

**Big Spring Independent School District**  
**Big Spring High School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Big Spring High School faculty and staff will design meaningful learning opportunities by seeking best instructional practices as we foster a culture of excellence.

# Vision

Big Spring High School is creating respect and pride while committing to excellence in all aspects of education.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Enrollment as of 10.29.24: 983

#### Enrollment by Race/Ethnicity (TAPR 2022-2023)

African American--- 4.7% (51)

Hispanic--- 67.8% (735)

White--- 23.9% (259)

American Indian--- 0.3% (3)

Asian--- 0.9% (10)

Pacific Islander--- .01% (1)

Two or More Races--- 2.3% (25)

Enrollment by Student Group---Economically Disadvantaged 66.6% (722)

Non-educationally disadvantage 33.4% (362)

EB Students---5.4% (59)

Section 504 -- 5.2% (78)

Special Education--- 13.3% (144)

Mobility Rate 15.1% (179)

### Demographics Strengths

- Diverse student population
- Committed leadership team
- Committed staff that supports all students

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The Hispanic sub-pop performs between 10%-24% lower than the average passing rate in state mandated exams across Texas. **Root Cause:** Students have weaker foundational skills since the pandemic.

# Student Learning

## Student Learning Summary

### STAAR Passing Rates at Approaches Grade Level

	2021	2022	2023
English I	54%	52%	67%
English II	63%	63%	69%
Algebra I	62%	73%	86%
Biology	78%	85%	86%
US History	73%	82%	91%

The four core subjects take checkpoints which offer data that in turn drives instruction. Department chairs/Campus Curriculum Coordinators lead their teams during PLC time together. After tests are graded and scores are given to individual teachers, they use that info to make decisions such as whether or not they should move on with the next concept or reteach the current one. For those teachers who do not participate in PLC blocks of time, they, too, use data to drive instruction which helps their students earn credit for the class and possibly an IBC if tied to the course.

## Student Learning Strengths

- Algebra 1 EOC, Biology EOC and US History EOC have seen a steady increase in scores.
- The number of students taking CTE courses has increased.
- The number of students demonstrating college and career readiness has increased.
- CTE certifications has dramatically increased since 2021.

PLCs would definitely be a strength as it allows teachers to plan and reflect together during the work day. With the availability of more laptops, teachers are also making better use the technology in the classroom for extra support to students who have gaps in learning and for mainstream activities and lessons. Now that teachers have been using more and more technology in the classroom, they have more options of which types of programs to use with students. The ability to have several educational tools to choose from has also helped teachers because of the mere ability to provide quick feedback to their students. Student trackers has also been a useful tool.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students continue to score low on English I and English II EOC exams. **Root Cause:** Teacher turnover rate in the ELAR department and the number of teachers new to the profession in conjunction with weak foundational skills hurt student achievement on these exams.

**Problem Statement 2:** With the high turnover rate in the English department (4 new this year), it takes time for a new teacher to learn how to teach the essentials, and more importantly, how to reteach the skills when students don't understand what they should be learning. **Root Cause:** It would be helpful to have a proven curriculum instead of piecing

units together from various sources.

# School Processes & Programs

## School Processes & Programs Summary

Subjects are grouped together on campus. For example, most 9th-12 grade English classes are in the same hallway. This helps teachers communicate more easily with each other and the close proximity allows them to start PLC time quickly. During PLCs, teachers explore ways to improve instruction, reflect on checkpoint data, adapt lessons to include technological components, and various other things to better serve their students. We also have CTE classes in a separate building from the main campus. In this area, students get plugged into vocational classes to help get them started on a career path right after high school. Some students also take accelerated classes through a program called PAC. Another important part of our school is the CCC/departments chair team. These leaders focus on ways to improve instruction to increase student academic success. They also take lead in mentoring new teachers in their respective subjects.

BSHS is a 1:1 campus and all teachers have been trained to use Google Classroom. Some teachers are also equipped with ipads and all classrooms have a Promethean Board. More and more teachers are moving toward a paperless classroom (is that possible?), and they are making better use of the time they have with students because the use of technology offers faster feedback to students. With the use of programs or apps that offer quick feedback to students, it frees up more time for teachers which allows them to target specific students' needs.

