Big Spring Independent School District

District Improvement Plan

2024-2025

Accountability Rating: Not Rated

Board Approval Date: November 11, 2024

Mission Statement

The **MISSION** of Big Spring ISD is to instill respect and pride in all by empowering our community of learners - staff, students, and parents - to unite and commit to educational excellence.

Vision

Rerelentlessly STEERing students toward a successful tomorrow.

Value Statement

The Core Principles that will guide the decisions of Big Spring ISD are:

Recruit and Retain Highly Qualified Staff.
Maintain Integrity and Professionalism at all Times.
Provide a Caring and Safe Environment.
Ensure Instructional Time is Valued.
Provide Ongoing Meaningful Professional Development.
Design and Deliver Relevant and Engaging Instruction.

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Comprehensive Needs Assessment

Revised/Approved: September 30, 2024

Demographics

Demographics Summary

Big Spring Independent School District (BSISD) serves approximately 3376 students from diverse backgrounds. As of the most recent TAPR report (2022-2023) posted on the TEA website, our demographics are:

- 4.8% African-American
- 1.0% Asian
- 0.1% American Indian
- 68.0% Hispanic
- 0.2% Pacific Islander
- 3.0% Two or More Races
- 22.8% White

Our students are also included in the following populations:

- 72.9% Economically Disadvantaged
- 58.0% At-Risk
- 6.6% Emergent Bilingual
- 18.4% Special Education
- 4.7% Gifted and Talented
- 0.2% Immigrant
- 0.1% Migrant
- 0.7% Homeless
- 0.5% Foster Care

Big Spring ISD is a Schoolwide Title I School District with 97.2% of our students identified as Title I. Student mobility is at 14.6%, with our Special Education (10.5%), Emergent Bilingual (15.2%), and Economically Disadvantaged (16.5%) students being the most mobile. Big Spring ISD is seeing an increased enrollment of Emergent Bilingual Students; currently in the 2024-2025 school year we are at 8%. Enrollment has decreased slightly since 2022-2023 snapshot which was a total of 3510, down 134 students.

Big Spring ISD has approximately 342 professional staff, including teachers (266), professional support (47), campus administration (20), and central administration (8). We also employ 98 educational aides. The demographics of our staff is also diverse, with more females than males employed. Because we are a District of Innovation, we do employ non-certified teachers who are actively working towards a degree and teaching certificate; however, the majority of our professional staff are degreed/certified: Bachelors - 62.9%; Masters - 16.3%; Doctorate - 0.4%. Additionally, the majority of our teachers have 1-5 years of experience (54.8%) and 43.9% of our teachers have 5 or more years of experience.

Demographics Strengths

Big Spring ISD student population represents a variety of races and ethnicity which is also reflected in the teachers and staff employed in the district.

As our population of Emergent Bilingual students grows, so does our Bilingual and ESL program, providing continually improving language instruction to both students and families.

Big Spring ISD's Special Education Department continues to fine tune processes and procedures to identify students with disabilities through the MTSS process; Additionally, the SPED department continues to improve means to monitor progress and develop interventions to support the individualized needs of all students in the program.

During registration at the beginning of the school year, and as new students enroll through the school year, procedures are in place to appropriately identify students who are: homeless, English learners, migrant, military connected, immigrant, and/or in foster care, allowing for immediate steps to be taken to see to their specific needs.

Big Spring ISD's College Ready Annual Graduates are at or above the state average in the following populations: white, Hispanic, African-American, two or more races, economically disadvantaged, and emergent bilingual. Our Career or Military Ready percentage is also higher than the state average for students in our special education program.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students identified as economically disadvantaged and emergent bilingual drop out at a higher rate than the district's average. **Root Cause:** Many of these students are also identified as mobile students which causes disruptions to their education, meaning they need additional supports to view graduation as attainable.

Problem Statement 2 (Prioritized): Big Spring ISD struggles to hire fully certified bilingual and ESL teachers. **Root Cause:** Like many other areas, BSISD struggles to hire certified teachers; added to this issue is the fact that the teachers needed for these specific positions should also be fluent in Spanish.

Problem Statement 3 (Prioritized): Students participating in the emergent bilingual and special education programs show significantly less growth (10% or more) relative to the state averages in STAAR reading and math at multiple grade levels. **Root Cause:** Uncertified and novice teachers lacking appropriate pedagogy and content knowledge that is necessary to provide high impact differentiated instruction.

Problem Statement 4: Students identified as African American are assigned ISS/OSS/DAEP at a higher percentage within their population that other population groups, resulting in disruptions to instruction. **Root Cause:** Lack of awareness of this trend.

Student Learning

Student Learning Summary

Big Spring ISD remains without a rating at this time as the Texas Education Agency is currently blocked from releasing A-F accountability ratings for the school years 2022-2023 and 2023-2024 due to lawsuits filed my numerous school districts across the state. STAAR assessment scores and other sources of data are available, however, to guide district-wide planning and goal setting.

The district continues work to increase scores district-wide by identifying student groups failing to meet Domain 3 targets through intensive data digs based on the most recent data obtained through regular targeted assessments and benchmarks, NWEA data and structured academic monitoring. Teaching strategies supported at the campus level include daily PLCs coupled with principal leadership training through Texas Instructional Leadership (TIL). Each campus has instructional support in place in the form of an instructional coach, dean of instruction and/or literacy coach. Elementary campuses also employ instructional aides to provide classroom support to teachers. High Quality Instructional Materials, such as Amplify and Eureka, are used at several grade levels for Tier 1 instruction; teachers utilizing these resources are provided with the training and support from the region center so that curriculum is implemented with fidelity. Instructional improvements are noted through regular classroom walk throughs by campus and district administration. Based on these walkthroughs, campuses are provided targeted improvement strategies from both the district and regional levels to support teacher growth so that student achievement is positively impacted with little lag time.

Effective Schools Framework (ESF) has been used to identify priority levers that will lead to essential actions three of five areas (1.1 - Develop Campus Leaders which includes high preforming teachers; 3.1 Explicit school-wide expectations and procedures to reduce distractions and interruptions to learning; 5.1 . Professional Development for Effective Classroom Instruction and 5.2 Build teacher capacity through observation and feedback cycles. Each campus has participated in the ESF Diagnostic and is engaged in writing targeted plans to provide systemic alignment. In addition, three extremely important teams continue to help with consistency across campuses, the EPIC Team (Elementary Principals & Instructional Coaches) and Vertical Alignment Teams for math and reading.

Administrators and lead teachers continue to receiving Texas Instructional Leadership (TIL) support after three years of intense training; both programs are supported by consultants/ coaches who schedule regular visits to each campus regularly to engage in walk-throughs, modeling, coaching, feedback, and action steps/goal setting. When not on campuses, the region education service center provides continuous support and is available for questions and feedback. This practice has now expanded into our intermediate and junior high campuses.

Big Spring ISD has also invested in programs such as Mindplay and Dreambox to meet the varied needs of students in math and reading, as these programs assess the student's ability and provides remediation/acceleration as appropriate. These programs also provide valuable information to teachers and campus administrator to identify the strengths of weaknesses of individual student learning. Campuses make use of tutorials and during the day small group instruction/interventions to provide targeted instruction for students at risk of academic failure who were identified through data analysis.

BSJHS is partnering with ESC 18 for intensive math support as this is an area of deep concern since almost all of the math teachers are new to the district.

The simultaneous work across all of BSISD's campuses is already bearing fruit setting them up for optimum performance/growth as Big Spring ISD continues to report improvement in a number of assessed areas.

Big Spring ISD provides a viable and aligned curriculum based on the Texas Essential Knowledge and Skill (TEKS) standards. The *TEKS Resource System* ensures that all TEKS are logically sequenced units of instruction adhering to a yearly scope and sequence for all subject areas. For most grade level, time is reserved during the school day for department planning, assessment creation and data analysis through the PLC process. The district provides high-quality Tier I resources for grade-level instruction as well as Tier II differentiated instructional materials to meet the needs of diverse learners, including students with disabilities and English learners. Professional development is specifically and strategically planned to address the needs of teachers who, through data analysis, spot trends that indicate certain training is needed. On a regular basis, vertical teams in math and reading meet in order to access the needs of students district wide and to better align the curriculum and practices across multiple campuses.

Big Spring ISD is fortunate to have a curriculum department staffed with highly-qualified instructional specialists located on campuses. Most of the time, these specialists facilitate

daily PLCs to ensure that relevant data are used to track student and teacher growth. They ensure that the district-created lesson plan template is used, understood, analyzed, and annotated after lessons have been taught. Daily data analysis is used to indicate lesson plan strengths and weaknesses and determine whether re-teach is required before moving on to the next lesson. These specialists also model for PLCs and for individual teachers who may need support as they work to build capacity.

Principals, as the instructional leaders on their campuses, work formally with ESC 18 through the Texas Instructional Leaders (TIL) training and utilize instructional feedback cycles to coach up every teacher to their maximum potential. They are encouraged to build campus-level leaders within our veteran teacher ranks who can share responsibilities during PLCs. These veteran teachers are essential in building up both pedagogy and content knowledge for new and novice teachers, positively impacting classroom instruction across the district. These lead teachers also benefit from TIL training, increasing it's impact. Campus leaders are also provided refresher training on T-TESS each year to help not just evaluate teacher effectiveness and identify coaching opportunities, but to actively monitor instructional activities so that support and resources can be provided in a timely manner.

Campuses are encouraged to provide extended day learning activities to better target the needs of students who struggle. Additionally, as the school year progress, teachers conduct small group instruction over target learning expectations during the school day. Student grouping for both of these Tier II learning opportunities is determined from data acquired through multiple sources: observation and academic monitoring, daily exit tickets (DAQ's), and checkpoints.

The graduation rate remains an area of concern.

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Student Learning Strengths

Minus an official rating for 2023, BSISD has solid data to help measure academic strengths/challenges. Grades 3, 4, 5, 6, and 8 RLA continue to make progress in the "Approaches" and "Meets" categories on STAAR, and English I and II reflect this same trend. Grade 6 RLA and English I even improved in the "Masters" category. Basically, math scores follow the same trend: grades 3, 4, 5, 6, and 8 reflect solid improvement in "Approaches" and "Meets" along with Algebra. I. "Masters" scores fell substantially in grades 4, 5, and Algebra. I but the test was also more rigorous this year. Fifth and eighth grade science showed marked gains in "Approaches" as did Biology. "Meets" scores gained ground in 5th and 8th but all science scores lost points in "Masters." Eighth grade Social Studies must gear up to improve in all categories in 2024, but U.S. History saw substantial growth in "Approaches" while

basically maintaining in "Meets."

The district continues a focus on improving student achievement through data analysis conducted through regular checkpoints at all grade levels. These assessments are analyzed based upon student achievement in correlation with the readiness, support, and process standards that are covered in classes each assessment period. Interventions kick in for students who do not meet the level of performance to show continued and spiraled success; the district uses a Multi-tiered System of Success (MTSS) to assist these students in meeting deficiencies and/or clarifying misconceptions.

The district uses Data Management for Assessment and Curriculum (DMAC) to analyze data within the district. Information can be analyzed from district, campus, class, and sub-population levels. Additionally, the data can be analyzed down to the student expectations (TEKS) and students can be placed into intervention groups to assist teachers in tracking their data on a continual basis throughout the school year.

Daily PLCs provide collaborative learning time for teachers who can look at/analyze daily data, model lessons, identify areas of weakness, and spot trends that can be troublesome or positive; daily analyses can lead to quicker "fixes" allowing for fewer gaps in student learning.

Key practices include:

- The district utilizes the TEKS Resource system to lay out a Scope and Sequence for the curriculum by grade level/subject area. High school, junior high, and intermediate school utilize common planning periods to plan lessons and assessments together.
- Data are pulled from *DMAC* in consistent increments from the checkpoint, CFA, or unit assessments. Additionally, end-of-year STAAR scores can be broken down in a number of ways from *DMAC*. *NWEA* across all campuses provides ongoing feedback throughout the year as well (for tiered intervention tracking). MTSS tracking data are uploaded to DMAC. Formative assessments should be ongoing throughout the year through instruction and observations.
- *Lead4Ward* is used to map the highs and lows in data, providing visual images to better identify student needs.
- The Scope and Sequence of the *TEKS Resource System* provides a framework and working knowledge of the academic vocabulary required by subject/grade levels. There is a district-wide common assessment calendar to keep everyone on track.
- Immediate data analysis from local assessments, such as exit tickets and checkpoints, by the PLCs pinpoint areas of weakness and strength in learners. Data are compiled through *DMAC* so that it is easily accessed and broken down.
- A centralized curriculum department disseminates and coaches other teachers on the campuses. Curriculum support specialists help reading and math teachers in aligned instruction and activities across the district. Requiring PD common across the district has given staff a common vocabulary and vision for instructional delivery. The team also creates district-wide checkpoints
- Elementary MTSS/enrichment interventions are offered using retired teachers paid with Title I, Part A funds; secondary campuses try to build tutorials into their schedules (double blocking as a possibility) and also will utilize after-school interventions, summer school, extended school year, before-school interventions, and computer support programs. Most of these interventions are designed for struggling learners, and over time, the mission is to assist students in closing the gaps in learning.
- The district continues to make progress in including hands-on, minds-on, purposeful learning to engage all students. When the learning is relevant to the student, they will retain and learn better.
- Assessment questions are pulled from a number of resources (including *STAARONE, TEKS Resource System,* and *TAG*). As assessment questions are created, formatting and rigor is compared to Lead4Ward's IQ tool to ensure alignment.
- Campuses use *Lead4ward* to gain insight into how to utilize data from STAAR and checkpoints.
- The district is working toward and can already provide some on-demand professional development, including instructional strategies for reteaching.

High-quality instructional support programs geared to individual needs in both math and reading are readily available in every classroom.

