

Big Spring Independent School District

Big Spring Intermediate School

2024-2025 Campus Improvement Plan



Mission Statement

Big Spring Intermediate's mission is that of the same as the districts.

Our mission is to instill respect and pride in all by empowering our diverse community of learners-staff, students, and parents-to unite and commit to educational excellence.

Vision

BSI is committed to providing an educational environment with optimal learning opportunities to help our students reach their full academic and social potential.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: All student groups at Big Spring Intermediate will perform at or above the Approaches or Meets standards on the state assessment, STAAR.	11
Goal 2: Big Spring Intermediate will build a strong foundation of reading and math for all students by providing a strong system of tiered instruction in a structured environment of accountability and support.	14
Goal 3: Big Spring Intermediate is committed to creating a positive campus culture where we will offer various events and opportunities for parents, students, and community members to attend.	21
Goal 4: Big Spring Intermediate will continue to promote awareness of integral components that impact student achievement and the school environment.	25
Goal 5: Big Spring Intermediate will coordinate with Region 18 ESC, the Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement in order to increase the overall success passing rate of our Bilingual, ESL, and Migrant students on the STAAR state assessments.	32
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.	37
State Compensatory	43
Budget for Big Spring Intermediate School	43
Personnel for Big Spring Intermediate School	43
Title I	44
1.1: Comprehensive Needs Assessment	44
2.1: Campus Improvement Plan developed with appropriate stakeholders	44
2.2: Regular monitoring and revision	44
2.3: Available to parents and community in an understandable format and language	44
2.4: Opportunities for all children to meet State standards	44
2.5: Increased learning time and well-rounded education	45
2.6: Address needs of all students, particularly at-risk	46
3.1: Annually evaluate the schoolwide plan	46
4.1: Develop and distribute Parent and Family Engagement Policy	46
4.2: Offer flexible number of parent involvement meetings	47
5.1: Determine which students will be served by following local policy	47
Addendums	48

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our areas of strengths:

- Retainment of teachers
- Educational degrees held by teachers
- Well rounded representation of all race, ethnicity, and cultures

Our areas of needs:

- Trainings on teaching the sub-pops.

Our area that needs prioritized:

- Trainings on teaching the sub-pops

Demographics Strengths

Our areas of strengths:

- Retainment of teachers
- Educational degrees held by teachers
- Well rounded representation of all race, ethnicity, and cultures

Problem Statements Identifying Demographics Needs

Problem Statement 1: This year BSI did not meet the target in close the gaps in the Hispanic & African American sub pops. **Root Cause:** Lack of internalizing lessons with a focus on targeting our sub-pop groups: Hispanic & African American.

Student Learning

Student Learning Summary

Our areas of strengths:

- Teacher retention
- Teacher experience
- Collaboration (PLC)
- TIL (Texas Instructional Leadership)
- TMSCA
- UIL

Our areas of needs:

- Lack of services for GT students
- More sped support
- Differentiation & Rigorous Program trainings

Our areas of needs prioritized:

- Differentiation & Rigorous program/resources/trainings for the GT students
- Differentiation & Rigorous programs/resources/trainings for the SPED students for differentiation

Student Learning Strengths

One of our strengths is our students grew in 6th grade writing & reading.

One of our strengths is our students did well in TMSCA and UIL.

One of our strengths is we had two veteran teachers return to a tested content.

One of our strengths is implementation of TIL strategies.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our student's scores for 23-24 reflected growth in 6th grade reading/writing but students at the Masters level either did not grow or dropped to Meets at least 5%. **Root Cause:** Difficulty in understanding how to grow students who enter the school year already at quintile four to five.

School Processes & Programs

School Processes & Programs Summary

Our areas of strengths:

- Implementation of CKH, TIL, Fundamental Five, Lead4ward strategies
- School culture
- Data driven instruction
- Master schedule allows for PLC

Our areas of needs:

- More assemblies for students to promote empathy, resilience, social, and mental wellness
- Remedial Steer Camp class for those who need continual reminders of the BSI expectations
- PD refresher for those who struggles in classroom management
- PD training/refresher for those who need help breaking down the standards

Our areas of needs prioritized:

- Assemblies for students designed to help promote empathy, resilience, social, and mental wellness
- PD refresher on classroom management

Big Spring Intermediate houses both 5th and 6th grades for the district. We are not a divided campus. Our 5th and 6th grade teachers collaborate during PLC and it helps to align academic and social expectations.