## School Processes & Programs Strengths

Teachers who teach EOC tested subjects look forward to the common planning/PLC period which they get in addition to their regular conference. They use the time to organize what they are going to teach/reteach. They also disaggregate data and use it to drive instruction. All teachers on campus write daily objectives in the "We Will"/"I Will" format so students are informed as to what they will be learning on any given day as well as how they will show they've learned it. Another strength is the mentoring that evolves between teachers, new and experienced.

The fact that our technology department is actively seeking ways to help us move into the digital age in meaningful ways shows just how important utilizing technology is in today's classroom. One strength that stands out is that teachers are willing to learn how to use this technology because students will need these skills once they're in the workforce. Technology is another strong avenue to engage students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Even though we have some built-in systems to help teachers in the classroom, many of our younger educators leave BSHS in search of greener pastures.

**Root Cause:** The number of tasks a teacher must accomplish can be overwhelming, and when a new teacher feels alone, sometimes they feel a fresh start in a bigger town is the cure.

**Problem Statement 2:** With a strong scope and sequence, teachers may have a better chance at staying if much of the hard work/planning is based on a tried-and-true plan. **Root**

**Cause:** Without getting the lower grades to vertically align, we are still trying to fill many gaps in addition to teaching new skills and concepts.

**Problem Statement 3:** Not all students have access to technology at home (if they do not have internet). **Root Cause:** Due to the socioeconomic status of some of our families, technology is not a priority when they are faced with putting food on the table and paying bills.

**Problem Statement 4:** Technology is wonderful until there's a glitch. **Root Cause:** Due to unforeseen circumstances, things pop up and when technology isn't working properly, it can be frustrating.



# Perceptions

## Perceptions Summary

- The high school gained 15 new-to-the campus teachers.
- Students who need extra time to stay on track in Eng I, Eng II, Math, or Science attend tutoring.
- Freshmen who did not pass an EOC in junior high are in classes to help strengthen their foundational skills.
- BSHS students continue to lag behind on Eng I and Eng II EOC tests versus the other EOC tests they must pass.
- Approximately 98% of students at the high school have access to technology (Chromebook). (17/983)
- We have much needed planning/reflecting time with our grade-level EOC teams via PLCs.
- We continually work on courses/electives offered to better meet the needs of our students.
- Students are encouraged to participate in extra-curricular activities and school clubs, and this year we have added soccer to our menu of options.
- New-to-the-profession teachers have mentors who help acclimate them to the duties and expectations of the position while offering them other types of support as well.
- We have a strong ELL teacher this year and someone at the district level to help offer him support while keeping teachers of ELL students abreast of important information.
- We have several organizations (including admin) that have been recognizing teachers by providing luncheons, encouraging notes, and other treats.
- The security protocols in place provide a stronger sense of safety to all on campus.
- The district is adding more content areas to participate in the TIA program.
- Overall, we are working in a positive direction as a team.

We reach out to parents via automated calls, social media, notes on report cards, teacher phone calls, as well as parent-friendly communication apps. We also have an Open House right before school starts and several smaller meetings throughout the school year. Many teachers also hold parent conferences as needed (in addition to phone calls home to offer progress updates). Local businesses do participate in activities we may have and the community steps up to help meet needs for various things, typically in the form of prizes. Parents are welcome on campus anytime as long as they've had a background check (for safety reasons).

## Perceptions Strengths

Some of our strengths include the following:

- We have PLC time to help us improve teaching methods.
- We have updated our security system in hopes of offering a stronger sense of security--as well as physically having a state-of-the-art security system for those on our campus.
- We offer many strong academic and athletic programs.
- More use of technology in the classroom has given teachers more time to focus on skills because data can be collected quickly (versus grading at home).
- Our teachers and staff are committed to giving their best to students and doing what is right for them.
- Acknowledging student achievement involves teachers, staff, and the community.

