removal from instructional environments.

### ESSA Sec. 1112(b)(12)(A-B)

Big Spring ISD provides mutliple pathways for industry certification which focus primarily on industries and work opportunities in the immediate area. Additionally, Big Spring ISD partners with Howard College to offer dual credit opportunities. We do not use Title I, Part A funding to support these programs.

### ESSA Sec. 1112(b)(13)(A-B)

Big Spring ISD begin identifcation of Gifted and Talented students in the Fall of each year, with referral accepted September through November. The screening process follows this time line:

Kindergarten Screening	December
Kindergarten Assessment	January
Kindergarten Parent/Guardian Identification Notification	February
Grades 1-12 Screening and Assessment	January - March
Grades 1-12 Parent/Guardian Identification Notification	April
Parent Submits Campus-Level Appeal Request	Within ten school days of identification notification
Campus-Level Appeals Meeting	Kindergarten - March; Grades 1 through 12 - April
Parent/Guardian Campus-Level Appeal Notification	Within ten school days of appeals meeting
Parent/Guardian Submits District-Level Appeal Request	Within ten school days of campus-level appeal decision notification



<b>Kindergarten Screening</b>	<b>December</b>
Placement Services Begin	Kindergarten services begin on March 1 (or the first day of school after) of the tested school year. Grades 1-11 services will begin the first day of school of the following school year.

Moss Elementary does not use Title I, Part A funds to support our Gifted and Talented programs or our school libraries.

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

### ESSA Sec.1112(b)(3)

Moss Elementary will identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teaching by:

- providing ineffective, inexperienced, or out-of-field teachers with additional support in content, pedagogy and classroom management.
- training campus administrators to provide observational feedback and monitoring its use and effectiveness.
- continuing professional learning communities that meet to discuss lessons, providing on-going support.
- assigning veteran teachers to new and/or uncertified teachers, providing them with training to support efforts.
- actively monitoring uncertified teachers in their progress to obtain degree/certification, providing them with assistance when they show to struggle.
- using instructional coaches to support novice or unprepared teachers through team teaching and lesson modeling.

### ESSA Sec. 1112(b)(4)

Moss Elementary collects income data using the "Form for Compensatory Education Funding Qualification" that is provided to parents/guardians to complete when registering their child. Based on the information collected regarding SNAP or TANF benefits, foster care status and household income/household members, Big Spring ISD will utilize the state standard for poverty criteria to determine economically disadvantaged students.

### ESSA Sec.1112(b)(5)

At this time, Moss Elementary does not have students living in local institutions for neglected or delinquent children or neglected and delinquent children in community day school programs.

### ESSA Sec.1112(b)(6)

Moss Elementary asks that all parents/guardians registering their child to complete a Student Residency Questionnaire. Upon determination of homelessness, Big Spring ISD supports their enrollment, attendance, and success by:

- coordinating with district transportation to ensure students are able to continue attending the school of their origin.
- training campus administration and counselor on how to assess the needs of homeless students so that necessary resources, supplies and service are provided either directly from the school district or through community organizations.
- counseling is provided to students experiencing homeless to address their emotional/mental needs.

## 3.1: Annually evaluate the schoolwide plan

Moss Elementary uses a committee of stakeholders to review and revise the Campus Improvement Plan each Spring.

## 4.1: Develop and distribute Parent and Family Engagement Policy

Moss Elementary invites all stakeholders: district & campus administration, teachers, staff, parents and students to develop and/or revise the Parent and Family Engagement Policy each year. The revised documents are available on the campus website and at the front office in both English & Spanish. Moss Elementary develops their own PFE Policy which they distribute at the beginning of each school year. These are posted to the district and campus website in both English & Spanish. Individuals needing a print copy can request one from the front office.

## 4.2: Offer flexible number of parent involvement meetings

ESSA Sec. 1112(b)(7)

Big Spring ISD will implement effective parent and family engagement by:

- using various means to communicate information to parents, such district/campus websites, district/campus Facebook pages, Blackboard messaging.
- using surveys to solicit feedback from parents and families on topics that they find important.
- inviting parents and families to be part of the decision making process as the district and each campus reviews and refines their Parent and Family Engagement Policy and Home-School Compact as well as when work is done on the Collaborative Comprehensive Needs Assessment and Campus/District Improvement plans.
- the district and each campuses conducts a variety of events to build parent and family relationships.
- the district plans to include additional building capacity sessions on a variety of topics and will encourage each campus to do the same.
- the district employs and parent and family engagement liaison who focuses on the needs of our bilingual and immigrant families, providing weekly informative sessions and English learning services.

## 5.1: Determine which students will be served by following local policy

ESSA Sec. 1112(b)(9)

Big Spring ISD has a School-wide Title I, Part A program where Moss Elementary and all campuses benefit from the use of Title I, Part A funding.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Holland, Henry	Instructional Aide	Title I	1

# Addendums

## Moss Elementary

2024-2025 State Compensatory

The goal of the State Compensatory Education (SCE) programs is to provide funding to reduce disparity in performance 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.

[illegible]

### Moss 2024-2025 ESSA Consolidated Grant Funds

#### Title I

Title I funds are utilized in BSISD to improve school-wide programs for all students. Additionally, Title I funds are used encourage parent, family and community involvement by creating a welcoming environment meant to educate stakeholders on the policies and procedures that pertain to our schools. This includes federal and state policies that affect instruction across the district.

FUND	FUNC	OBJ	SUB	ORG	YEAR	PIC	ED-SPAN	PROJ-DTL	DESCRIPTION	APPR.
211	11	6129	25	111	5	30	0	00	Intervention Aide	\$15,615.00
211	11	6141	25	111	5	30	0	00	Medicare	\$227.00
211	11	6142	25	111	5	30	0	00	Group Health & Life Insurance	\$5,400.00
211	11	6146	25	111	5	30	0	00	Teacher Retirement	\$1,327.00
211	13	6219	25	111	5	30	0	01	Professional Services	\$1,800.00
211	61	6499	25	111	5	30	0	00	Parent/Family Engagement	\$765.00

#### Title II

Title II funds are utilized in BSISD to improve educator quality and effectiveness by providing high quality and proven effective professional development to all teachers. Additionally, campuses are provided funding to provide additional support to novice teachers in the form of mentors and instructional coaches. These efforts and supports are specific, job-embedded and on-going intended to improve instruction and retain teachers.

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
255	13	6119	25	111	5	24	0	00	Dept. Heads, Instructional Coaches/Mentors	\$14,450.00
255	13	6141	25	111	5	24	0	00	Medicare	\$210.00
255	13	6146	25	111	5	24	0	00	Teacher Retirement	\$1,228.00

#### Title III

Title III funds are utilized in BSISD to support the needs of our Emergent Bilingual population by providing the necessary resources and supplies that aid in English language acquisition. Additionally, funds are utilized to provide professional development to teachers who instruct our EB students as well as lessons and other parent involvement opportunities for our parents of EB students. All Title III money is utilized at the district level.

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr

#### Title IV

Title IV funds are utilized in the same manner in which we use our other Title funds since we are a district that engages in a transfer of funds to these other Titles. Additionally, Title IV funds are used to directly support our Safety and Security department by providing a portion of the salary for our safety and security instructional technology specialists.

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
289	12	6329	25	111	5	24	0	00	Instructional Resources/MediaServices	\$109.00