School Processes & Programs Strengths

Classroom teachers implement Capturing Kids' Hearts, Lead4Ward strategies, Fundamental Five strategies, and use data to drive instruction. Teachers are repeatedly reminded of the sense of urgency and to continue to use data to drive instruction in order for BSI to help increase the district's effectiveness. Big Spring Intermediate implements PLC meetings with fidelity in order to plan collaboratively and create lessons at a higher rigor. We have arranged our master where tested contents can PLC together for vertical alignment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers not being adequately prepared with strategies to help students with empathy, resilience, social, and mental health. **Root Cause:** Not fully understanding the connection between student academic success and social/mental health.

Perceptions

Perceptions Summary

Our areas of strengths:

- Various forms of communication
- Big Spring Intermediate has formed a Parent Advisory Committee.
- Big Spring Intermediate has formed a Parent Family Engagement Policy.
- Big Spring Intermediate has formed a Parent Compact agreement.
- Big Spring Intermediate has conducted or will conduct Title I meetings.

Our areas of needs:

- Parent involvement
- Minimal opportunities for parents to participate
- Parent and student survey feedback is minimal
- Parent and student survey is too long and not reader/parent friendly

Our areas of needs prioritized:

- Parent and student participation in surveys
- Parent involvement
- Lack of parent participation opportunities

Perceptions Strengths

Big Spring Intermediate communicates with parents via social media (Facebook & Campus Webpage) as well as sending messages through the Blackboard system.

Big Spring Intermediate will utilize the new Blackboard communication tool and app.

Our areas of strengths:

- Various forms of communication
- Big Spring Intermediate has formed a Parent Advisory Committee.
- Big Spring Intermediate has formed a Parent Family Engagement Policy.
- Big Spring Intermediate has formed a Parent Compact agreement.
- Big Spring Intermediate has conducted or will conduct Title I meetings.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: BSI parental involvement is minimal. **Root Cause:** We are not providing significant parent involvement opportunities.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback






Support Systems and Other Data

- Study of best practices

Goals






Goal 1: All student groups at Big Spring Intermediate will perform at or above the Approaches or Meets standards on the state assessment, STAAR.

Performance Objective 1: Big Spring Intermediate will use best instructional practices to increase performance of all students, to the Approaches and Meets levels in all tested content areas.

Strategy 1 Details	Formative Reviews		
Strategy 1: Big Spring Intermediate will utilize and implement with fidelity Professional Learning Communities in order to align curriculum and increase performance on the STAAR. Strategy's Expected Result/Impact: Formative - Checkpoints Common Assessments STAAR Released Exams Summative: STAAR Results Staff Responsible for Monitoring: All Staff, Principal(s), Teacher(s), Leadership Team, Curriculum Support Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Nov	Feb	May
			
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Goal 1: All student groups at Big Spring Intermediate will perform at or above the Approaches or Meets standards on the state assessment, STAAR.

Performance Objective 2: Big Spring Intermediate will provide Special Education Services with fidelity for all students who qualify, to increase performance to the Approaches or Meets standard in all tested areas.

Strategy 1 Details	Formative Reviews		
Strategy 1: Big Spring Intermediate will provide Inclusion support. Strategy's Expected Result/Impact: Formative: STAAR Staff Responsible for Monitoring: Counselor(s), Principal(s), Special Education Director Teacher(s) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		
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Goal 1: All student groups at Big Spring Intermediate will perform at or above the Approaches or Meets standards on the state assessment, STAAR.



Performance Objective 3: Big Spring Intermediate will be a one to one campus regarding electronic devices.



Strategy 1 Details	Formative Reviews		
Strategy 1: Big Spring Intermediate teachers will implement Google Classroom and utilize district approved computer programs for remediation & enrichment. Strategy's Expected Result/Impact: Students 1:1 with electronic device. Staff Responsible for Monitoring: Teachers Students Technology Campus Technology Support Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
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Goal 2: Big Spring Intermediate will build a strong foundation of reading and math for all students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 1: Big Spring Intermediate will support and implement the BSISD curriculum management plan.