A week or so before school starts, BSHS holds a freshman orientation that is well attended by parents and students. We also hold an Open House approximately 3 weeks after the first day of school. Other school activities that are supported by family and the community would be athletic events, choir concerts, band performances, and theatre productions. Recently we had a FAFSA meeting for students/parents of seniors. There was a great turnout, and we plan to hold one more this year.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Students in English I and II classes continue to struggle with EOC tests. **Root Cause:** Stronger alignment between campuses that house 6th-12th graders would help us teach in a more consistent manner which could yield better results on state mandated tests.

**Problem Statement 2:** Parent/Guardian engagement is probably less than 20% of students enrolled. **Root Cause:** Lack of time plays a huge factor since many of our parents do not necessarily hold jobs with hours conducive to school activities. Lack of understanding the importance may also play a key role.

**Problem Statement 3:** We do not reach out to the community as often as we should. **Root Cause:** Fear of rejection may play a role in the limited times we reach out to the community. Time is also a factor in that teachers have their hands full with many mandatory aspects of the profession (grading, planning lessons, etc.)

# Priority Problem Statements

# Goals

**Goal 1:** All student groups at Big Spring High Schoool taking state assessment exams will meet requirements to maintain a B school rating by TEA and begin growth towards an A rating.

**Performance Objective 1:** Big Spring High School will use data and instructional best practices to increase the number of students passing and receiving meets recognition in each subgroup on the End of Course Exams (EOC).

**Evaluation Data Sources:** DMAC Reports, Lead4Ward Reports, Checkpoint Scores, EOC results, TAPR reports, Accountabilty Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring High School will continue to use TEKS Resources curriculum in English I and II, science and social studies; Houston ISD Scope & Sequence will also be used in history classes. <b>Strategy's Expected Result/Impact:</b> Continued gains on the EOC scores in each content area. <b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction, Department Leads  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> 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> Big Spring High School will continue use of Fundamental 5 to enrich instructional practices. <b>Strategy's Expected Result/Impact:</b> Instructional practices will be more grounded and will enhance student performance. <b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction, Department Leads, Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <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> Big Spring High School will provide multi-tiered systems of support (MTSS) through AM and PM tutoring. <b>Strategy's Expected Result/Impact:</b> Additional time in small group setting for students to master content <b>Staff Responsible for Monitoring:</b> Campus Special Programs Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Big Spring High School will ensure that Special Education inclusion model is followed as decided at ARD and documented in each student's IEP. <b>Strategy's Expected Result/Impact:</b> Adherence to the law <b>Staff Responsible for Monitoring:</b> Special Education Teachers, ARD Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Results Driven Accountability</b>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Big Spring High School will use DMAC and Lead4Ward data tools to track student performance on assessments. <b>Strategy's Expected Result/Impact:</b> Better disaggregation of data; better informed instruction; improved student scores <b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction, Department Leads  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> 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 6 Details	Formative Reviews		
<b>Strategy 6:</b> Big Spring High School will use Professional Learning Communities daily to increase teacher capacity and prepare instruction based on data and high quality resources. <b>Strategy's Expected Result/Impact:</b> Better classroom capacity and better student EOC scores. <b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction, Department Leads  <b>Title I:</b> 2.4, 2.5, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Big Spring High School will use solid and appropriate technology to support and enhance learning in all areas such as: Edgenuity, Quia, Gizmo, Desmos, Google Classroom, Google Chromebooks, College Board, Quill, No Red Ink, HMH, and Quizlet <b>Strategy's Expected Result/Impact:</b> Enhanced learning for students <b>Staff Responsible for Monitoring:</b> Technology Specialist, Department Leads, CTE Director, Assistant Principal of Instruction  <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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Big Spring High School will use the test bank/creation resource TAG found in DMAC to assess and monitor student learning of state curriculum. <b>Strategy's Expected Result/Impact:</b> Improved teacher awareness of student learning; improved student academic achievement; improved STAAR scores <b>Staff Responsible for Monitoring:</b> Dean of Instruction; Department Leads  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** Big Spring High School will maximize the amount of time students are in school in order to ensure students graduate with their cohort.