All students have electronic devices so that digital programs can be accessed outside of school through guidelines set up by the technology department.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Big Spring ISD struggles to hire fully certified bilingual and ESL teachers.   **Root Cause:** Like many other areas, BSISD struggles to hire certified teachers; added to this issue is the fact that the teachers needed for these specific positions should also be fluent in Spanish.

Problem Statement 2 (Prioritized): Students participating in the emergent bilingual and special education programs show significantly less growth (10% or more) relative to the state averages in STAAR reading and math at multiple grade levels.   **Root Cause:** Uncertified and novice teachers lacking appropriate pedagogy and content knowledge that is necessary to provide high impact differentiated instruction.

Problem Statement 3: Students identified as African American are assigned ISS/OSS/DAEP at a higher percentage within their population that other population groups, resulting in disruptions to instruction.   **Root Cause:** Lack of awareness of this trend.

Problem Statement 4 (Prioritized): A low high school graduation rate is hurting both BSHS and BSISD accountability ratings.   **Root Cause:** Habitual absenteeism, truancy, lack of parental supervision, etc., must be addressed and deterred as soon as such patterns of behavior are noticed.

Problem Statement 5: Teachers are utilizing digital programs and lessons to support Tier I instruction, but inconsistency in the fidelity of its use hinders effectiveness.   **Root Cause:** The district must continue to use the GoGuardian suite of products that allow teachers the ability to monitor student online activity.

Problem Statement 6: Not all teachers are using online resources/programs, such as Google Classroom, which, in turn, prevents some students from becoming familiar with instructional resources and even acquiring minimal usage competency.   **Root Cause:** Professional development in the use of Google Classroom and other instructional supports available through Google was provided several years ago; due to turnover rates and the number of new teachers since then, many are not knowledgeable in its use or benefits.

Problem Statement 7 (Prioritized): Students identified as economically disadvantaged and emergent bilingual drop out at a higher rate than the district's average.   **Root Cause:** Many of these students are also identified as mobile students which causes disruptions to their education, meaning they need additional supports to view graduation as attainable.

Problem Statement 8: Campuses are at different levels of expertise and implementation proficiency when it comes to TIL practices.   **Root Cause:** TIL originated as a means to assist only the schools needing targeted assistance and is now be expanded to include additional campuses.

Problem Statement 9 (Prioritized): Teacher turnover rate for the district is higher than the state average of 13.7%.   **Root Cause:** The number of non-degreed and uncertified teachers means a lack of content and pedagogy knowledge. This leads to teacher stress as they navigate the various responsibilities and expectations of the job.

Problem Statement 10 (Prioritized): Uncertified teachers often fail to complete their alternative certification programs in a timely manner.   **Root Cause:** Testing standards have become more strenuous resulting in teachers not passing their assessments the first time.

Problem Statement 11: BSISD continues to score below the state and regional average in the percentage of students passing the state assessment in Reading.   **Root Cause:** High teacher turnover rate and lack of quality Tier 1 instruction in foundational grade levels, and subsequent grade levels are unable to close gaps substantially.

Problem Statement 12: Master schedules and/or student placement is sometimes adjusted after the beginning of the school year due to teachers leaving the district after school has started.   **Root Cause:** New to the profession teachers become overwhelmed; in other instances, another employment option presents itself to the staff member or their spouse.

District Processes & Programs

District Processes & Programs Summary

BSISD is the largest district in Howard County and offers all services required by the Texas Educational Code. The district is set up much the same as most districts with a Superintendent and two Assistant Superintendents, one oversees Maintenance and Operations and the other oversees Academics and Accountability. The district is also served by several directors in specialized areas, seven principals and seven assistant principals, at least one counselor serves every campus with more on our larger campuses. We have a large special education department, though it is difficult to keep all positions filled, much like other areas. Instructional Specialists/Coaches are present on most campuses to provide support to teachers and to address the needs of our struggling students. The maintenance complex houses the district's buses and SUVs, custodial items, the warehouse for receiving and shipping, and the technology department. Technology has numerous employees that serve the district and at least one para-professional on six campuses to support one-to-one devices.

On a yearly basis, projected enrollment is consider for staffing and adjustments are made as enrollment numbers change on each campus. Master schedules are created at the campus level with embedded time for intervention and time to meet HB1416 expectations of accelerated instruction to help students who have failed one or more STAAR assessment to have future academic success.

Teachers are an integral part of assessment creation for daily exit tickets, checkpoints and semester exams and for most departments across the district time is provided daily, through PLC's, to create and revise these assessments. Campuses have both a front force and impact team so that teachers and staff have input into decision making processes in various areas within a campus

Based on a recent survey, parents are not aware of district committees they can be part of and they feel they are not asked for their opinions about school processes and programs. A majority of parents who responded to the survey also express they would help out at their child's school if they were invited.

District Processes & Programs Strengths

1. The district provides support through TIL to campus leaders to ensure campus leaders take ownership of their campus to lead their campus in a common district direction.
2. The district curriculum team is structured to support campus leaders with professional development based on observational and instructional data.
3. Each campus within the district is equipped with technology in the classrooms designed to promote student engagement and increase instructional rigor.
4. Data provides information on the breakdown of students' academic achievement, grade levels, ethnicity, socioeconomic status, teacher experience, teacher salaries, etc.
5. An awareness of individual student needs has resulted in the creation of schedules that incorporate additional instructional assessment time for teachers. The increased needs of individual students also inform schedules that allow for intervention periods tailored to specific learners.
6. Each campus has a site-based decision committee and a campus leadership team that is composed primarily of teachers. Teachers also participate in district site-based decisions and serve on the district site-based committee.
7. All campuses should be engaging in FrontForce Team meetings on a weekly basis to discuss campus plans and concerns, such as student/teacher attendance, truancy, enrollments/withdrawals, special programs, discipline referrals, health/safety issues, etc.
8. Impact leadership teams on campuses analyze data every campus must be aware of to be in compliance with systemic district/campus goals and plan intervention activities to meet the needs of all students with a strategic focus on students in high need populations.
9. The role of the teacher is to collaborate with their peers to create and deliver instruction designed to measure student growth and conceptual understanding of necessary concepts/skills.
10. Committees, for the most part, are scheduled after school hours to allow for the participation of staff and community members normally unavailable during the regular workday.
11. Most parents and community members would agree that the district is focused on the best interest of the students and that the district is continually improving based on student and faculty needs.

12. School expectations reveal a sense of urgency and a focus on a goal-oriented environment, utilizing data-driven instruction to increase school/district effectiveness.
13. The district has an excellent Safety & Security Department and a complete Emergency Operations Plan.
14. Big Spring ISD is a one-to-one electronic device district with a solid strategic plan in place for continuous upgrades as needed. The district has a strong technology department who works diligently to maintain technology and the access/address needs as they arise.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Not all teachers are using online resources/programs, such as Google Classroom, which, in turn, prevents some students from becoming familiar with instructional resources and even acquiring minimal usage competency. **Root Cause:** Professional development in the use of Google Classroom and other instructional supports available through Google was provided several years ago; due to turnover rates and the number of new teachers since then, many are not knowledgeable in its use or benefits.

Problem Statement 2 (Prioritized): Staff turnover continues to plague our district. **Root Cause:** Non-degreed, uncertified teachers are insufficiently equipped to manage rigorous instructional expectations with learning campus/district policies and procedures that are unique to public school educational settings.

Problem Statement 3 (Prioritized): At times, parents and families feel uniformed about district and school processes and procedures. **Root Cause:** Inconsistent communication between the district/campuses to families about ways they can be more involved in the decision making process.

Problem Statement 4: Campuses are at different levels of expertise and implementation proficiency when it comes to TIL practices. **Root Cause:** TIL originated as a means to assist only the schools needing targeted assistance and is now be expanded to include additional campuses.

Problem Statement 5: Parents report that schools don't call home with good news about their child. **Root Cause:** Minimal expectations for positive communication with families need to be communicated to teachers.

Problem Statement 6 (Prioritized): Family and Community Engagement Activities primarily focus on building relationships rather than building capacity. **Root Cause:** Building relationship activities tend to be more "fun" in nature and it has been difficult to attract families at the same level to events that are more informative/educational in nature.

Problem Statement 7: The specific roles and responsibilities for certain people and areas are not clear enough to allow for systemic consistency. **Root Cause:** Frequent turnover of staff and leaders has produced faulty processes and procedures across many areas that can negatively affect accountability and PEIMS data

Problem Statement 8: Master schedules and/or student placement is sometimes adjusted after the beginning of the school year due to teachers leaving the district after school has started. **Root Cause:** New to the profession teachers become overwhelmed; in other instances, another employment option presents itself to the staff member or their spouse.

Perceptions

Perceptions Summary

"Climate" is the current state of an organization, and how people feel about it. Climate is more transient and can change quickly. "Culture" is grounded in shared values and beliefs that shape how things are done and it is what makes an organization effective. Culture takes time to develop, and if solidified, can sustain even amidst changes and obstacles. Both are integrally important in any organization; they are especially so in a school district.

Big Spring ISD has been engaging in a conscious effort to focus public *perception* on all the advantages and positives that have been here for years but have been overshadowed by accountability ratings and staff turnovers. Since the entire state suffers from a shortage of certified teachers, and since accountability is becoming more rigorous and difficult to understand, Big Spring ISD actually fares well in comparison to other districts in this area. While accountability ratings have been with-held the last couple of years, data obtained from STAAR continue to improve each year. Big Spring ISD has implemented a solid foundation of teacher support, helping to reduce teacher turnover and improving the efficacy of all instruction. Because Big Spring ISD has planned for both short and long-term improvements to sustain growth in these areas. We have engaged in teacher training supports which include mentor training to help those seeking full certification, resulting in these individuals remaining in the district for years.

Big Spring ISD has invested much time and effort to Texas Instructional Leadership (TIL) that not only provides instructional supports, but provides campuses with the foresight to instill solid procedures that is communicated to all. Clear procedural expectations reduces confusion, ensures everyone is on the same page, and provides the structure need to maintain a positive and effective campus culture. Each campus in the district has its own *culture* and climate but Big Spring continues to push for a "same team, all in" culture that exudes high expectations, family values, and strong relationships. The district must continuously engage in building the capacity of staff and the potential of students. To do so, however, means we must do the hard work and make the difficult decisions that keep us on track to building and supporting a shared vision that may require simultaneous campus-specific missions that position each to retain and recruit quality staff who, in turn, can maintain and sustain high expectations. District and campus leadership, then, must continue to grow and instill a growth mindset at the campus and district levels, maintain campus and district processes/procedures, and reach out to and welcome families in the spirit of mutual support that best serves students.

Communication is key is developing a positive culture and climate. Big Spring ISD, and each campus, utilize various means to communicate with our families regarding policies, procedures as well as events to develop positive relationships. We still have work to do, and continue to improve upon these efforts to maintain effective relationships with our families.

Parent and Community Engagement is an area Big Spring ISD is diligently working to improve/expand. All campuses receive Title I funds to encourage family participation in school activities and in supporting the academic needs of their children. The Big Spring ISD utilizes multiple ways to communicate with parents and families including a website, school specific Facebook page, and Blackboard messaging systems. Campus specific websites, Facebook pages, and Blackboard messaging systems are also available for each school to use.

Our EB population is growing and requires a dedicated family-school liaison. The district's Bilingual/ESL Coordinator uses 20% of her time, funded with Title III monies, to serve as the Family-School Liaison providing specific supplies and training to engage these families in meaningful and purposeful partnerships. Big Spring ISD has set aside a dedicated room where parents can come and participate in multiple activities to strengthen their connection to school, academic support for their students, and even in learning English themselves. New programs have been purchased using state and federal funds to provide important and much-needed services to our growing EB population.

Perceptions Strengths

For the fourth year in a row, Big Spring ISD has utilized Region 18 Education Service Center to support campuses in the implementation of Texas Instructional Leadership (TIL). Through this collaboration, the district and each campus has solidified process and procedures that not only has positively impacted our scores, but has resulted in improved culture and climate.

The following efforts positively impact the culture and climate at all campuses, providing a sense of safety and security.

- Big Spring ISD has an anonymous reporting application, *Anonymous Alerts,* to assist us in supporting guidelines set forth in state mandates and statutes, such as prevention and mediation of bullying incidents, and violence: child abuse, family violence, dating violence, and sex trafficking.
- The district has a Memorandum of Understanding with the *I Love U Guys Foundation* to provide response /reunification protocols should such a thing be required. BSISD also has a user-friendly web-page filled with resources to help staff, parents, and students with issues like bullying, school violence, sexual threats/violence, dating violence, etc. this web-page is updated regularly to remain current with legislative statutes and information. Many classrooms continue to generate and function by social contracts though the district no longer partners with a vendor.
- The district has purchased *GoGuardian Beacon* to allow us to know if/when any student using a district device may be in any state of danger or need. As a result, the district has formed a team consisting of campus representatives and other district personnel to be part of a Student Advocacy Initiative aimed at identifying and supporting students in need/crisis and matching them up with appropriate social/emotional/mental health services.
- BSISD has a complete Emergency Operations Plan customized for the district and approved by a state-mandated (SB 11) district Safety & Security Committee and the Board of Trustees. All campuses have been trained and have a designated safety leader responsible for making rounds every day to check for locked and properly latched doors.

Planning based on the Professional Learning Community (PLC) model are required daily at most campuses to foster and maintain a culture of growth and capacity building among teachers and instructional specialists and school leaders who need a safe place to collaborate and voice suggestions, ideas, concerns, etc. This provides not only a place of collaboration, but ensures the effective communication of campus expectations for instruction and procedures.

Big Spring ISD has a dropout problem and is using many resources to change the trajectory for at-risk students, resulting in a positive trajectory of recent leaver numbers, particularly with our seniors. Campuses maintain a leavers binder and each campus has a registrar who has been trained in maintaining documentation to track students who have withdrawn. Additionally, we have a full time truancy officer who works with each campus to monitor student absences and to get them back to school. Students who miss school, miss instruction which leads to student frustration and a higher chance of dropping out.