Strategy 1 Details	Formative Reviews		
Strategy 1: Big Spring Intermediate will set academic expectations based on the Texas Instructional Leadership, Harry Wong's Instruction in the Classroom, and the Fundamental Five ideals as it pertains to campus needs. Strategy's Expected Result/Impact: Student growth Increase in STAAR scores Teachers will frame the lesson with posted learning targets in "I can" statements. Teachers will implement a new lesson plan template designed to help teachers break down standards to be more student standard specifics with assessments. Staff Responsible for Monitoring: Administrators Teachers Curriculum Support Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Big Spring Intermediate will provide professional development in all content areas through faculty & staff meetings. Strategy's Expected Result/Impact: STAAR scores increase T-TESS more teachers at proficient or higher Teacher growth Staff Responsible for Monitoring: Administrators Department Chairs District Curriculum Department Region 18 Trainings Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Big Spring Intermediate will utilize TEKS Resource System, DMAC, and TIL (Texas Instructional Leadership), as resources to help tighten lesson plan design and delivery. Strategy's Expected Result/Impact: Checkpoint data will show increase in scores from BOY, MOY, EOY STAAR score increase Aligned curriculum TIL Walk-thru data Lesson Plans PLC data NWEA growth maintaining at or above grade level Staff Responsible for Monitoring: Administrators District Curriculum Department Department Chairs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
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Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Big Spring Intermediate will use the following district approved practices: Texas Instructional Leadership, Fundamental Five strategies, Lead4Ward, Accelerated Reading, STAAR4Ward, NWEA, Google Classroom, Mindplay, Progress Learning, Dreambox, PLC meetings, and a new lesson plan template.</p> <p>Strategy's Expected Result/Impact: Checkpoint & benchmark scores increase from BOY, MOY, and EOY</p> <p>STAAR Released Exams</p> <p>T-TESS Walk Throughs</p> <p>Lesson Plans created with rigor and engagement</p> <p>STAAR scores improve</p> <p>NWEA growth</p> <p>Staff Responsible for Monitoring: District Curriculum Department</p> <p>Administrators</p> <p>Teachers</p> <p>Title I:</p> <p>2.4, 2.5, 2.6</p> <p>- TEA Priorities:</p> <p>Build a foundation of reading and math</p> <p>- ESF Levers:</p> <p>Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Big Spring Intermediate revamped the master schedule to embed a 30 minute accelerated instruction period, STEER TIME to meet HB1416 mandate and a 90 minute block schedule for 5th grade.</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Closing academic gap</p> <p>Improvement in writing skills</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Curriculum Department</p> <p>Teachers</p> <p>Title I:</p> <p>2.4, 2.5, 2.6</p> <p>- TEA Priorities:</p> <p>Build a foundation of reading and math</p> <p>- ESF Levers:</p> <p>Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
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No Progress



Accomplished




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Goal 2: Big Spring Intermediate will build a strong foundation of reading and math for all students by providing a strong system of tiered instruction in a structured environment of accountability and support.






Performance Objective 2: Big Spring Intermediate will promote a systemic and effective use of data to improve instruction with a focus on specific sub-pops: Hispanic & African American.

Strategy 1 Details	Formative Reviews		
Strategy 1: Big Spring Intermediate will use DMAC, NWEA, and local assessment data to target our focus sub-pops: Hispanic & African American. Strategy's Expected Result/Impact: Checkpoint data reflects academic growth from BOY, MOY, EOY STAAR scores increase Closing the gap as it applies to our targeted sub-pops. Staff Responsible for Monitoring: Administrators District Curriculum Department Teachers Parents Counselor District Testing Coordinator Curriculum Coordinator ESL & Bilingual Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Big Spring Intermediate will monitor and evaluate the use of the following programs for student academic growth and support: Accelerated Reader, DMAC, NWEA, Dreambox, Mindplay, Lead4Ward, and TIL. Strategy's Expected Result/Impact: Individual Program Reports STAAR Increase in scores Staff Responsible for Monitoring: District Curriculum Department Teachers Administrators District Technology Director Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
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Goal 2: Big Spring Intermediate will build a strong foundation of reading and math for all students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 3: Big Spring Intermediate will implement strategies as per the Texas Instructional Leadership (Region 18) as it fits the needs of the campus.

Strategy 1 Details	Formative Reviews		
Strategy 1: Big Spring Intermediate will use the feedback from TIL walk-through as a way to help teachers grow academically. Strategy's Expected Result/Impact: Aligned lesson plans with objective and exit, increase in scores, collaboration, immediate assessment feedback Staff Responsible for Monitoring: Administrators Teachers TIL support Region 18 Curriculum support Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Nov	Feb	May
			
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Goal 3: Big Spring Intermediate is committed to creating a positive campus culture where we will offer various events and opportunities for parents, students, and community members to attend.

Performance Objective 1: Big Spring Intermediate will continue to implement ILead and Capturing Kids' Hearts strategies.