**Performance Objective 1:** Big Spring High School will maintain a drop-out rate of 1.0% or less.

**Evaluation Data Sources:** Course Completion Rates, Transcripts, TAPR Reports, Ascender Reports, PEIMS Reports, Credit Recovery Enrollment

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring High School will utilize community programs that address obstacles students may face in completing high school. <b>Strategy's Expected Result/Impact:</b> Collaboration with representatives from TRIO and drug abuse counselors; Students gain coping strategies that will help them maintain focus in the classroom. <b>Staff Responsible for Monitoring:</b> Principal, Principals, Counselors  <b>Title I:</b> 2.6 - <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 2 Details	Formative Reviews		
<b>Strategy 2:</b> Big Spring High School will utilize West Texas Community Mediation Center to address issues students may face that hinder their educational experience. <b>Strategy's Expected Result/Impact:</b> Acquisition of positive coping strategies; positive adult influences; better teacher/student relationships; reduction of in-school conflicts <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors  <b>Title I:</b> 2.6 - <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> Big Spring High School will implement and monitor PAC, which is an opportunity for student to recover credits through a program such as Imagine Learning/Edgenuity. <b>Strategy's Expected Result/Impact:</b> Students will garner credits to help them graduate with their cohort. <b>Staff Responsible for Monitoring:</b> Counselors, Assistant Principal of Instruction, Principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> 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 4 Details	Formative Reviews		
<b>Strategy 4:</b> Big Spring High School will offer enrichment and courses at Runnels for nontraditional students who may not be successful at a typical campus. <b>Strategy's Expected Result/Impact:</b> Better means to address the unique needs of students; lower drop out rate; improved attendance <b>Staff Responsible for Monitoring:</b> Principal, Runnels Administrator  <b>Title I:</b> 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Big Spring High School will continue to offer a high-quality summer school program for at-risk students of failing and falling behind. <b>Strategy's Expected Result/Impact:</b> Students will earn credits and pass EOCs that will allow them to graduate with their cohort. <b>Staff Responsible for Monitoring:</b> Counselors, Assistant Principal of Instruction, Principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** Big Spring High School will maximize the amount of time students are in school in order to ensure students graduate with their cohort.

**Performance Objective 2:** Big Spring High School will increase the attendance rate by at least 1% over the previous school year.

**Evaluation Data Sources:** TAPR reports, Average Daily Attendance Reports, Parent Communication Letters, Attendance Committee Sign-In Sheets and Minutes

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring High School will conduct Attendance Review Committee (ARC) meetings throughout the school year <b>Strategy's Expected Result/Impact:</b> Higher attendance rate; higher student achievement <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Attendance Committee, Attendance Clerk  <b>Title I:</b> 2.5, 2.6 <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> Big Spring High School will have parent information and orientation meetings to inform parents of the importance of school attendance and provide updates/reminders using all media sources available. <b>Strategy's Expected Result/Impact:</b> Higher attendance rate, Higher student academic performance, better working relationships with parents/families, higher graduation rate/fewer dropouts <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Truancy Officer, Attendance Clerk  <b>Title I:</b> 2.6, 4.2 <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> Big Spring High School will provide incentives for students and parents in an effort to increase attendance such as: No Tardy/Absences Party, Free Route 44 drinks, Semester Exam Exemptions. <b>Strategy's Expected Result/Impact:</b> Increase attendance <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Attendance Clerk  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Big Spring High School will coordinate and work with Howard County juvenile and probation department in an effort to increase attendance in accordance with Texas truancy laws. <b>Strategy's Expected Result/Impact:</b> Increased attendance rate <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Attendance Clerk, Truancy Officer  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Big Spring High School will provide homebound services for students unable to attend due to health restrictions as per doctor's orders and committee determination. <b>Strategy's Expected Result/Impact:</b> To offer continuity of services to prevent students from falling behind during challenging health issues; prevent drop outs <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Campus Coordinator for Special Programs  <b>Title I:</b> 2.6 - <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



No Progress



Accomplished



Continue/Modify



Discontinue





**Goal 3:** Big Spring High School will make a concerted effort to recruit, employ and maintain a highly qualified staff.