Key points include:

1. All campuses hold both a Back to School/ Meet the Teacher Night and/or Fall Open House each year. These events are advertised on campus websites and Facebook pages.
2. We work with a local 501c3, *Food 2 Kids,* to provide meals to children in need on weekends and over holidays. We also have a summer breakfast and lunch program that provides free meals to our students and inexpensive meals for our parents.
3. Some of our families speak Spanish in the home. Written communications to parents are sent home in English and Spanish and resources are available should a different language is needed.
4. *Food 2 Kids*, *The Boys and Girls Club*, the *YMCA*, *West Texas Mediation,* numerous Youth Ministers, and the *City of Big Spring* are all community partners dedicated to helping BSISD serve families.
5. We work closely with local media to keep the community informed.
6. The *HOPE Foundation* grants thousands of dollars to support staff members interested in engaging students in creative projects acceptable by the Foundation's board.
7. We have a specific Family-School Liaison to engage and support families as necessary (paid from Title I funds).
8. All campuses and the district utilize Title I reserved funds to support parent and community engagement.
9. Surveys are distributed each year to solicit feedback from parents and family. These are intended to help us become better informed on how to meet their needs and get them more involved.
10. A number of events are hosted each year to build relationships with our families and communities including Homecoming parade, theater productions, markets, etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): At times, parents and families feel uniformed about district and school processes and procedures. **Root Cause:** Inconsistent communication between the district/campuses to families about ways they can be more involved in the decision making process.

Problem Statement 2: Parents report that schools don't call home with good news about their child. **Root Cause:** Minimal expectations for positive communication with families

need to be communicated to teachers.

Problem Statement 3: Too few families respond to campus/district surveys and too few attend activities beyond Meet-the-Teacher nights above the elementary grade levels. **Root Cause:** Better communication and engagement strategies must be employed to involve these stakeholders

Problem Statement 4: Family and community perception of some campuses are not as positive as they are for other campuses. **Root Cause:** Turnover of administrator over the last several years resulting in changes to processes and procedures. This is viewed as being inconsistent and not improving processes and structures.

Priority Problem Statements

Problem Statement 1: Teacher turnover rate for the district is higher than the state average of 13.7%.

Root Cause 1: The number of non-degreed and uncertified teachers means a lack of content and pedagogy knowledge. This leads to teacher stress as they navigate the various responsibilities and expectations of the job.

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - District Context and Organization - Student Learning

Problem Statement 2: Uncertified teachers often fail to complete their alternative certification programs in a timely manner.

Root Cause 2: Testing standards have become more strenuous resulting in teachers not passing their assessments the first time.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - District Context and Organization - Student Learning

Problem Statement 3: Big Spring ISD struggles to hire fully certified bilingual and ESL teachers.

Root Cause 3: Like many other areas, BSISD struggles to hire certified teachers; added to this issue is the fact that the teachers needed for these specific positions should also be fluent in Spanish.

Problem Statement 3 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Demographics - Student Learning

Problem Statement 4: Students identified as economically disadvantaged and emergent bilingual drop out at a higher rate than the district's average.

Root Cause 4: Many of these students are also identified as mobile students which causes disruptions to their education, meaning they need additional supports to view graduation as attainable.

Problem Statement 4 Areas: Demographics - Student Achievement - District Culture and Climate - Demographics - Student Learning

Problem Statement 5: Students participating in the emergent bilingual and special education programs show significantly less growth (10% or more) relative to the state averages in STAAR reading and math at multiple grade levels.

Root Cause 5: Uncertified and novice teachers lacking appropriate pedagogy and content knowledge that is necessary to provide high impact differentiated instruction.

Problem Statement 5 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Demographics - Student Learning

Problem Statement 6: A low high school graduation rate is hurting both BSHS and BSISD accountability ratings.

Root Cause 6: Habitual absenteeism, truancy, lack of parental supervision, etc., must be addressed and deterred as soon as such patterns of behavior are noticed.

Problem Statement 6 Areas: Student Achievement - District Culture and Climate - Parent and Community Engagement - Student Learning

Problem Statement 7: Staff turnover continues to plague our district.

Root Cause 7: Non-degreed, uncertified teachers are insufficiently equipped to manage rigorous instructional expectations with learning campus/district policies and procedures that are unique to public school educational settings.

Problem Statement 7 Areas: District Culture and Climate - Staff Quality, Recruitment, and Retention - District Processes & Programs

Problem Statement 8: Family and Community Engagement Activities primarily focus on building relationships rather than building capacity.

Root Cause 8: Building relationship activities tend to be more "fun" in nature and it has been difficult to attract families at the same level to events that are more informative/ educational in nature.

Problem Statement 8 Areas: Student Achievement - District Culture and Climate - Parent and Community Engagement - District Processes & Programs

Problem Statement 9: At times, parents and families feel uniformed about district and school processes and procedures.

Root Cause 9: Inconsistent communication between the district/campuses to families about ways they can be more involved in the decision making process.

Problem Statement 9 Areas: District Culture and Climate - Parent and Community Engagement - District Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: All Big Spring ISD students will receive high quality curriculum and instruction to support high academic standards improve academic performance and ensure College and Career Readiness.

Performance Objective 1: Improved student achievement on state assessments (STAAR) to match or beat Region 18 in all tested areas with additional support and priority for specific areas and target populations.

High Priority

Evaluation Data Sources: STAAR Data, TAPR Reports, Comparability Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: BSISD will continue to use evidence-based practices, a balanced literacy framework and HQIM materials at the elementary level to improve reading language arts instruction and ultimately increase performance on state standardized tests in reading and writing.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: BSISD should see an upward trend in all assessment data when instructional practices and expectations become consistent across grade levels/subject areas. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Elementary Curriculum Coordinator, Instructional Coaches **Results Driven Accountability** **Funding Sources:** - 199-General Fund: SCE, Anchor Charts, Reading & Writing Resources - 211-ESSA Title I, Part A, Anchor Charts, Reading & Writing Resources - 289 ESSA Title IV, Part A, Subpart 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: BSISD will continue to use Lead4ward planning and strategies at all grade levels to increase the rigor and relevance of lessons to ultimately increase performance on state standardized tests.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: STAAR results across the domains will improve, which could also lead to teacher retention and a culture based on high expectations. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches **Funding Sources:** - 199-General Fund: SCE, Lead4Ward Access - 211-ESSA Title I, Part A, Lead4Ward Access - 255 ESSA Title II, Part A Supporting Effective Ins, - 289 ESSA Title IV, Part A, Subpart 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: BSISD will continue to provide enrichment as well as Multi-Tiered Systems of Support (MTSS) to students to ultimately increase performance on state-mandated assessments and to ensure students can meet grade-level standards.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Students who get needed support will be able to function on grade level and gain confidence in their academic abilities by meeting the rigorous state assessment standards. **Staff Responsible for Monitoring:** Special Programs Director, Special Education Director, Campus Principals **Results Driven Accountability** **Funding Sources:** - 199-General Fund: SCE, - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1, - 263 ESSA Title III, Part A-ELA			

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional development will target the highest areas of need to ensure maximum effectiveness in classroom instruction that will help close learning gaps.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Partnering with Region 18, and/or other service providers, to provide teacher training on a regular and periodic basis that will provide increase knowledge and support. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches **Funding Sources:** Region 18 Contracted Services - 255 ESSA Title II, Part A Supporting Effective Ins, - 211-ESSA Title I, Part A			

Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize multiple sources of data, including district assessments and a variety of other sources, to address accountability through strategic planning.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Continuous monitoring of student performance will guide instruction and improve student achievement. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches **Funding Sources:** - 199-General Fund, DMAC - 211-ESSA Title I, Part A, DMAC - 289 ESSA Title IV, Part A, Subpart 1			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide resources and personnel, including instructional coaches, needed to support federal and state program objectives.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Instruction that is content and grade level correct at the appropriate rigor. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, State & Federal Programs Director **Funding Sources:** Instructional Coaches - 255 ESSA Title II, Part A Supporting Effective Ins, - 211-ESSA Title I, Part A			

Strategy 7 Details	Formative Reviews		
Strategy 7: Support all special programs (emergent bilingual, special education, migrant, immigrant, gifted/talented) through the use of instructional materials, supplies, equipment, professional development that aligned to district goals and objectives.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Historical achievement gaps as identified through STAAR assessment will be reduced/eliminated. **Staff Responsible for Monitoring:** Director of Special Programs, Director of Special Education, Bilingual Director **Funding Sources:** - 212 ESSA Migrant (SSA with ESC 18), - 263 ESSA Title III, Part A-ELA, - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1			

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide targeted support and assistance to schools that would not have scored a "B" or better based on current accountability guidelines.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: All schools in BSISD will be rated a "B" or better at the end of the 2024-2025 school year. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches			

Strategy 9 Details	Formative Reviews		
Strategy 9: Utilize Title I, Part A and Title II, Part A funds reserved for professional development and supplemental resources to improve classroom instruction.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Strategic use of federal funds to improve the district's instructional program in which low-performance students/teachers receive specific support. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches, State & Federal Programs Director **Funding Sources:** - 211-ESSA Title I, Part A			

Strategy 10 Details	Formative Reviews		
Strategy 10: Develop and implement comprehensive and consistent action plans and progress monitoring strategies that support immediate identification of at-risk, emergent bilingual, special education, economically disadvantaged, homeless and immigrant students to ensure academic success and graduation with their cohort.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students in populations that historically struggle will be identified swiftly so that losses in learning is eliminated. **Staff Responsible for Monitoring:** District Registrar, Emergent Bilingual Director, Special Population Director, Special Education Director, District Coordinators for School Improvement **Funding Sources:** - 263 ESSA Title III, Part A-ELA, - 224-IDEA B, Special Education, - 289 ESSA Title IV, Part A, Subpart 1			

Strategy 11 Details	Formative Reviews		
Strategy 11: Promote College and Career Readiness in grades PK-12 by offering a wide variety of enrichment activities, CTE options, and advance placement/dual credit opportunities.	Formative		
Strategy's Expected Result/Impact: High levels of learning, with an increase of students achieving meets and masters on STAAR, enrolling in CTE pathways that result in certification, and increases in TSIA2, SAT/ACT and AP testing. **Staff Responsible for Monitoring:** CTE Director, Curriculum Director **Funding Sources:** - 244 Carl Perkins CTE	**Dec**	**Mar**	**May**

Strategy 12 Details	Formative Reviews		
Strategy 12: Identify and provide instructional and intervention software programs to address student academic needs.	Formative		
Staff Responsible for Monitoring: District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Director of Technology **Funding Sources:** - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1, - 263 ESSA Title III, Part A-ELA, - 212 ESSA Migrant (SSA with ESC 18)	**Dec**	**Mar**	**May**

Strategy 13 Details	Formative Reviews		
Strategy 13: Utilize DMAC to create local assessments and to track student data.	Formative		
Strategy's Expected Result/Impact: Increased use of data to guide instruction and create student learning groups. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches **Funding Sources:** - 211-ESSA Title I, Part A, - 199-General Fund: SCE, - 255 ESSA Title II, Part A Supporting Effective Ins	**Dec**	**Mar**	**May**

Strategy 14 Details	Formative Reviews		
Strategy 14: Analyze data from multiple sources to identify students at risk of failure and the areas in which they struggle.	Formative		
Strategy's Expected Result/Impact: BSISD students will meet their specified targets/cut points across all STAAR domains **Staff Responsible for Monitoring:** District/Campus Administration, Instructional Coaches/Lead Teachers, Special Populations' Director, Special Education Director **Results Driven Accountability** **Funding Sources:** - 199-General Fund: SCE, - 211-ESSA Title I, Part A, - 255 ESSA Title II, Part A Supporting Effective Ins, - 289 ESSA Title IV, Part A, Subpart 1, - 263 ESSA Title III, Part A-ELA	**Dec**	**Mar**	**May**

Strategy 15 Details	Formative Reviews		
Strategy 15: Provide instructional and/or support materials for the differentiation of instruction and/or support of all learners to include the satisfaction of HB1416 requirements.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Targeted instruction to improve the academic success of students, including those in targeted populations such as SPED, EB, Migrant, Eco-Dis, etc.) **Staff Responsible for Monitoring:** District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches, Campus Principals **Funding Sources:** - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1, - 224-IDEA B, Special Education, - 263 ESSA Title III, Part A-ELA, - 212 ESSA Migrant (SSA with ESC 18)			

Strategy 16 Details	Formative Reviews		
Strategy 16: Use TEKS Resource System to provide alignment of instruction to improve student outcomes.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Lesson plans, including resources, materials and activities, at the appropriate rigor for each content and grade-level standard. **Staff Responsible for Monitoring:** Instructional Coaches, Campus Principals **Funding Sources:** - 199-General Fund: SCE, - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1			

Strategy 17 Details	Formative Reviews		
Strategy 17: BSISD will utilize technology as a tool to foster improvement in academic achievement, curriculum integration, and increased accessibility and innovation.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Students will be prepared for a future where technology is integral in every walk of life **Staff Responsible for Monitoring:** Curriculum Director, Elementary Curriculum Coordinator, Director of Technology **Funding Sources:** - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1, - 263 ESSA Title III, Part A-ELA, - 224-IDEA B, Special Education			

Strategy 18 Details	Formative Reviews		
Strategy 18: BSISD will seek out and implement high quality instructional materials to address the literacy needs of students in grades 5 through 8	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Improved RLA STAAR scores **Staff Responsible for Monitoring:** Assistant Superintendent of Academics and Assessment; Curriculum Director **Funding Sources:** - 199-General Fund, - 211-ESSA Title I, Part A, - 270 Title V, RLISP			

0% No Progress   100% Accomplished   Continue/Modify   ✕ Discontinue

Goal 1: All Big Spring ISD students will receive high quality curriculum and instruction to support high academic standards improve academic performance and ensure College and Career Readiness.