Strategy 1 Details	Formative Reviews		
Strategy 1: Big Spring Intermediate will be consistent with implementing ILead and Capturing Kids' Hearts expectations to include the building of social contracts as a campus and individual classes in order to promote positive relationships. Strategy's Expected Result/Impact: Decrease in discipline referrals Students are in the classroom instead of the office Increase in student and teacher positive relationships and overall campus morale. Staff Responsible for Monitoring: Teachers Administrators Students Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
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Goal 3: Big Spring Intermediate is committed to creating a positive campus culture where we will offer various events and opportunities for parents, students, and community members to attend.

Performance Objective 2: Big Spring Intermediate will communicate with all parties positive news via social media platforms.

Strategy 1 Details	Formative Reviews		
Strategy 1: Big Spring Intermediate will communicate with all parties using various social media platforms such as Facebook, Website, and Blackboard. Strategy's Expected Result/Impact: Positive perception in the community Decrease in miscommunication Staff Responsible for Monitoring: Administrators Teachers Technology Dept. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
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Goal 3: Big Spring Intermediate is committed to creating a positive campus culture where we will offer various events and opportunities for parents, students, and community members to attend.

Performance Objective 3: Big Spring Intermediate will offer a variety of school events for parents, students, and teachers to attend.

Strategy 1 Details	Formative Reviews		
Strategy 1: Big Spring Intermediate will offer events for parents to attend such as Open House, Musical Concerts, Halloween Haunted House, UIL Academic Event, Award Presentations, and Athletic events. Strategy's Expected Result/Impact: Parent involvement Positive perception of campus in the community Family engagement Staff Responsible for Monitoring: All faculty & staff Parents Students Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, 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 3: Big Spring Intermediate is committed to creating a positive campus culture where we will offer various events and opportunities for parents, students, and community members to attend.






Performance Objective 4: Big Spring Intermediate will support the school's theme, "We Inspire...I Inspire" to promote a positive school culture based on the ideal of family.

Strategy 1 Details	Formative Reviews		
Strategy 1: The school's theme will be announced daily during announcements. Teachers & students will write inspirational cards to each other and teachers. Teachers will mail their inspirational messages to parents as they pertain to their child. Strategy's Expected Result/Impact: Buy into the school's theme as it ties into we are a family culture. Perception of campus viewed positively in the community Staff Responsible for Monitoring: Administrators Teachers Students Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, 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 Intermediate will continue to promote awareness of integral components that impact student achievement and the school environment.


Performance Objective 1: Big Spring Intermediate will increase the overall attendance rate in order to increase student performance to the Approaches and Meets level in all content areas.



Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Big Spring Intermediate will provide the following short and long term attendance incentives (to include but not limited to): Ice Cream Coupons, Pizza Coupons, Movie Field Trip, Pickles, Ice Pops, and bikes donated by the Rotary Club. Incentives are provided at the 6 week period.</p> <p>Strategy's Expected Result/Impact: Summative - Increase in attendance percentage</p> <p>Staff Responsible for Monitoring: Attendance Clerks, Counselor(s), Parents, Principal(s), Teacher(s)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Big Spring Intermediate will utilize night School to allow students opportunity to earn lost seat time & receive tutoring during such time.</p> <p>Strategy's Expected Result/Impact: Summative - Increase attendance percentage</p> <p>Staff Responsible for Monitoring: Attendance Clerks, Counselor(s), Principal(s), Teacher(s)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
	N/A		



Strategy 3 Details	Formative Reviews		
Strategy 3: Big Spring Intermediate will offer attendance incentives for BSI faculty and staff in order to keep teachers in the classrooms. Strategy's Expected Result/Impact: Summative - Teacher Retention Staff Responsible for Monitoring: Administrators Attendance Clerk Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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 Intermediate will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 2: Big Spring Intermediate will provide all students with quality counseling services, discipline consistency, social/emotional support, and safety awareness, in a safe and drug free environment to increase performance to the Approaches and Meets level in all content areas.