**Performance Objective 1:** Big Spring High School will maintain a fully certified and highly qualified staff.

**Evaluation Data Sources:** Staffing rosters, teacher certification status as per SBEC, teacher progress towards certification; teacher enrollment in teacher preparation programs; industry based experience levels of CTE teachers; TIA designations

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring High School will assist paraprofessionals in obtaining teacher certification through the Texas Aide Exemption Program. <b>Strategy's Expected Result/Impact:</b> We will be able to fill vacancies with paras once they've earned their certification. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Big Spring High School will participate in regional job fairs and distribute a recruiting folder that includes district and community information. <b>Strategy's Expected Result/Impact:</b> Fill teacher vacancies. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Big Spring High School will post job opportunities on TASA and Region 18 websites. <b>Strategy's Expected Result/Impact:</b> Fill vacancies with certified teachers. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Big Spring High School will provide quality staff development that is aligned with campus and district goals. <b>Strategy's Expected Result/Impact:</b> Faculty that is aware and aligned with our campus goals. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal of Instruction, Director of Curriculum  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Big Spring High School will provide opportunities for core content teachers to receive continuing education from local experts. <b>Strategy's Expected Result/Impact:</b> Teacher walk away with proven strategies to help them be more effective in the classroom. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal of Instruction  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Big Spring High School will provide opportunities for teachers to obtain full certification through: Principles in Education/Grow Your Own (GYO), Tech Teach Program, Dept. Chair mentoring, i-Teach and other alternative certification programs. <b>Strategy's Expected Result/Impact:</b> Increased number of teachers becoming fully certified; improved instruction in all classrooms <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal of Instruction  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Big Spring High School will utilize a New Teacher Academy and a mentoring program for all teachers who are new to the campus. <b>Strategy's Expected Result/Impact:</b> New-to-the-profession teachers will be supported in a way that makes a difference in their instructional practices and increases their retention rates <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal of Instruction  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>			







**Goal 4:** Big Spring High School will strive to assist graduates to be highly prepared for college and career.

**Performance Objective 1:** Big Spring High School will increase percentage of students taking the ACT/SAT exam and scores will exceed the national average.

**Evaluation Data Sources:** ACT/SAT scores

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring High School will provide links to online resources to study for college entrance exams through various sources including social media, campus website, email, etc. <b>Strategy's Expected Result/Impact:</b> More students will be competent and will complete the SAT/ACT with better scores than BSHS has had in the past. <b>Staff Responsible for Monitoring:</b> CTE Director, Counselors  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Big Spring High School will collect study guides and store them in a centralized location for easy access. <b>Strategy's Expected Result/Impact:</b> More students will prep for these exams and scores will show improvement. <b>Staff Responsible for Monitoring:</b> CTE Director, Counselors  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Big Spring High School will provide funding for ACT/SAT fee for qualified students. <b>Strategy's Expected Result/Impact:</b> Increased number of student taking ACT and SAT exams. <b>Staff Responsible for Monitoring:</b> CTE Director, Counselor  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Big Spring High School will offer PSAT/PACT and ACT testing on site. <b>Strategy's Expected Result/Impact:</b> A more convenient location for testing means more students will turn out to test. <b>Staff Responsible for Monitoring:</b> CTE Director, Counselor  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** Big Spring High School will strive to assist graduates to be highly prepared for college and career.

**Performance Objective 2:** Big Spring High School will offer a variety of opportunities for students to earn college and career credits and certifications prior to graduation.

**Evaluation Data Sources:** Transcripts, both high school and college; course completion; certifications

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring High School will conduct Career and Tech Prep Education (CTE) program analyses to provide current and thoughtful courses to fit our clientele and offer industry certification where possible. <b>Strategy's Expected Result/Impact:</b> Many of our students not on the college path will still leave high school with skills to help them in the workforce. <b>Staff Responsible for Monitoring:</b> CTE Director  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Big Spring High School will continue to offer and encourage dual credit courses in partnership with Howard College. <b>Strategy's Expected Result/Impact:</b> Students will graduate with DC credits which will keep them on the college pathway. <b>Staff Responsible for Monitoring:</b> Principal, Counselors, Director of Curriculum  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <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> Big Spring High School will continue to offer AP courses in core areas for students desiring to prepare for college and, perhaps, gain college credit. <b>Strategy's Expected Result/Impact:</b> Students will be better prepared for the rigor of college classes. <b>Staff Responsible for Monitoring:</b> Counselors  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, 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>			

**Goal 5:** Big Spring High School will provide a safe and secure environment conducive to learning for students and staff.