Performance Objective 2: Identify and support high focus student groups to meet or exceed the Domain III target for each accountable student group.

High Priority

Evaluation Data Sources: STAAR scores, local assessments, NWEA growth reports, registration documents, PEIMS reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide summer school/extended school year services to all students who have shown to struggle academically.	**Formative**		
Strategy's Expected Result/Impact: Learning gaps will be reduced/eliminated.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, Campus Principals **Funding Sources:** - 211-ESSA Title I, Part A, - 270 Title V, RLISP, - 199-General Fund, - 199-General Fund: High School Allotment			

Strategy 2 Details	Formative Reviews		
Strategy 2: Regularly analyze data collected through various means to evaluate the academic success of students participating in special programs such as special education, GT, emergent bilingual, immigrant, and migrant programs.	**Formative**		
Strategy's Expected Result/Impact: Increased awareness of the needs of our targeted student populations	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Director of Special Education, Director of Special Populations, Emergent Bilingual Director, District Coordinators for School Improvement, Instructional Coaches **Funding Sources:** - 211-ESSA Title I, Part A, - 270 Title V, RLISP, - 199-General Fund, - 199-General Fund: High School Allotment			

Strategy 3 Details	Formative Reviews		
Strategy 3: Analyze the effectiveness of special programs to improve services to students.	**Formative**		
Staff Responsible for Monitoring: Director of Special Education, Director of Special Populations, Emergent Bilingual Director, District Coordinators for School Improvement	**Dec**	**Mar**	**May**
Funding Sources: - 211-ESSA Title I, Part A, - 270 Title V, RLISP, - 199-General Fund			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide opportunities for teachers to attend professional development to target the needs of gifted and educated students.	**Formative**		
Strategy's Expected Result/Impact: More teachers will complete the 30-GT training and continue with their 6 hour updates so that more teachers are better equipped to meet the unique needs of gifted and talent students. **Staff Responsible for Monitoring:** Director of Special Populations **Funding Sources:** - 199-General Fund, - 255 ESSA Title II, Part A Supporting Effective Ins	**Dec**	**Mar**	**May**

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide content based sheltered instruction (CBSI) training and necessary resources and materials to relevant staff (i.e. teachers, administrators, instructional aides).	**Formative**		
Strategy's Expected Result/Impact: Increased use of differentiated instruction to meet the language needs of students; improved TELPAS scores, improved STAAR scores, increased number of student exited from program **Staff Responsible for Monitoring:** Director of Emergent Bilingual **Funding Sources:** - 263 ESSA Title III, Part A-ELA	**Dec**	**Mar**	**May**

Strategy 6 Details	Formative Reviews		
Strategy 6: Monitor and provide necessary resources for GT, LPAC, MTSS/504, and ARD processes and decisions to ensure adherence to state and federal guidelines.	**Formative**		
Strategy's Expected Result/Impact: Improvement in addressing the needs of all student populations. **Staff Responsible for Monitoring:** Director of Special Education, Director of Special Populations, Emergent Bilingual Director **Funding Sources:** - 224-IDEA B, Special Education, - 263 ESSA Title III, Part A-ELA, - 211-ESSA Title I, Part A, - 270 Title V, RLISP	**Dec**	**Mar**	**May**

Strategy 7 Details	Formative Reviews		
Strategy 7: Continue to provide materials and supplies necessary to enrich the learning environment and address the needs of different learning types.	**Formative**		
Strategy's Expected Result/Impact: Increased use of differentiated instruction as documented in lesson plans and walkthroughs **Staff Responsible for Monitoring:** Director of Curriculum, Elementary Curriculum Coordinator, Campus Principals, Assistant Superintendent of Academics & Assessment, Bilingual Director, Director of Special Education, Director of Special Populations **Funding Sources:** - 199-General Fund, - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1, - 263 ESSA Title III, Part A-ELA, - 270 Title V, RLISP	**Dec**	**Mar**	**May**

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 1: All Big Spring ISD students will receive high quality curriculum and instruction to support high academic standards improve academic performance and ensure College and Career Readiness.

Performance Objective 3: BSISD will maintain a 96% or better average daily attendance and graduation rate.

High Priority

Evaluation Data Sources: Ascender Attendance Reports, PEIMS reports, TAPR, class completion rates, transcripts, cohort graduation rates

Strategy 1 Details	Formative Reviews		
Strategy 1: BSISD will identify and address the academic and socio-emotional needs of our high focus populations (SPED, EB, Eco-Dis, and OSP).	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Lessen the longitudinal dropout rate so that graduation rates maintain a consistent percentage of 96 or above. A more accomplished student, a graduate, has a better chance for employment and success in life **Staff Responsible for Monitoring:** Director of Special Education; Director of Special Programs, Emergent Bilingual Director, Campus Principals, Campus Counselors **Results Driven Accountability** **Funding Sources:** - 199-General Fund: SCE, - 211-ESSA Title I, Part A, - 263 ESSA Title III, Part A-ELA, - 224-IDEA B, Special Education, - 212 ESSA Migrant (SSA with ESC 18)			

Strategy 2 Details	Formative Reviews		
Strategy 2: BSISD will coordinate several programs aimed at reducing truancy and loss of credit recovery due to excessive absences.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increased attendance rates and course completion rates which will lead towards more students graduating with their cohort. **Staff Responsible for Monitoring:** District Truancy Officer, District Registrar, Campus Principals **Results Driven Accountability** **Funding Sources:** - 199-General Fund: SCE			

Strategy 3 Details	Formative Reviews		
Strategy 3: BSISD will offer credit recovery opportunities to students who have fallen behind in high school credits.	**Formative**		
Strategy's Expected Result/Impact: Increased number of students graduating with their cohort.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: High School Administration, High School Counselors, Assistant Superintendent of Academics & Assessment **Funding Sources:** - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1, - 199-General Fund: SCE			

Strategy 4 Details		**Formative Reviews**	
Strategy 4: BSISD will host a Parent & Family Engagement meetings to provide information on truancy and minimum attendance for class credit requirements that are dictated by the state.		**Formative**		
		Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increased awareness of the laws pertaining to school attendance that will result in increased attendance for students. **Staff Responsible for Monitoring:** State & Federal Programs Director, Campus Principals **Funding Sources:** - 211-ESSA Title I, Part A				

Strategy 5 Details		**Formative Reviews**	
Strategy 5: BSISD will continue campus recognition for student and staff attendance.		**Formative**		
		Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Competitive spirit among campuses in the district that will encourage improved attendance for students and staff. **Staff Responsible for Monitoring:** Superintendent's Office **Funding Sources:** - 199-General Fund: SCE				

Strategy 6 Details		**Formative Reviews**	
Strategy 6: BSISD will continue to partner with the Rotary Club who provides bicycles to use in perfect attendance drawings at the elementary schools.		**Formative**		
		Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increased attendance at the elementary schools. **Staff Responsible for Monitoring:** Superintendent's Office, Elementary Campus Principals **Funding Sources:** - 199-General Fund: SCE				

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 1: All Big Spring ISD students will receive high quality curriculum and instruction to support high academic standards improve academic performance and ensure College and Career Readiness.

Performance Objective 4: Increase differentiation of instruction through professional development that will result in high focus groups meeting their targets.

Evaluation Data Sources: DMAC data, Lead4Ward reports, certification of completion, sign-in sheets, TTESS walkthroughs

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development opportunities to support district initiatives and priorities outlined in the district professional development plan and calendar.	**Formative**		
Strategy's Expected Result/Impact: Increased content and pedagogy knowledge and expertise that results in improved student learning. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches **Funding Sources:** - 255 ESSA Title II, Part A Supporting Effective Ins	**Dec**	**Mar**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development opportunities for campus and district administrators through a variety of resources that have proven records of effectiveness.	**Formative**		
Strategy's Expected Result/Impact: Improved effectiveness in teacher coaching. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator **Funding Sources:** - 255 ESSA Title II, Part A Supporting Effective Ins, - 224-IDEA B, Special Education, - 244 Carl Perkins CTE, - 263 ESSA Title III, Part A-ELA	**Dec**	**Mar**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide opportunities for stakeholders to attend educational conferences that support their development in instructional efficacy.	**Formative**		
Strategy's Expected Result/Impact: Increased content and pedagogy knowledge and expertise that results in improved student learning. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment **Funding Sources:** - 255 ESSA Title II, Part A Supporting Effective Ins	**Dec**	**Mar**	**May**

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Provide curriculum and instructional training to key instructional leaders, instructional coaches, and administrators that will disseminate information to their assigned schools.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: More effective communication; strengthening of campus level instructional expertise in teacher coaching. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator **Funding Sources:** - 255 ESSA Title II, Part A Supporting Effective Ins			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Provide targeted district-wide professional development to support the identified academic needs of all students with emphasis on the needs of students in the high focus groups.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increased awareness of the unique needs of high focus student groups resulting in instruction to help close learning gaps. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Director of Special Education, Director of Special Programs, Emergent Bilingual Director **Funding Sources:** - 255 ESSA Title II, Part A Supporting Effective Ins, - 263 ESSA Title III, Part A-ELA, - 224-IDEA B, Special Education			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 1: BSISD will support a comprehensive district-wide implementation and evaluation of a curriculum management plan.

    High Priority

    Evaluation Data Sources: Lesson plans, PLC agendas and discussion notes, TTESS Walkthroughs

Strategy 1 Details		Formative Reviews		
Strategy 1: BSISD will continue to provide support and training on the balanced literacy approach for reading and writing.		**Formative**		
Strategy's Expected Result/Impact: Improved student achievement in reading and writing at the elementary level that set students up for future successes as they move into the secondary level		**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Elementary Curriculum Coordinator, Instructional Coaches				
Results Driven Accountability				
Funding Sources: - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1, - 255 ESSA Title II, Part A Supporting Effective Ins				

Strategy 2 Details		Formative Reviews		
Strategy 2: Teachers will attend professional development and training pertaining to their specific content areas.		**Formative**		
Strategy's Expected Result/Impact: Increase in teacher content knowledge; expanded ability for teachers to provide varied explanations/examples that support differentiated instruction.		**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Curriculum Director, Elementary Curriculum Coordinator, Campus Principals				
Results Driven Accountability				
Funding Sources: - 211-ESSA Title I, Part A, - 255 ESSA Title II, Part A Supporting Effective Ins, - 263 ESSA Title III, Part A-ELA , - 289 ESSA Title IV, Part A, Subpart 1, - 224-IDEA B, Special Education, - 244 Carl Perkins CTE				

Strategy 3 Details	Formative Reviews		
Strategy 3: BSISD will continue to adhere to the Professional Learning Community (PLC) model to support new teachers as they acquire content and pedagogy knowledge/experience.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Equitable instruction in all classrooms. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches, Campus Principals **Results Driven Accountability** **Funding Sources:** - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide professional development, provided by Region 18 or embedded during PLC's, on content knowledge and lesson planning for math, science, reading, language arts, and social studies.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Improved content knowledge among teachers resulting in more effective classroom instruction. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator **Results Driven Accountability** **Funding Sources:** - 211-ESSA Title I, Part A, - 255 ESSA Title II, Part A Supporting Effective Ins, - 289 ESSA Title IV, Part A, Subpart 1			

Strategy 5 Details	Formative Reviews		
Strategy 5: BSISD will provide comprehensive district-wide resources for the understanding of readiness, supporting, and process standards as well as current accountability breakdowns.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Clearer understanding of the state curriculum (TEKS) and how it is vertical aligned within a content area. This will ensure concepts are taught in the appropriate grade-level providing students with a solid foundation for future academic success. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator **Results Driven Accountability** **Funding Sources:** - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: BSISD will continue to implement TIL practices which include observation feedback cycles and conversations to support data-driven instruction.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved Tier I instructions and the identification of areas needing Tier II intervention/ remediation. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator **Funding Sources:** - 199-General Fund: SCE, - 211-ESSA Title I, Part A, - 225-IDEA B, Preschool, - 289 ESSA Title IV, Part A, Subpart 1			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: BSISD will continue the expectation of regular and continuous T-TESS walkthroughs, followed with specific feedback, that focus on Domain II (Instruction) & Domain III (Learning Environment).	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved instructional and classroom management practices that support student success. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, Curriculum Director, Campus Principals **Funding Sources:** - 199-General Fund: SCE			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

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

High Priority

Evaluation Data Sources: NWEA Map Growth, Renaissance STAR assessment, MCLASS, DMAC reports on local assessment, Lead4Ward reports, RDA reports, TAPR reports, course completion rates, college entrance and advance placement testing

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus administration and lead teachers will receive support in the use of DMAC (Data Management for Assessment and Curriculum).	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increased use of data to guide instruction; better aligned assessment to gauge student learning. **Staff Responsible for Monitoring:** District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator **Results Driven Accountability** **Funding Sources:** - 199-General Fund: SCE, - 255 ESSA Title II, Part A Supporting Effective Ins, - 211-ESSA Title I, Part A			

Strategy 2 Details	Formative Reviews		
Strategy 2: District curriculum personnel and campus leadership will continue to be trained and updated in Lead4ward processes through PLCs, webinars, and curriculum department support.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved understanding of accountability; Improved ability to monitor specific student populations for targeted support; clearer understanding of appropriate grade & content rigor. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator **Funding Sources:** - 255 ESSA Title II, Part A Supporting Effective Ins			

Strategy 3 Details	Formative Reviews		
Strategy 3: BSISD will use data collected from locally created checkpoints as well as MAP Growth data from NWEA to monitor student academic growth.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Early identification of learning gaps for all students; Increased awareness of the academic achievement in high focus student populations. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches, Campus Principals **Funding Sources:** - 199-General Fund: SCE			

Strategy 4 Details	Formative Reviews		
Strategy 4: BSISD will continue to improve and increase the frequency of TIL's Data Driven Instruction conversations within departments.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved understanding of data and what it tells instructional coaches, teachers and campus administrators about the needs of their students. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, Curriculum Director, Elementary Curriculum Coordinator **Funding Sources:** - 199-General Fund: SCE, - 255 ESSA Title II, Part A Supporting Effective Ins			