Strategy 1 Details	Formative Reviews		
Strategy 1: Big Spring Intermediate will provide individual counseling for alleged bully and victim. Counselor will provide an online form for students to report alleged bully incidents. Students can also complete Crime stopper forms online to help keep our campus safe. Students may use Anonymous Alert App/Website as a way to report bullying/self harm. Strategy's Expected Result/Impact: Decrease in bullying incidents reported Decrease in school vandalism Support for self-harm Staff Responsible for Monitoring: Counselors, Teachers, Administrators Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 1) Big Spring Intermediate will participate in Red Ribbon Week Strategy's Expected Result/Impact: Student participation Drug awareness Staff Responsible for Monitoring: Teachers Counselor Administrators Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May






Strategy 3 Details	Formative Reviews		
Strategy 3: Big Spring Intermediate will conduct monthly safety drills following district's requirements. Strategy's Expected Result/Impact: Required Safety Logs Safety Awareness Raptor Reports Staff Responsible for Monitoring: Administrators Safety Director Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Big Spring Intermediate will implement positive and preventative discipline management programs: BSI Student Code of Conduct. Strategy's Expected Result/Impact: Discipline referrals Incidents of negative behaviors will be reflected in PEIMS reports. iLead Leadership Program Resilient Lessons NLOI (No loss of Instruction when sent to the office with referral) Staff Responsible for Monitoring: Administrators Teachers Counselor Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Big Spring Intermediate will provide individual counseling for students considered at-risk. Counselor will visit with students failing 2 or more content areas and provide intervention as needed. Strategy's Expected Result/Impact: Decrease in failure rate STAAR score increase Staff Responsible for Monitoring: Counselor Administrator Students Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Big Spring Intermediate will create a safe learning environment for all students, faculty and staff with the implementation of: Guardian program, Go Guardian, Anonymous Alert, Locked doors, Raptor Visitor Management System, and Threat Assessment availability. Strategy's Expected Result/Impact: Safe learning environment Warm and welcoming culture Reassurance in community concern over school safety Staff Responsible for Monitoring: School Safety and Security Department Administrators Teachers Students Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Big Spring Intermediate will utilize the GoGuardian program which is designed to help students' report the need for help (self harm etc...) and allow BSI administrators/teachers to monitor student's activity on school provided devices.</p> <p>Strategy's Expected Result/Impact: Allow students an opportunity to seek help as needed.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Tech Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
	<div><div></div>50%</div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			






Goal 4: Big Spring Intermediate will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 3: Big Spring Intermediate will provide students who are placed in ISS, OSS, or DAEP with educational opportunities in order for the students to not fall academically behind.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students who do not follow the Code of Conduct and are placed in an alternative setting will be provided with assignments from all core, elective, and PE classes. This will include opportunities for them to take all administered assessments. Strategy's Expected Result/Impact: Students will not fall behind academically. Impact on campus accountability should not be affected. Staff Responsible for Monitoring: Teachers Counselors Administrators Parents DAEP Personnel Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, 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 5: Big Spring Intermediate will coordinate with Region 18 ESC, the Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement in order to increase the overall success passing rate of our Bilingual, ESL, and Migrant students on the STAAR state assessments.

Performance Objective 1: Big Spring Intermediate will provide instruction to improve English Language proficiency for ESL students to increase performance to the Approaches and Meets level in all content areas.

Strategy 1 Details	Formative Reviews		
Strategy 1: Big Spring Intermediate will provide district approved computer programs to those students who have qualified as EB & ESL. At least four days a week during STEER TIME EB & ESL students will utilize district programs (Mango & Summit K-12). Strategy's Expected Result/Impact: Summative - STAAR Performance TELPAS scores increase passing rate Staff Responsible for Monitoring: Counselor(s), Principal(s), Teacher(s), Technology Director Bilingual and ESL Director Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, 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 5: Big Spring Intermediate will coordinate with Region 18 ESC, the Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement in order to increase the overall success passing rate of our Bilingual, ESL, and Migrant students on the STAAR state assessments.

Performance Objective 2: Big Spring Intermediate will provide instruction and support to migrant students to increase their performance to approaches or meets level in all content areas.

Strategy 1 Details	Formative Reviews		
Strategy 1: Big Spring Intermediate will determine individual needs of every migrant identified student and family for instructional support services. Strategy's Expected Result/Impact: Summative - Parent feedback STAAR assessment increase TELPAS passing scores increase Staff Responsible for Monitoring: Counselor(s), Principal(s) Bilingual & ESL Director Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Results Driven Accountability	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Big Spring Intermediate will maintain communication with MEP staff and personnel. Strategy's Expected Result/Impact: Summative - STAAR Results Preliminary family needs assessment forms PFS Migrant Student Assessment Student Monitoring Checkpoint Data to analyze correlation of absences and academics Staff Responsible for Monitoring: Administrators Counselors District MEP Contact Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Results Driven Accountability	Formative		
	Nov	Feb	May



No Progress



Accomplished








Continue/Modify



Discontinue

Goal 5: Big Spring Intermediate will coordinate with Region 18 ESC, the Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement in order to increase the overall success passing rate of our Bilingual, ESL, and Migrant students on the STAAR state assessments.