**Performance Objective 1:** At Big Spring High School, discipline referrals, tobacco, incidences of violence, alcohol, vapes, and drug offenses will decrease.

**Evaluation Data Sources:** PEIMS reports, discipline reports, SMART reports, police reports, discipline referrals

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring High School will provide anti-bullying activities and training for all campus employees. <b>Strategy's Expected Result/Impact:</b> Significantly fewer bullying offenses. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor  <b>Title I:</b> 2.6 <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> Big Spring High School will utilize the district truancy officer to help us reach students and their parents/guardians when a student has missed too many days of school in accordance with Texas truancy law. <b>Strategy's Expected Result/Impact:</b> Fewer students will be truant; attendance rate will increase. <b>Staff Responsible for Monitoring:</b> Principal, Attendance Clerk, Truancy Officer  <b>Title I:</b> 2.5, 4.2 <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> Big Spring High School will utilize a comprehensive surveillance camera system as a safety measure for all students and faculty/staff. <b>Strategy's Expected Result/Impact:</b> Zero outside issues will affect the safety of our students, faculty, and staff. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Director of Safety and Security, Director of Technology  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Big Spring High School uses Raptor Ware to document and screen visitors to the building and to alert all building staff of emergencies when they arise. <b>Strategy's Expected Result/Impact:</b> All visitors will be accounted for and zero instances of unauthorized people on campus; rapid communication of emergency situations. <b>Staff Responsible for Monitoring:</b> Principal, Assistant 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 5 Details	Formative Reviews		
<b>Strategy 5:</b> Big Spring High School use anonymous alert system for students, faculty, staff, parents, and community members which allows anyone to report issues of concern to administration without fear of retribution. <b>Strategy's Expected Result/Impact:</b> Increased reporting of bullying, illegal activities, etc due to anonymity; decreased lapse in time from the event to admin being able to address the issue <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Big Spring High School uses access control (security features on exterior doors) keep possibly dangerous intruders from entering the building and causing harm to others. <b>Strategy's Expected Result/Impact:</b> No intruders will find their way into our school. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Big Spring High School implements a Safety and Security Committee to address safety concerns and educate the campus regarding emergency protocols and procedures. <b>Strategy's Expected Result/Impact:</b> Quick and appropriate action taken when concerns arise; Well-informed staff that is prepared when emergencies arise. <b>Staff Responsible for Monitoring:</b> Administrator in Charge of Safety and Security, Director of Safety and Security  <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 8 Details	Formative Reviews		
<b>Strategy 8:</b> Big Spring High School will randomly drug test students in accordance with UIL regulations and will receive visits from the district's drug detection K-9 sporatically and as necessary. <b>Strategy's Expected Result/Impact:</b> Drug free campus <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Director of Safety and Security  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Big Spring High School will utilize Go Guardian to monitor students as they use school provided technology. <b>Strategy's Expected Result/Impact:</b> Better informed administration/counselors of student searches on topics such as self-harm, harm to others, etc.; Quicker response times <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Big Spring High School will continue with drills (fire, lockdown, tornado, intruder in the building) in accordance with federal, state and local regulations to acquaint faculty, staff, and students with protocols to help keep us all safe in time of need. <b>Strategy's Expected Result/Impact:</b> All those on campus will fall into the proper procedure should we ever need to have a real scenario. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Big Spring High School will implement the Guardian Program. <b>Strategy's Expected Result/Impact:</b> Safety of students of staff; immediate response to perceived threats to the lives of students and staff. <b>Staff Responsible for Monitoring:</b> Director of Safety and Security  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May





No Progress



Accomplished



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**Goal 6:** Big Spring High School will increase parental and community involvement.