Strategy 5 Details	Formative Reviews		
Strategy 5: BSISD curriculum personnel will continue to meet with campus administration to discuss recent data to identify trends and areas of concern.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved awareness at the campus level so that appropriate interventions can be scheduled/ planned in a timely manner. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment **Funding Sources:** - 199-General Fund: SCE, - 255 ESSA Title II, Part A Supporting Effective Ins			

Strategy 6 Details	Formative Reviews		
Strategy 6: BSISD will continue to use Results Driven Accountability (RDA) data to address needs of specific populations of students (EB, SPED, Dyslexia, and OSP).	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Appropriate identification of students resulting in the district/campus being better at meeting their individual needs. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, Director of Special Education, Director of Special Populations, Emergent Bilingual Director. **Funding Sources:** - 211-ESSA Title I, Part A, - 212 ESSA Migrant (SSA with ESC 18), - 263 ESSA Title III, Part A-ELA, - 224-IDEA B, Special Education			

Strategy 7 Details		**Formative Reviews**	
Strategy 7: BSISD will continue to conduct vertical alignment meetings to support instructional practices and the transitions within a content from one grade level to the next.		**Formative**	
		Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Better understanding of how one grade level required curriculum supports subsequent grade levels; Reduction of repetitive instruction and an alignment in instructional practices. **Staff Responsible for Monitoring:** Curriculum Director, Elementary Curriculum Coordinator **Funding Sources:** - 211-ESSA Title I, Part A, - 255 ESSA Title II, Part A Supporting Effective Ins				

Strategy 8 Details		**Formative Reviews**	
Strategy 8: BSISD will continue to use multiple sources of data (academic monitoring, checkpoint, exit tickets, STAAR, NWEA, etc.) to determine students in need of remediation and intervention activities.		**Formative**	
		Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Targeted instructional grouping within or outside of the regular school day, including small group instruction, tutorials, and summer school. **Staff Responsible for Monitoring:** District Coordinators for School Improvement, Instructional Coaches, Campus Principals **Funding Sources:** - 199-General Fund: SCE				

Strategy 9 Details		**Formative Reviews**	
Strategy 9: Monitor and evaluate the effectiveness and fidelity of the use of intervention programs such as MindPlay, Dreambox, Amplify, Formative Loop, Accelerated Reader, etc.		**Formative**	
		Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Identification of effective interventions programs and what might be hindering its impact. **Staff Responsible for Monitoring:** District Coordinators for School Improvement **Funding Sources:** - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 3: BSISD will support initiatives to improve district performance within all indicators of the Results Driven Accountability System (RDA).

    Evaluation Data Sources: RDA reports, STAAR, PEIMS reports, Ascender reports, TAPR

Strategy 1 Details	Formative Reviews		
Strategy 1: Continued focus on the reduction of disciplinary referrals and removal from the instructional environment of students receiving special services through the use of district level behavior programs and support.	Formative		
	Dec	Mar	May

Strategy's Expected Result/Impact: PEIMS discipline reports and six week in-district discipline placement data reports
    Staff Responsible for Monitoring: Director of Special Education
 	
    Funding Sources: - 224-IDEA B, Special Education, - 199-General Fund: SCE			

Strategy 2 Details	Formative Reviews		
Strategy 2: Use of a program to help every campus track student behavior, as well as other data, will be used to ensure data-informed decisions are implemented for all students.	Formative		
	Dec	Mar	May

Strategy's Expected Result/Impact: Reduction of PEIMS reportable discipline placements; fewer students missing instructional time
    Staff Responsible for Monitoring: Director of Special Programs, Director of Special Education, Campus Principals
 	
    Results Driven Accountability
    Funding Sources: - 224-IDEA B, Special Education, - 289 ESSA Title IV, Part A, Subpart 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Campuses will appropriately schedule Secondary English Language Learners by reviewing students' historical educational background.	Formative		
	Dec	Mar	May

Strategy's Expected Result/Impact: Student transcripts, 4 year graduation rates, TELPAS results
    Staff Responsible for Monitoring: Bilingual Director, Director of Special Programs, Campus Principal, Campus Counselors
 	
    Funding Sources: - 199-General Fund: SCE			

Strategy 4 Details	Formative Reviews		
Strategy 4: Students whose parents have denied Bil/ESL services will be granted appropriate interventions, monitoring and scheduling.	**Formative**		
Strategy's Expected Result/Impact: Improved performance by ELL/EB students on state assessments in reading, math, science, social studies, writing, TELPAS, and LAS Links (language proficiency assessment).	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Emergent Bilingual Director, Campus Principal			
Results Driven Accountability			
Funding Sources: - 263 ESSA Title III, Part A-ELA, - 211-ESSA Title I, Part A			

Strategy 5 Details	Formative Reviews		
Strategy 5: Targeted TELPAS training will be provided for teacher raters, verifiers, and campus administration.	**Formative**		
Strategy's Expected Result/Impact: Documentation of improved TELPAS rates and evaluation of training	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Emergent Bilingual Director			
Results Driven Accountability			
Funding Sources: - 199-General Fund: SCE			

Strategy 6 Details	Formative Reviews		
Strategy 6: Special education, emergent bilingual, economically disadvantaged, and advanced academic students will be monitored to ensure they complete their selected CTE course pathway.	**Formative**		
Strategy's Expected Result/Impact: Course completion by special population students in CTE courses.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: CTE Director, Director of Special Education, Director of Special Populations, Emergent Bilingual Director, High School Counselors			
Funding Sources: - 244 Carl Perkins CTE			

Strategy 7 Details	Formative Reviews		
Strategy 7: Gender specific recruitment will occur for enrollment of students in non-traditional CTE courses as identified by TEA.	**Formative**		
Strategy's Expected Result/Impact: Course completion reports by gender based upon PEIMS reports	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: CTE Director, Secondary Counselors			
Funding Sources: - 244 Carl Perkins CTE, - 199-General Fund: SCE			

Strategy 8 Details	Formative Reviews		
Strategy 8: The Curriculum Department and Special Education Department will provide professional development and continuous support to teachers that provides differentiated instructional activities.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved Tier 1 instruction reflected by all student performing better on assessments. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator **Funding Sources:** - 211-ESSA Title I, Part A, - 255 ESSA Title II, Part A Supporting Effective Ins, - 263 ESSA Title III, Part A-ELA , - 199-General Fund: SCE			

Strategy 9 Details	Formative Reviews		
Strategy 9: Students identified as SPED, EB, OSP (foster care, homeless, military connected) will be monitored for and counseled on attendance, student success practices, and graduation requirements.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Distinguished Level of Achievement diploma and Foundation High School Program with Endorsements diploma rates in comparison to the general student population diploma type rates will increase **Staff Responsible for Monitoring:** Director of Special Education, Director of Special Populations, High School Counselors **Funding Sources:** - 199-General Fund: SCE			

Strategy 10 Details	Formative Reviews		
Strategy 10: BSISD will provide special education services to ensure FAPE to all students who qualify and to help increase their performance on state accountability assessments.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: STAAR results, STAAR Alt. results will meet their Domain III targets **Staff Responsible for Monitoring:** Director of Special Education **Results Driven Accountability** **Funding Sources:** - 224-IDEA B, Special Education, - 199-General Fund: SCE			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 4: BSISD will prepare students for a post-secondary education or career resulting in a Domain I CCMR rating of an "A".

High Priority

HB3 Goal

Evaluation Data Sources: TAPR report, CCMR report, PEIMS reports, student transcripts, ACT/SAT participation/scores, AP participation/scores, enrollment in certification pathways, certification completion rates

Strategy 1 Details	Formative Reviews		
Strategy 1: BSISD will offer online study sessions, providing study guides, and providing funding for ACT/SAT fee for qualified students.	**Formative**		
Strategy's Expected Result/Impact: Increase the percentage of students taking the ACT/SAT with scores exceeding the national average	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: CCMR Coordinator, High School Counselor, High School Administration **Funding Sources:** - 199-General Fund: SCE, - 212 ESSA Migrant (SSA with ESC 18), - 211-ESSA Title I, Part A			

Strategy 2 Details	Formative Reviews		
Strategy 2: BSISD will continue and enhance its partnership with Howard College for dual credit opportunities for students.	**Formative**		
Strategy's Expected Result/Impact: Increased number of student enrolled in dual credit courses; Increased number of college hours earned before high school graduation.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: CCMR Coordinator, High School Counselors, High School Administrator, Curriculum Director, Assistant Superintendent of Academics & Assessment **Funding Sources:** - 199-General Fund: SCE			

Strategy 3 Details	Formative Reviews		
Strategy 3: BSISD will review and revise CTE registration process with an updated course catalog, which will include the career pathways offered.	**Formative**		
Strategy's Expected Result/Impact: Better informed students; Consistency in coherent sequence, four-year plans	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: CTE Director, High School Counselors **Funding Sources:** - 244 Carl Perkins CTE, - 199-General Fund: SCE			

Strategy 4 Details	Formative Reviews		
Strategy 4: BSISD will actively recruit students, both male and female, to participate in CTE programs by introducing students to CTE pathways and career options beginning in junior high school.	**Formative**		
	Dec	Mar	May
Strategy's Expected Result/Impact: PEIMS reports demonstrating students in a coherent sequence of CTE courses, program participation **Staff Responsible for Monitoring:** CTE Director, High School & Junior High Counselors, High School & Junior High Administration **Funding Sources:** - 244 Carl Perkins CTE, - 199-General Fund: SCE			

Strategy 5 Details	Formative Reviews		
Strategy 5: BSISD will monitor students' progression through a coherent sequence of courses for career pathways, endorsements, and industry-based certifications	**Formative**		
	Dec	Mar	May
Strategy's Expected Result/Impact: More students will graduate in the areas/fields they desire; students will be able to earn a wage in an industry upon graduation **Staff Responsible for Monitoring:** CTE Director, High School Counselors **Funding Sources:** - 199-General Fund: SCE, - 244 Carl Perkins CTE, Graduation Tracking Software - 270 Title V, RLISP			

Strategy 6 Details	Formative Reviews		
Strategy 6: BSISD will continue providing the Personal Achievement Center (PAC) to serve students during the school day who are struggling or behind in their studies.	**Formative**		
	Dec	Mar	May
Strategy's Expected Result/Impact: Improved EOC scores and final exam grades, Improved graduation rates, improved course completion. **Staff Responsible for Monitoring:** High School Principal, High School Counselors **Funding Sources:** - 199-General Fund: SCE, - 211-ESSA Title I, Part A			

Strategy 7 Details	Formative Reviews		
Strategy 7: BSISD will continue to offer credit-recovery classes to encourage students who are behind and in danger of not graduation with their cohort.	**Formative**		
	Dec	Mar	May
Strategy's Expected Result/Impact: Reduce the drop-out rate and increase the number of students graduating in four years **Staff Responsible for Monitoring:** High School Principal, High School Counselors **Funding Sources:** - 199-General Fund: SCE, - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1			

Strategy 8 Details	Formative Reviews		
Strategy 8: BSISD will incorporate a dual credit lab for students to use to complete college course work on campus.	**Formative**		
Strategy's Expected Result/Impact: Improved student success in college courses; increased college course credits earned by students	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: CCMR Coordinator, High School Counselors, High School Principal, Curriculum Director, Assistant Superintendent of Academics and Assessment			
Funding Sources: - 199-General Fund, - 199-General Fund: High School Allotment, - 244 Carl Perkins CTE			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Big Spring ISD will recruit and maintain highly qualified staff, providing them on-going professional development and support to help them be effective and successful in the classroom.

Performance Objective 1: BSISD will be intentional in recruiting and hiring teachers who are fully-certified or possess the industry based standards that qualify them for the position for which they apply.

High Priority

Evaluation Data Sources: Certification records on SBEC; teacher progress in college course; teacher progress in taking TExES exams, CTE Professional Development attendance, industry certification data.