Performance Objective 3: Big Spring Intermediate will provide dyslexia, migrant, and 504 services for all students who qualify to increase student performance to the Approaches and Meets level in all content areas.

Strategy 1 Details	Formative Reviews		
Strategy 1: Big Spring Intermediate will provide the following services as needed: Dyslexia, ESL, 504, Speech, Behavior Counseling, and other services as mandated. Strategy's Expected Result/Impact: STAAR Staff Responsible for Monitoring: Counselor Administrator District Contact for Special Services Teachers Bilingual & ESL Director Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Results Driven Accountability	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 5: Big Spring Intermediate will coordinate with Region 18 ESC, the Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement in order to increase the overall success passing rate of our Bilingual, ESL, and Migrant students on the STAAR state assessments.

Performance Objective 4: The special education department will provide the school counselor with all special education paperwork (IEP) and in return it is provided to all content teachers who serve these students.

Evaluation Data Sources: Growth on district checkpoints
Increase passing scores for special education students

Strategy 1 Details	Formative Reviews		
Strategy 1: Big Spring Intermediate will provide inclusion support utilizing student's IEPs on a daily basis to help students meet their academic goals. Strategy's Expected Result/Impact: Positive impact on campus accountability Increase in sped student's scores Staff Responsible for Monitoring: Counselors Sped Department Administrators Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</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 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		
Strategy 1: Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. Strategy's Expected Result/Impact: NGS Reports PFS Timeline Report Checklist Staff Responsible for Monitoring: Migrant Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives Strategy's Expected Result/Impact: PFS Action Plan Staff Responsible for Monitoring: Migrant Consultant Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue

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 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		
Strategy 1: During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. Strategy's Expected Result/Impact: SSA fulfilling grant requirements. Staff Responsible for Monitoring: Migrant Consultant Migrant Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. Strategy's Expected Result/Impact: MEP overview sessions Staff Responsible for Monitoring: Migrant Consultant, Migrant Specialist Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Family Contact Log, Preliminary Needs Assessment Staff Responsible for Monitoring: MEP Staff Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: 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 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		
Strategy 1: The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in missing subjects or migrant education program activities. Strategy's Expected Result/Impact: Priority placement of students. Staff Responsible for Monitoring: MEP Staff, District Migrant Contact Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. Strategy's Expected Result/Impact: Increased connections with necessary support programs Staff Responsible for Monitoring: MEP Staff, District Migrant Contact Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. Strategy's Expected Result/Impact: Increased awareness of programs used to support PFS students Staff Responsible for Monitoring: MEP Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: 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 Intermediate School

Total SCE Funds: \$222,620.00

Total FTEs Funded by SCE: 3.9

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 Big Spring Intermediate School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Daves, Billy	Elementary Counselor	0.3
Davidson, Karen	RTI Teacher	1
De La Cruz, Cassandra	Asst. Principal	0.3
Medina, Naomi	Campus Technology	1
Russell J Kennedy	Associate Principal	0.3
Sanchez, Rosemary	ISS Aide	1

Title I

1.1: Comprehensive Needs Assessment

Big Spring Intermediate School'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

Kindergarten Screening	December
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 Intermediate 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)

Big Spring Intermediate 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)

Big Spring Intermediate 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 Intermediate 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 Intermediate 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 homelessness to address their emotional/mental needs.

3.1: Annually evaluate the schoolwide plan

Big Spring Intermediate 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 Intermediate 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 Intermediate 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 Big Spring Intermediate and all campuses benefit from the use of Title I, Part A funding.

Addendums

<p align="center">Big Spring Intermediate 2024-2025 Compensatory Funding</p>	
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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]

Big Spring Intermediate 2024-2025 ESSA Consolidated Grant Funding**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	11	6118	25	044	5	30	0	00	Curriculum Vertical Alignment Planning	\$800.00
211	13	6219	25	044	5	30	0	01	Professional Services	\$1,800.00
211	61	6499	25	044	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	044	5	24	0	00	Dept. Heads, Instructional Coaches/Mentors	\$18,800.00
255	13	6141	25	044	5	24	0	00	Medicare	\$316.00
255	13	6146	25	044	5	24	0	00	Teacher Retirement	\$1,853.00

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	044	5	24	0	00	Instructional Resources/MediaServices	\$109.00