**Performance Objective 1:** Parents and community members will attend school functions designed to increase mutual engagement and receive information about available campus social media platforms for relevant and meaningful information about all things BHS.

**Evaluation Data Sources:** Parent surveys, Parent sign-in sheets, Meeting agendas, Copies of campus newsletters, Access reports from social media sites, Parent contact logs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring High School will utilize parent/teacher conferences with emphasis on building relationships to foster family participation in the education/graduation process. <b>Strategy's Expected Result/Impact:</b> Parent and family engagement will help deter potential dropouts, Better attendance, Higher academic achievement, More access to higher education, Break the pattern of generational poverty <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, CTE Director, Counselors, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Connect high school to career and college, 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> Big Spring High School will develop and maintain social media sites as well as traditional media with timely and relevant information for parents/families including: Digital methods - BSHS website, Parent Portal, BSHS Facebook, BSHS YouTube channel, Alert Now, Remind messages, BlackBoard texts/emails, Google Classroom, etc. Traditional methods - printed brochures/flyers, radio announcements, newspaper notifications, TV, etc. <b>Strategy's Expected Result/Impact:</b> Ensuring that timely information is available allows parents/families to support their children in the school community, which keeps kids involved and fosters a culture of inclusion and completion. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, CTE Director, Organization & Extracurricular Sponsors and Coaches  <b>Title I:</b> 2.5, 4.1, 4.2 <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> Big Spring High School will increase parent and community volunteer opportunities including: Texas Public Schools' Week activities, extra-curricular events; campus and community pep rallies, club activities/travel, etc. <b>Strategy's Expected Result/Impact:</b> Increased number of parents and families attending events. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, CTE Director, Organization & Extracurricular Sponsors and Coaches  <b>Title I:</b> 2.5, 4.1, 4.2 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
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**Goal 7:** 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> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <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> 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> 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



No Progress



Accomplished



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**Goal 7:** To coordinate services with Region 18 ESC, our Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement. One hundred percent of PFS students will have access to supplemental instructional and support services.

**Performance Objective 2:** Communicate the progress and determine 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, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college, 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> 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> 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> Connect high school to career and college, 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>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>			

**Goal 7:** 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> Connect high school to career and college, 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> 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 Big Spring High School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 13.5

**Brief Description of SCE Services and/or Programs**

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## Personnel for Big Spring High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bancroft, Elissa	Curriculum/Assistant Principal	0.15
Barfield, Holly	DAEP Principal/Asst Principal	1
Billick-Gonzalez, Pamela	DAEP Teacher	1
Caffey, Jeffrey	Secondary PE	0.25
Diaz, Ashley	DAEP Aide	1
Franco, Cecilia	DAEP Secretary	1
Franco, Marni	DAEP Teacher	1
Hart, Jennifer	DAEP Classroom Aide	1
Horton, Jordan	Assistant Principal	0.3
Lowery, Leasa	Counselor	0.3
McWilliams, Morgan	Counselor	0.3
Millican, Lori	Secondary English	0.15
Mills, Rhonda	Assistant Principal	0.5
Osborn, Taylor	Counselor	0.3
Ralston, Kelly	PAC Teacher	0.5
Ramsey, Brett	Success School AP	1
Teran, Antonio	ISS Teacher	1
Tuttle, Eric	Runnels Job Core	0.75

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Whitewood, Natalie	Special Programs	1
Wilkins, Bryan	Secondary Math	1

# Title I

## 1.1: Comprehensive Needs Assessment

Big Spring High School 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 availabe 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 anaylsis and instructional planning.
- targeting specific learning expectations identified as areas of weakness and student struggle.
- focusing or 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 identification 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.