Strategy 1 Details	Formative Reviews		
Strategy 1: BSISD implements a District of Innovation that allows us to hire individuals with industry based experience for high need CTE classes.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increased number of CTE courses and programs of study offered to students			
Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, CTE Director			
Funding Sources: - 255 ESSA Title II, Part A Supporting Effective Ins, - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1, - 244 Carl Perkins CTE			

Strategy 2 Details	Formative Reviews		
Strategy 2: A district-created mentoring system will continue to be funded to encourage teacher retention through one-on-one support on each campus from highly-qualified veteran teachers	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Mentor stipends provide the means to recruit highly qualified veteran teachers into a service that, ultimately, will support new teachers and build their capacity and desire to remain in the district and the profession.			
Staff Responsible for Monitoring: Resident Support Coordinator, Assistant Superintendent of Academics & Assessment			
Funding Sources: - 255 ESSA Title II, Part A Supporting Effective Ins, - 199-General Fund: SCE			

Strategy 3 Details	Formative Reviews		
Strategy 3: The Career and Technical Education staff will attend conferences and workshops to provide appropriate services to keep them up to date in their field and qualified to support students seeking certifications.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: A higher success rate among students seeking certification.			
Staff Responsible for Monitoring: CTE Director			
Funding Sources: - 244 Carl Perkins CTE			

Strategy 4 Details	Formative Reviews		
Strategy 4: BSISD will assist paraprofessionals, and other non-certified employees, in obtaining teacher certification through alternative teaching programs, such as Howard College and Tech Teach.	**Formative**		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increased number of district employees becoming fully certified teachers. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, Resident Support Coordinator **Funding Sources:** - 255 ESSA Title II, Part A Supporting Effective Ins			

Strategy 5 Details	Formative Reviews		
Strategy 5: BSISD will offer opportunities for supplemental pay such as stipends for additional responsibilities and tutorial pay in addition to an attractive salary and benefit packages in order to retain staff members.	**Formative**		
	Dec	Mar	May
Strategy's Expected Result/Impact: Higher teacher/staff retention rates **Staff Responsible for Monitoring:** Superintendent, Chief Financial Officer, Assistant Superintendent of Academics & Assessment, Curriculum Director **Funding Sources:** - 199-General Fund: SCE, - 255 ESSA Title II, Part A Supporting Effective Ins			

Strategy 6 Details	Formative Reviews		
Strategy 6: BSISD will support and require new teachers hired through DOI and industry based experience to pursue a teacher certification.	**Formative**		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increased number of fully-certified CTE teachers. **Staff Responsible for Monitoring:** CTE Director, Assistant Superintendent of Academics & Assessment **Funding Sources:** - 199-General Fund, - 199-General Fund: High School Allotment, - 244 Carl Perkins CTE			

Strategy 7 Details	Formative Reviews		
Strategy 7: BSISD posts teacher vacancies on the district website and outlets such as social media.	**Formative**		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increased interest in working for BSISD; larger pool of interested teachers. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, Human Resource Personnel **Funding Sources:** - 199-General Fund, - 255 ESSA Title II, Part A Supporting Effective Ins			

Strategy 8 Details	Formative Reviews		
Strategy 8: Study and review student/teacher ratios to ensure equitable staffing at all campuses.	**Formative**		
	Dec	Mar	May
Strategy's Expected Result/Impact: Appropriate number of teachers assigned to each campus to reduce under or over-staffing. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, Curriculum Director **Funding Sources:** - 199-General Fund			

Strategy 9 Details	Formative Reviews		
Strategy 9: Provide attendance incentives to district teachers to decrease the number of days teachers are out of the classroom.	Formative		
Strategy's Expected Result/Impact: Increased attendance for teachers; decreased number of days that classrooms are covered by substitutes.	Dec	Mar	May
Staff Responsible for Monitoring: Superintendent's Office			
Funding Sources: - 199-General Fund			

Strategy 10 Details	Formative Reviews		
Strategy 10: BSISD will continue to expand its Teacher Incentive Allotment (TIA) opportunities to increase the number of teacher who may qualify.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Higher pay for teachers who earn recognition through TIA; Increased retention of teachers.			
Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, Curriculum Director			
Funding Sources: - 199-General Fund			

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 3: Big Spring ISD will recruit and maintain highly qualified staff, providing them on-going professional development and support to help them be effective and successful in the classroom.

Performance Objective 2: Provide a systemic, job-embedded framework for offering continuous learning opportunities that meets the varied needs of the district .

High Priority

Evaluation Data Sources: Improved assessment results, student industry based certifications increase, increased TIA participation, better average TESS ratings.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide support through campus professional development programs, including PLC growth/development, that increase the effectiveness of Tier 1 instruction.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Improved STAAR results, Increased TIA participation, and Walk-Through/Observational data will produce higher performance ratings. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Elementary Curriculum Coordinator, Director of Curriculum. **Funding Sources:** - 211-ESSA Title I, Part A, - 199-General Fund: SCE, - 255 ESSA Title II, Part A Supporting Effective Ins, - 270 Title V, RLISP			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide targeted professional development to teachers and staff that addresses the awareness of students' social and emotional needs.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: STAAR results, walk-through/observational data, staff training to promote teacher/student relationships, and counselor logs will indicate that student needs are being addressed in a timely and appropriate manner. **Staff Responsible for Monitoring:** Director of Special Populations **Funding Sources:** - 255 ESSA Title II, Part A Supporting Effective Ins, - 199-General Fund			

Strategy 3 Details	Formative Reviews		
Strategy 3: Establish and provide continuous opportunities for professional development for campus teachers and administrators in order to increase proficiency in instructional leadership using Texas Instructional Leaders (TIL) training.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increased use of TIL activities/procedures such as academic monitoring, observation feedback, data driven instruction that results in improved student scores. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, Curriculum Director, Elementary Curriculum Coordinator **Funding Sources:** - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1, - 255 ESSA Title II, Part A Supporting Effective Ins, - 270 Title V, RLISP			

Strategy 4 Details	Formative Reviews		
Strategy 4: BSISD will continue its partnership contract with Region 18 to provide a variety of professional development to district leaders, teachers and staff.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increased participation in professional development **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, Director of Curriculum, Elementary Curriculum Coordinator **Funding Sources:** - 211-ESSA Title I, Part A, - 255 ESSA Title II, Part A Supporting Effective Ins, - 270 Title V, RLISP			

Strategy 5 Details	Formative Reviews		
Strategy 5: BSISD will continue the use of lesson rehearsal and modeling to support teachers of all levels of expertise and to improve lesson delivery.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Improved student achievement and test scores. **Staff Responsible for Monitoring:** District Coordinators for School Improvement, Instructional Coaches **Funding Sources:** - 199-General Fund, - 211-ESSA Title I, Part A			

Strategy 6 Details	Formative Reviews		
Strategy 6: BSISD will continue to schedule consultative meetings with program representatives (such as Mindplay, Dreambox, etc.) as the need arises.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increased use of Tier II resources; Increased effectiveness of Tier II programs. **Staff Responsible for Monitoring:** District Coordinators for School Improvement **Funding Sources:** - 255 ESSA Title II, Part A Supporting Effective Ins, - 211-ESSA Title I, Part A, - 270 Title V, RLISP, - 289 ESSA Title IV, Part A, Subpart 1			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: District and campus leadership will continuously assess campus needs to provide targeted professional development to address deficiencies.	**Formative**		
Strategy's Expected Result/Impact: Increased teacher effectiveness; Improved student achievement. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement. **Funding Sources:** - 199-General Fund	**Dec**	**Mar**	**May**

Strategy 8 Details	**Formative Reviews**		
Strategy 8: BSISD will contract with Region 18 to provide professional development and support for secondary mathematics teachers.	**Formative**		
Strategy's Expected Result/Impact: Increased content and pedagogy knowledge, Improved STAAR scores in secondary math. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics and Assessment; Curriculum Director **Funding Sources:** Contracted Services for Professional Development - 270 Title V, RLISP, - 255 ESSA Title II, Part A Supporting Effective Ins	**Dec**	**Mar**	**May**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3: Big Spring ISD will recruit and maintain highly qualified staff, providing them on-going professional development and support to help them be effective and successful in the classroom.

Performance Objective 3: BSISD will provide new and/or uncertified teachers with on-going and intentional supports.

  Evaluation Data Sources: Staffing reports; Certification testing results; SBEC certification; Graduation/Course completion rates of teacher seeking certification.

Strategy 1 Details	Formative Reviews		
Strategy 1: BSISD will continue to partner with Howard College and Texas Tech University to support upcoming and teacher interns as they complete their degrees and certification requirements.	Formative		
Strategy 1: BSISD will continue to partner with Howard College and Texas Tech University to support upcoming and teacher interns as they complete their degrees and certification requirements.	**Dec**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased number of teacher candidates completing their programs within Howard College/Texas Tech's recommendations. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, Director of Curriculum, Resident Support Coordinator **Funding Sources:** - 255 ESSA Title II, Part A Supporting Effective Ins, - 270 Title V, RLISP			

Strategy 2 Details	Formative Reviews		
Strategy 2: BSISD will continue to partner with Region 18 to provide new teacher support and mentor training.	Formative		
Strategy 2: BSISD will continue to partner with Region 18 to provide new teacher support and mentor training.	**Dec**	**Mar**	**May**
Strategy's Expected Result/Impact: Better prepared novice teachers will experience greater success and job satisfaction resulting in their retention. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, Director of Curriculum, Elementary Curriculum Coordinator, Resident Support Coordinator **Funding Sources:** - 255 ESSA Title II, Part A Supporting Effective Ins, - 270 Title V, RLISP			

Strategy 3 Details	Formative Reviews		
Strategy 3: BSISD will implement a resident support coordinator position to monitor and organize mentor training and coaching opportunities with partnered entities, interns, and mentor teachers.	Formative		
Strategy 3: BSISD will implement a resident support coordinator position to monitor and organize mentor training and coaching opportunities with partnered entities, interns, and mentor teachers.	**Dec**	**Mar**	**May**
Strategy's Expected Result/Impact: Better coordination of mentor & intern/novice teacher activities **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment **Funding Sources:** - 255 ESSA Title II, Part A Supporting Effective Ins			

Strategy 4 Details	Formative Reviews		
Strategy 4: BSISD will continue to monitor all uncertified teachers and their progress towards full-certification, providing them with additional supports as needed to ensure completion within a timely manner.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increased number of certified teachers and a decreased average time towards completion. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, Director of Curriculum, Elementary Curriculum Coordinator, Resident Support Coordinator **Funding Sources:** - 255 ESSA Title II, Part A Supporting Effective Ins			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

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

   Evaluation Data Sources: Committee sign in sheets, participation in school events (fliers, social media posts, website)

Strategy 1 Details	Formative Reviews		
Strategy 1: BSISD performing arts groups, CTE, and science fair groups will participate in community events and contests sponsored by civic organizations.	**Formative**		
Strategy's Expected Result/Impact: Performance and participation in BSISD student groups will increase and the community will realize their own importance in the lives of Big Spring students. **Staff Responsible for Monitoring:** Fine Arts Director, CTE Director, Campus Principals **Funding Sources:** - 199-General Fund	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus student organizations will participate as volunteers at civic events.	**Formative**		
Strategy's Expected Result/Impact: Student participation will engage them in possible community areas for service and for career interests	Dec	Mar	May
Staff Responsible for Monitoring: Campus Principals, Organization Sponsors, Fine Arts Director, CTE Director **Funding Sources:** - 199-General Fund			

Strategy 3 Details	Formative Reviews		
Strategy 3: The district will build a network of community partners through a business recognition program.	**Formative**		
Strategy's Expected Result/Impact: Increased participation and presence by community partners at district and school events. **Staff Responsible for Monitoring:** Superintendent's Office	Dec	Mar	May
Funding Sources: - 199-General Fund			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: BSISD will continue the Memorial Tree Project as a community service and dedication to the lives of any member of the former or current BSISD family.	**Formative**		
Strategy's Expected Result/Impact: Permanent and ongoing recognition in honor of those we have lost. **Staff Responsible for Monitoring:** Assistant Superintendent of Operations **Funding Sources:** - 199-General Fund	**Dec**	**Mar**	**May**

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Use local news media and social media as venues to promote district projects and successes.	**Formative**		
Strategy's Expected Result/Impact: Postings through newspaper articles, radio broadcasts, Facebook, BSISD websites, Twitter, etc. will improve parent and community engagement and awareness of school events as well as provide important information in a timely manner. **Staff Responsible for Monitoring:** Superintendent's Office **Funding Sources:** - 199-General Fund	**Dec**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: BSISD will operate programs, activities, and procedures to promote the involvement of parents and families in all of its schools.

Evaluation Data Sources: Sign-in sheets for all activities/events, agendas, notes, notifications for activities/events, pictures posted on websites, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: Keep campus leadership apprised of the requirements for campus-level parent and family engagement (PFE).	**Formative**		
Strategy's Expected Result/Impact: Distribution of required documents and training; increased PFE activities/engagement. **Staff Responsible for Monitoring:** Federal Programs Director **Funding Sources:** - 211-ESSA Title I, Part A	**Dec**	**Mar**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Plan and coordinate PFE activities to inform and educate families on school requirements, policies and procedures.	**Formative**		
Strategy's Expected Result/Impact: More informed families. **Staff Responsible for Monitoring:** Campus Principals, Federal Programs Director, District Parent & Family Liaison **Funding Sources:** - 211-ESSA Title I, Part A, - 263 ESSA Title III, Part A-ELA, - 199-General Fund	**Dec**	**Mar**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain multiple means of communication to families regarding PFE activities and opportunities.	**Formative**		
Strategy's Expected Result/Impact: Updated Facebook page and website, increased call outs via Blackboard regarding PFE activities. **Staff Responsible for Monitoring:** Campus Principals, District Web-page/Facebook Manager **Funding Sources:** - 199-General Fund, - 211-ESSA Title I, Part A	**Dec**	**Mar**	**May**

Strategy 4 Details	Formative Reviews		
Strategy 4: Actively invite and recruit parents to participate in parent advisory and other committees.	**Formative**		
Strategy's Expected Result/Impact: Increased parent involvement in the revision and creation of the DIP, PFE policy, etc. **Staff Responsible for Monitoring:** Campus Principals, Federal Programs Director, District Parent & Family Liaison **Funding Sources:** - 211-ESSA Title I, Part A, - 263 ESSA Title III, Part A-ELA, - 199-General Fund	**Dec**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: Big Spring ISD will continue to improve its district culture and climate while promoting awareness of integral components that impact student achievement and the school environment.

Performance Objective 1: 100% of BSISD instructional staff members will receive professional development on required topics which must be completed by designated time line.

> **Evaluation Data Sources:** Staff surveys, Parent/Family surveys, Student surveys, Completion of required professional development, sign in sheets, agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: Complete HIPPA, FERPA, Suicide Prevention, Bullying Prevention, Internet Safety, Blood Borne Pathogens, Sexual Harassment and Copyright training prior to the start of the school year and as employees are hired.	Formative		
Strategy's Expected Result/Impact: All district employees in compliance with federal, state and district requirements. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, Director of Technology **Funding Sources:** - 199-General Fund	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: All T-TESS appraised teachers will be provided appropriate training on the T-TESS rubric (initial or refresher) within the first three weeks of school.	Formative		
Strategy's Expected Result/Impact: Improved instructional supports that positively impacts student learning in all classrooms. **Staff Responsible for Monitoring:** Campus Principals, Assistant Superintendent of Academics & Assessment **Funding Sources:** - 199-General Fund	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Each campus will conduct an emergency procedure training for all staff before the first day of school.	Formative		
Strategy's Expected Result/Impact: Increased awareness of emergency procedures that are unique to each campus setup; Increase level of safety for all. **Staff Responsible for Monitoring:** Campus Principals, Director of Safety and Security **Funding Sources:** - 199-General Fund	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Each campus will conduct parent and family engagement training that emphasizes the importance of parental involvement.	**Formative**		
Strategy's Expected Result/Impact: Increased and improved communication between the school/teachers with families; increased involvement of families. **Staff Responsible for Monitoring:** Campus Principals, Director of Federal Programs, District Parent & Family Liaison **Funding Sources:** - 199-General Fund, - 211-ESSA Title I, Part A, - 263 ESSA Title III, Part A-ELA	**Dec**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 5: Big Spring ISD will continue to improve its district culture and climate while promoting awareness of integral components that impact student achievement and the school environment.