Big Spring High School 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)(4)

Big Spring High School 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, Big Spring High School 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)

Big Spring High School 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

Big Spring High School 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

Big Spring High School 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. Big Spring High School 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 as 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 employes 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 the high school 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>
Elissa Bancroft	Instructional Coach	Title I	.5



# Addendums

### Big Spring High School 2024-2025 State Compensatory Education Funds

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.

fund	func	obj	sobj	org	fscl_yr	pgm	ed_ span	proj_ dtl	Descr	Appr
199	11	6112	00	001	5	26	0	36	SR HI CREDIT RECOVERY SUBS	-100
199	11	6112	00	001	5	30	0	00	SR HI COMPENSATORY ED SUBS	-2,000.00
199	11	6118	00	001	5	30	0	00	SR HIGH TUTORIAL EXTRA PAY	-12,000.00
199	11	6119	00	001	5	30	0	00	PROF. SALARIES	-325,000.00
199	11	6121	00	001	5	30	0	00	EXTRA DUTY	-100
199	11	6141	00	001	5	30	0	00	MEDICARE	-4,748.00
199	11	6142	00	001	5	30	0	00	GROUP HEALTH & LIFE INS	-25,436.00
199	11	6143	00	001	5	30	0	00	WORKERS COMPENSATION	-1,894.00
199	11	6145	00	001	5	30	0	00	UNEMPLOYMENT COMPENSATION	-272
199	11	6146	00	001	5	30	0	00	TEACHER RETIREMENT	-10,852.00
199	11	6399	00	001	5	24	0	00	GIZMO SITE LICENSE	-3,500.00
199	11	6399	20	001	5	24	0	01	TEKS RESOURCE SUPP	-6,000.00
199	11	6399	00	001	5	26	0	36	CREDIT RECOVERY SUPPLIES	-382
199	11	6399	70	001	5	26	0	36	SUMMER-CREDIT RECOVERY SUPP	-118
199	23	6119	01	001	5	30	0	00	SR HI ASST. PRINCIPAL SALARY	-138,827.00
199	23	6122	00	001	5	30	0	00	SR HI CLERK SUBSTITUTES	-1,200.00
199	23	6129	00	001	5	30	0	00	SR HI CLERK SALARIES	-11,780.00
199	23	6141	00	001	5	30	0	00	MEDICARE	-2,013.00
199	23	6142	00	001	5	30	0	00	GROUP HEALTH & LIFE INS	-8,808.00
199	23	6143	00	001	5	30	0	00	WORKERS COMPENSATION	-1,234.00
199	23	6146	00	001	5	30	0	00	TEACHER RETIREMENT	-6,000.00
199	31	6119	01	001	5	24	0	00	PROGRAMS COORDINATOR PROF SAL	-53,410.00
199	31	6119	00	001	5	30	0	00	SR HIGH COUNSELOR SALARIES	-67,700.00
199	31	6141	00	001	5	24	0	00	MEDICARE	-697
199	31	6141	01	001	5	24	0	00	MEDICARE	0
199	31	6141	00	001	5	30	0	00	MEDICARE	-940
199	31	6142	00	001	5	24	0	00	GROUP HEALTH & LIFE INS	-3,784.00

[illegible]

**Big Spring High School 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	sobj	org	fscf_yr	pgm	ed_ span	proj_ dtl	Description	Appr
211	13	6119	25	001	5	30	0	00	Instructional Specialist	\$40,694.00
211	13	6141	25	001	5	30	0	00	FICA	\$590.00
211	13	6142	25	001	5	30	0	00	Insurance	\$2,700.00
211	13	6146	25	001	5	30	0	00	TRS	\$3,459.00
211	13	6219	25	001	5	30	0	01	Professional Services	\$1,800.00
211	11	6399	25	001	5	30	0	03	Software Renewals	\$38,000.00
211	61	6499	25	001	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	fscf_yr	pgm	ed_ span	proj_ dtl	Description	Appr
255	13	6119	25	001	5	24	0	00	Dept. Heads & Mentors	\$16,500.00
255	13	6141	25	001	5	24	0	00	FICA	\$240.00
255	13	6146	25	001	5	24	0	00	TRS	\$1,403.00

**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	fscf_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	fscf_yr	pgm	ed_ span	proj_ dtl	Description	Appr
289	12	6329	25	001	5	24	0	00	Instructional Resources/Media	\$110.00