Performance Objective 2: 100% of BSISD campuses will continue to implement campus safety committees and district-wide discipline management policies and procedures.

    Evaluation Data Sources: PEIMS reports, committee agendas and sign in sheets, written policies and procedures

Strategy 1 Details	Formative Reviews		
Strategy 1: Each campus will conduct monthly safety drills following state and district requirements.	**Formative**		
Strategy's Expected Result/Impact: Required safety logs **Staff Responsible for Monitoring:** Director of Safety and Security **Funding Sources:** - 199-General Fund	**Dec**	**Mar**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus administration will communicate identified safety procedures and concerns to staff, students, and parents that are specific to the campus	**Formative**		
Strategy's Expected Result/Impact: Safety documentation **Staff Responsible for Monitoring:** Campus Principals, Director of Safety and Security **Funding Sources:** - 199-General Fund	**Dec**	**Mar**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: All campuses will implement positive and preventative discipline management practices; faculty and staff will be trained on these programs and will communicate to stakeholders procedures and expectations.	**Formative**		
Strategy's Expected Result/Impact: Discipline referrals, tobacco, alcohol, drug offenses, and incidents of violence will decrease as documented in PEIMS reports. **Staff Responsible for Monitoring:** Campus Principals, Assistant Superintendent of Operations **Funding Sources:** - 199-General Fund	**Dec**	**Mar**	**May**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 5: Big Spring ISD will continue to improve its district culture and climate while promoting awareness of integral components that impact student achievement and the school environment.

Performance Objective 3: BSISD campuses will strengthen their social/emotional and health/wellness education programs and support opportunities for students, staff, and parents.

High Priority

Evaluation Data Sources: PFAI yearly data, data from GoGuardian Beacon and district-supported/-provided hot-lines or crisis programs, office referrals reports, PEIMS reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Bully prevention training which includes relevant laws and strategies will be conducted for all teachers and staff.	**Formative**		
Strategy's Expected Result/Impact: Increased awareness of the law and strategies to spot and stop bullying among students; reduction of bullying type behaviors	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, Director of Technology, Campus Counselors			
Funding Sources: - 289 ESSA Title IV, Part A, Subpart 1, - 211-ESSA Title I, Part A			

Strategy 2 Details	Formative Reviews		
Strategy 2: Counselors will increase teacher, student, and parent awareness and warning signs of issues regarding sexual abuse (K-12) and dating violence (8-12) using resources developed by TEA on prevention of sexual abuse.	**Formative**		
Strategy's Expected Result/Impact: Observations, Student Surveys, Parent Surveys, Anonymous Alerts, GoGuardian Beacon	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Director of Special Populations, Secondary Principals, Secondary Counselors			
Funding Sources: - 289 ESSA Title IV, Part A, Subpart 1, - 199-General Fund, - 199-General Fund: High School Allotment			

Strategy 3 Details	Formative Reviews		
Strategy 3: Each campus will participate in a district-wide SHAC committee to provide guidance in the health education of students and staff and to continue to address the connection between physical/mental/emotional health and academic learning.	**Formative**		
Strategy's Expected Result/Impact: Reduced incidents of stress/anxiety related visits to school nurse/school counselors; improved student attendance	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Assistant Superintendent of Operations, BSISD Head Nurse, SHAC committee members			
Results Driven Accountability **Funding Sources:** - 199-General Fund			

Strategy 4 Details	Formative Reviews		
Strategy 4: BSISD will continue to advocate for student physical health and assist in helping students establish life-long good habits of exercise and nutrition.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Improved Fitnessgram data provided to the state. **Staff Responsible for Monitoring:** Athletic Director, Food Service Director **Funding Sources:** - 199-General Fund			

Strategy 5 Details	Formative Reviews		
Strategy 5: BSISD will continue using character education resources and materials, such as iLead, to promote a positive and respectful school environment.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Reduction of disciplinary referrals. **Staff Responsible for Monitoring:** Assistant Superintendent of Academics & Assessment, Curriculum Director **Funding Sources:** - 211-ESSA Title I, Part A, - 289 ESSA Title IV, Part A, Subpart 1, - 270 Title V, RLISP			

0% No Progress   100% Accomplished   Continue/Modify   ✖ Discontinue

Goal 6: Big Spring ISD will maintain a learning environment that is safe, secure and welcoming to all.

Performance Objective 1: Maintain and monitor systems to identify and address incidents of dating violence through a team of district and campus safety coordinators.

    Evaluation Data Sources: PEIMS data, Anonymous Alert reports, Safety/Security team reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Programs and applications, such as Anonymous Alerts, will be continued and readily available through the district website for students and parents to report incidents of dating violence/sexual assault.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Appropriate identification of incidents and better information so that possible mitigation measures can be implemented.
    Staff Responsible for Monitoring: Director of Technology, Director of Safety and Security, Threat Assessment Coordinator
 	
    Funding Sources: - 289 ESSA Title IV, Part A, Subpart 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: The Safety and Security Dept. will partner with secondary campus administrators, counselors, and safety teams to train relevant staff on the reporting protocol so that the reporting and subsequent parent notification of their child as either a victim or perpetrator is clear and immediate.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Increased reporting of incidents, reduction of incidents.
    Staff Responsible for Monitoring: Director of Safety and Security, Threat Assessment Coordinator
 	
    Funding Sources: - 289 ESSA Title IV, Part A, Subpart 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: BSISD will make available, on the web-page and/or at the campus, age-appropriate educational materials on the dangers of dating violence and resources for students seeking help.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Students will become their own advocates as they learn about dating violence and be able to access proper forms and/or to seek help from trusted personnel.
    Staff Responsible for Monitoring: Director of Safety and Security, Director of Technology, Secondary Counselors
 	
    Funding Sources: - 199-General Fund, - 199-General Fund: High School Allotment, - 289 ESSA Title IV, Part A, Subpart 1			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 6: Big Spring ISD will maintain a learning environment that is safe, secure and welcoming to all.

Performance Objective 2: The Safety and Security website will be updated anytime new legislation and/or protocols require revision or anytime new age-appropriate educational materials become available.

    Evaluation Data Sources: Periodic and regular revision of the Safety and Security website.

Strategy 1 Details	Formative Reviews		
Strategy 1: The Safety and Security Department will stay current on any and all legislation, policies, and procedures that fall under their purview, such as, bullying, sexual harassment, dating violence, sex trafficking, child abuse, and family violence through professional development opportunities and communication with federal and state agencies.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Greater awareness of the dangers our students may face; Improved ability to address situations as they arise; Education of district and campus administration and school counselors on how to detect, report and address incidents.
    Staff Responsible for Monitoring: Director of Safety and Security, Threat Assessment Coordinator
 	
    Funding Sources: - 199-General Fund, - 199-General Fund: High School Allotment, - 289 ESSA Title IV, Part A, Subpart 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: All pertinent documentation will be on file in the Safety and Security Department and they will notify technology to make subsequent changes on the web-page immediately as the need arises.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Improved communication of emergency procedures; Increased safety across the district
    Staff Responsible for Monitoring: Director of Safety and Security, Director of Technology
 	
    Funding Sources: - 199-General Fund, - 289 ESSA Title IV, Part A, Subpart 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: The Safety and Security Department will continue to communicate directly with district and campus leaders regarding noted safety concerns and updates to federal and state requirements regarding safety and security.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Increased understanding of the status of school safety and security at the state and federal levels
    Staff Responsible for Monitoring: Director of Safety and Security, Threat Assessment Coordinator
 	
    Funding Sources: - 199-General Fund, - 289 ESSA Title IV, Part A, Subpart 1			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 6: Big Spring ISD will maintain a learning environment that is safe, secure and welcoming to all.

Performance Objective 3: Maintain an integrated system to implement and monitor all facets of district/campus safety and security through a tight partnership among the Directors of Safety & Security, Technology and Auxiliary Services

High Priority

Evaluation Data Sources: Formal reports/evidence from Safety and Security Dept.; meeting/discussion notes, agendas and sign in sheet

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety Teams will be required to meet twice per year and maintain all relevant documentation; the District Safety Team will meet three times per year and will maintain relevant documentation.	**Formative**		
Strategy's Expected Result/Impact: Clear communication of expectations and requirements pertaining to safety and security. **Staff Responsible for Monitoring:** Director of Safety and Security, Threat Assessment Coordinator **Funding Sources:** - 199-General Fund	**Dec**	**Mar**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: The Safety and Security Department will generate formal reports and informal updates on breaches in access control for each campus/building in the district.	**Formative**		
Strategy's Expected Result/Impact: Identification of problematic areas so that they can be addressed. **Staff Responsible for Monitoring:** Director of Safety and Security **Funding Sources:** - 199-General Fund	**Dec**	**Mar**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Cameras using the same software system will be installed/replaced to provide, to the extent possible, 360-degree coverage on every campus, inside and out.	**Formative**		
Strategy's Expected Result/Impact: Expanded ability to detect and assess threats **Staff Responsible for Monitoring:** Director of Safety and Security, Director of Technology **Funding Sources:** - 199-General Fund	**Dec**	**Mar**	**May**

Strategy 4 Details		**Formative Reviews**		
Strategy 4: The integrated systems' team of district personnel will revise the responder call list to respond and investigate if/when an alarm is tripped.		**Formative**		
		Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Quicker response times to alarms; Filed report with description of the event. **Staff Responsible for Monitoring:** Director of Safety and Security **Funding Sources:** - 199-General Fund				

Strategy 5 Details		**Formative Reviews**		
Strategy 5: The district Emergency Operations Plan will continue to be updated and communicated/provided across the district as any new legislation or policies require.		**Formative**		
		Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Up to date protocols and procedure which further strengthens the safety and security of the district. **Staff Responsible for Monitoring:** Director of Safety and Security **Funding Sources:** - 199-General Fund				

Strategy 6 Details		**Formative Reviews**		
Strategy 6: BSISD will continue the use of Raptor to screen district and campus visitors as well as to communicate emergency situations and drills instantly.		**Formative**		
		Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increased awareness of visitors to the district/campuses; Instant communication in emergency situations. **Staff Responsible for Monitoring:** Director of Safety and Security. **Funding Sources:** - 199-General Fund				

Strategy 7 Details		**Formative Reviews**		
Strategy 7: BSISD will continue the use of GoGuardian/Beacon to monitor computer/Chromebook use in order to identify inappropriate and/or concerning searches.		**Formative**		
		Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Identification of students who search alarming topics (i.e. harmful activities towards self and/or other) or who search inappropriate topics. **Staff Responsible for Monitoring:** Director of Technology **Funding Sources:** - 199-General Fund, - 289 ESSA Title IV, Part A, Subpart 1				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 6: Big Spring ISD will maintain a learning environment that is safe, secure and welcoming to all.

Performance Objective 4: BSISD will engage in facility maintenance and upgrades to ensure a learning environment that is healthy and safe.

    Evaluation Data Sources: School Dude reports; maintenance reports/logs

Strategy 1 Details	Formative Reviews		
Strategy 1: Maintenance and custodial staff will continue to inspect school grounds and facilities regularly.	**Formative**		
Strategy's Expected Result/Impact: Issues addressed swiftly.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Director of Auxiliary Services, Assistant Superintendent of Operations			
Funding Sources: - 199-General Fund, - 199-General Fund: High School Allotment			

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus leaders will report concerns regarding items needing repair such as light fixtures, doors, etc. via School Dude to the district maintenance department.	**Formative**		
Strategy's Expected Result/Impact: Broken or faulty equipment repaired or replaced.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Principals, Director of Auxiliary Services, Assistant Superintendent of Operations			
Funding Sources: - 199-General Fund, - 199-General Fund: High School Allotment			

Strategy 3 Details	Formative Reviews		
Strategy 3: BSISD will continue to address drainage issues at its campuses.	**Formative**		
Strategy's Expected Result/Impact: Reduction in water damage/reduction in erosion	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Director of Auxiliary Services, Assistant Superintendent of Operations			
Funding Sources: - 199-General Fund			

Strategy 4 Details	Formative Reviews		
Strategy 4: BSISD will continue to monitor all exterior doors to ensure proper functioning and will repair/replace as needed	**Formative**		
Strategy's Expected Result/Impact: Safe and secure learning environment	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Director of Auxiliary Services, Assistant Superintendent of Operations			
Funding Sources: - 199-General Fund			

Strategy 5 Details	Formative Reviews		
Strategy 5: BSISD will continue to update the HVAC system, replacing obsolete R22 refrigerant units as they go out.	**Formative**		
Strategy's Expected Result/Impact: Increased efficiency; removal of HVAC systems that use R22 refrigerant which is no longer produced or imported to the U.S. **Staff Responsible for Monitoring:** Director of Auxiliary Services, Assistant Superintendent of Operations **Funding Sources:** - 199-General Fund	**Dec**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 7: Migrant Education Program Priority for Service Action Plan: 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.	Formative		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: NGS Reports PFS Timeline Report Checklist **Staff Responsible for Monitoring:** Migrant Specialist **Funding Sources:** - 212 ESSA Migrant (SSA with ESC 18)			

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.	Formative		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: PFS Action Plan **Staff Responsible for Monitoring:** Migrant Consultant **Funding Sources:** - 212 ESSA Migrant (SSA with ESC 18)			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 7: Migrant Education Program Priority for Service Action Plan: 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.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: SSA fulfilling grant requirements. **Staff Responsible for Monitoring:** Migrant Consultant Migrant Specialist **Funding Sources:** - 212 ESSA Migrant (SSA with ESC 18)			

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.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: MEP overview sessions **Staff Responsible for Monitoring:** Migrant Consultant, Migrant Specialist **Funding Sources:** - 212 ESSA Migrant (SSA with ESC 18)			

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.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Family Contact Log, Preliminary Needs Assessment **Staff Responsible for Monitoring:** MEP Staff **Funding Sources:** - 212 ESSA Migrant (SSA with ESC 18)			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✕ Discontinue

Goal 7: Migrant Education Program Priority for Service Action Plan: 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.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Priority placement of students. **Staff Responsible for Monitoring:** MEP Staff, District Migrant Contact **Funding Sources:** - 212 ESSA Migrant (SSA with ESC 18)			

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.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increased connections with necessary support programs **Staff Responsible for Monitoring:** MEP Staff, District Migrant Contact **Funding Sources:** - 212 ESSA Migrant (SSA with ESC 18)			

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.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Increased awareness of programs used to support PFS students **Staff Responsible for Monitoring:** MEP Staff **Funding Sources:** - 212 ESSA Migrant (SSA with ESC 18)			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $2,706,942.00

Total FTEs Funded by SCE: 48.37

Brief Description of SCE Services and/or Programs

The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.

Personnel for District Improvement Plan

Name	Position	FTE
Arriaga, Heidi	Pre-K Teacher	1
Ashley, Morgan	JH Librarian	0.15
Atkins, Rebecca	JH Computer Lab Aide	1
Barbee, Tabitha	JH Social Studies	0.12
Barfield, Holly	DAEP Principal	1
Billick-Gonzalez, Pamela	DAEP Teacher	1
Botts, Carolynn	Washington Asst Principal	0.3
Boyd, Carol	Tutor	1
Case, Jessica	JH Math	0.01
Castaneda, Isabel	Moss - Pre-K Teacher	0.5
Compean, Madison	Washington - Computer Lab Aide	1
Cummins, Daniel	JH Life Skills Teacher	0.12
Cummins, Michelle	JH ELAR Teacher	0.1
Cypert, Richard	Moss Elementary Counselor	0.3
Daniel, Alisha	Elementary Counselor-Washington	0.15
Daves, Billy	Elementary Counselor	0.3
Davidson, Karen	BSI - RTI Teacher	1
De la Cruz, Cassandra	BSI Asst Principal	0.3

Name	Position	FTE
Diaz, Ashley	DAEP-Success School Aide	1
Eckert, Kyle	JH Social Studies	0.12
Enriquez, Jessica	Asst. Elementary Principal	0.3
Esquivel, Marissa	Washington - Computer Lab Aide	1
Everett, Jennifer	HS PAC Teacher	1
Flores, Velma	Marcy - ISS Aide	1
Fraley, Casey	JH Math	0.12
Franco, Cecilia	DAEP Principal Secretary	1
Franco, Marni	DAEP Teacher	1
Friar, Cicely	Moss - Classroom Aide	1
Gonzales Medina, Naomi	BSI Campus Technology	1
Gonzales, Adela	JH- ISS Aide	1
Gonzales, Kristina	JH Inclusion	0.15
Gonzalez, Olga	Kinder Bilingual Teacher	1
Green, Aimee	JH ELAR	0.15
Hart, Jennifer	DAEP Classroom Aide	1
Hawkins, Cycelye	JH Social Studies	0.12
Henry, Dorie	JH Social Studies	0.05
Horton, Jordan	HS Asst. Principal	0.3
Hyatt, Samantha	Moss Assistant Principal	0.3
Kelly, Taylor	JH ELAR	0.15
Kemp, Theresa	JH Counselor	0.3
Kennedy, Russell	BSI Asst Principal	0.3
Kennemur, Toby	JH English Language Arts	0.12
Laguna, Francisco	Washington - Campus Technology	1
Landin, Jeremy	JH Science	0.12
Lowery, Leasa	HS Counselor	0.3
Lozano, Terrie	Washington - Computer Lab Aide	1
Lujan, Santos	JH Dean of Students	0.3
McComb, Denise	JH Life Skills Aide	0.12
McWilliams, Morgan	HS Counselor	0.3

Name	Position	FTE
Medina, Denise	JH Secondary Math	0.12
Medina-Bancroft, Elissa	HS Asst Principal	0.15
Millican, Lori	HS English	0.15
Mills, Rhonda	HS Asst. Principal	0.5
Morales, Michele	Asst Supt Assistant	1
Moreno, Rosalinda	Moss - Intervention Aide	1
Neitzel-Fontana, Kristi	JH Counselor	0.3
Osborn, Taylor	HS Counselor	0.3
Phinney, Ashley	Tutor	1
Pierce, Gary	Tutor	1
Power, Mary	Washington - Computer Lab Aide	1
Ralston, Kelly	PAC Teacher	1
Ramirez, Rocky	JH Social Studies	0.05
Ramsey, Brett	Runnels Director	1
Renfro, Janet	JH Inclusion	0.15
Rivera, Edna	JH Inclusion	0.15
Roberson, Barbra	Asst Elementary Principal	0.3
Rocha, Lory	Washington - ISS Aide	1
Rushin, Nicholas	JH Science	0.15
Schniers, Kayce	JH Science	0.09
Scott, Dana	Asst Superintendent Academics	0.5
Scott, Shandria	JH Campus Technology	1
Seal, Meagan	Marcy Elementary Counselor	0.3
Smith, Richard	Threat Assessment Coordinator	1
Soto Rendon, Guadalupe	JH Math	0.15
Tarpley, Barbra	Tutor	1
Taylor, Amberlynn	JH ELAR	0.12
Taylor, Pamela	JH Asst Principal	0.3
Teel, Mark	JH English	0.15
Teran, Antonio	High School ISS Teacher	1
Tonya, Patterson	JH Social Studies	0.15

Name	Position	FTE
Tuttle, Eric	Runnels Job Corp	0.75
Valbuena, Ivana	Moss - Classroom Aide	1
Warren, Brandy	JH Science Teacher	0.12
Watt, Joseph	JH Math	0.15
Whitewood, Natalie	HS Special Programs	1
Willis, Willis	JH Dean of Instruction	0.3
Yanez, Kori	Marcy - Campus Technology	1
Ybarra, Analeah	Washington - Classroom Aide	1
Zubiate, Kelly	Kinder Bilingual Teacher	1

Title I

1.1: Comprehensive Needs Assessment

Big Spring ISD'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 District Improvement Plan. Evidence of the CNA process is housed in the Title I Crate.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The District 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 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 after-school 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

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 multiple 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

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

Big Spring ISD 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 ISD 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 ISD 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 ISD 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 ISD 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 ISD uses a committee of stakeholders to review and revise the District Improvement Plan each Spring.

4.1: Develop and distribute Parent and Family Engagement Policy

Big Spring ISD 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 district's website and at the administration office in both English & Spanish. Each campus 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 their child's school.

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 employees 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 all campuses benefit from the use of Title I, Part A funding.

Title I Personnel

Name	Position	Program	FTE
Bancroft, Elissa	Secondary Literacy Coach	Literacy & Secondary Accountability	.5
Cruz, Cynthia	Instructional Support Aide	Instructional Support	1
Del Angel, Stacie	Director Federal Programs	Federal Programs	.95
Henson, Misty	Special Populations Coordinator	Special Populations	1
Holland, Henry	Instructional Support Aide	Instructional Support	1
Lane, Kandi	DCSI/Elem Curr Coordinator	School Improvement	1
Lopez, Rosie	Bilingual Literacy Coach	Emergent Bilingual	.25
McWilliams, Gina	Data & Literacy Coach	Literacy & Accountability	1
Otto, Rebecca	Secondary Curriculum Specialist	Curriculum	1
Sotello, Xalli	Intervention Aide	Intervention	1
Tarbet, Melissa	Federal Program Specialist	Federal Programs	.5

Site-Based Decision Making Committee

Committee Role	Name	Position
Campus Administrator	Cassandra de la Garza	Assistant Principal at BSI
Campus Admininstrator	Jessica Enriquez	Assistant Principal at Marcy
Campus Administrator	Barbra Roberson	Assistant Principal at Moss
Campus Admininstrator	Holly Barfield	Assistant Principal at Goliad
District Level Professional	Susan Bryan	CFO
Campus Administrator	Kenny Lowery	CTE Director
Student	Adriana Juarez	High School Student
Campus Administrator	Elisa Bancroft	Assistant Principal
District Admininstrator	Dana Scott	Assistant Superintentent of C & A
Classroom Teacher	Rebecca Escobedo	Teacher at Goliad
Parent	Shiloh Salazar	Parent
Campus Administrator	Samantha Hyatt	Principal Kentwood Elementary
Campus Administrator	Brad Froman	Principal Big Spring Junior High School
Campus Administrator	Treena Foster	Principal Marcy Elementary
District Administrator	Gina Slover	Special Education Director
Campus Administrator	Stacie Del Angel	Principal Goliad Elementary
Classroom Teacher	Cassidy Norwood	Teacher at Goliad
Parent	Abby Fitzgerald	Parent
Parent	Selena Bustamante	Parent
Parent	Amanda Islas	Parent
Parent	Sylvia Wilkins	Parent
District-level Professional	Jim Wommack	Director of Safety and Security
District-level Professional	Misty Henson	Director of OSP and District Testing
District-level Professional	Kandi Lane	District Coordinator for School Improvement
District-level Professional	Debbie Park	Director of Federal Programs
Campus Administrator	Carmen Wommack	Moss Principal
Campus Administrator	Kristin Tubb	Washington Principal

Committee Role	Name	Position
Campus Administrator	Patsy Sanchez	Intermediate Principal
District-level Professional	Becky Otto	Secondary Curriculum & Instruction
Campus Administrator	Mike Ritchey	High School Principal

District Instructional Leadership Team

Committee Role	Name	Position
District-level Professional	Jim Wommack	Director of Safety & Security
District-level Professional	Rosie Lopez	Emergent Bilingual Director
District-level Professional	Scott Jamie	Technology Director
Administrator	Jeffrey Perez	Assistant Superiendent of Operations
Campus-level Professional	Kenny Lowery	CTE Director
District-level Professional	Gina Slover	Special Education Director
District-level Professional	Becky Otto	Curriculum Director
District-level Professional	Kandi Lane	District Coordinator for School Improvement
District-level Professional	Misty Henson	Director of Special Populations & Testing
District-level Professional	Susan Bryan	Chief Financial Officer
District-level Professional	Stacie Del Angel	Director of Federal Programs
Administrator	Dana Scott	Assistant Superintendent of Academics/Assessment
Administrator	Jay McWilliams	Superintendent

District Funding Summary

<table>
<tr><th colspan="6">199-General Fund</th></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>5</td><td></td><td></td><td>$0.00</td></tr>
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199-General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3			$0.00
5	1	4			$0.00
5	2	1			$0.00
5	2	2			$0.00
5	2	3			$0.00
5	3	2			$0.00
5	3	3			$0.00
5	3	4			$0.00
6	1	3			$0.00
6	2	1			$0.00
6	2	2			$0.00
6	2	3			$0.00
6	3	1			$0.00
6	3	2			$0.00
6	3	3			$0.00
6	3	4			$0.00
6	3	5			$0.00
6	3	6			$0.00
6	3	7			$0.00
6	4	1			$0.00
6	4	2			$0.00
6	4	3			$0.00
6	4	4			$0.00
6	4	5			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,632,106.00
				+/- Difference	$2,632,106.00

199-General Fund: High School Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			$0.00

			199-General Fund: High School Allotment		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$0.00
2	4	8			$0.00
3	1	6			$0.00
5	3	2			$0.00
6	1	3			$0.00
6	2	1			$0.00
6	4	1			$0.00
6	4	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$702,310.00
				+/- Difference	$702,310.00
			199-General Fund: SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	13			$0.00
1	1	14			$0.00
1	1	16			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	5			$0.00
1	3	6			$0.00
2	1	6			$0.00
2	1	7			$0.00
2	2	1			$0.00
2	2	3			$0.00
2	2	4			$0.00
2	2	5			$0.00

			199-General Fund: SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	8			$0.00
2	3	1			$0.00
2	3	3			$0.00
2	3	5			$0.00
2	3	7			$0.00
2	3	8			$0.00
2	3	9			$0.00
2	3	10			$0.00
2	4	1			$0.00
2	4	2			$0.00
2	4	3			$0.00
2	4	4			$0.00
2	4	5			$0.00
2	4	6			$0.00
2	4	7			$0.00
3	1	2			$0.00
3	1	5			$0.00
3	2	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,706,942.00
				+/- Difference	$2,706,942.00
			224-IDEA B, Special Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10			$0.00
1	1	15			$0.00
1	1	17			$0.00
1	2	6			$0.00
1	3	1			$0.00
1	4	2			$0.00
1	4	5			$0.00

224-IDEA B, Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			$0.00
2	2	6			$0.00
2	3	1			$0.00
2	3	2			$0.00
2	3	10			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$797,438.00
				+/- Difference	$797,438.00

225-IDEA B, Preschool

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$26,533.00
				+/- Difference	$26,533.00

211-ESSA Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Anchor Charts, Reading & Writing Resources		$0.00
1	1	2	Lead4Ward Access		$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	5	DMAC		$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	9			$0.00
1	1	12			$0.00
1	1	13			$0.00
1	1	14			$0.00
1	1	15			$0.00
1	1	16			$0.00
1	1	17			$0.00

211-ESSA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	18			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	3	1			$0.00
1	3	3			$0.00
1	3	4			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	1	6			$0.00
2	2	1			$0.00
2	2	6			$0.00
2	2	7			$0.00
2	2	9			$0.00
2	3	4			$0.00
2	3	8			$0.00
2	4	1			$0.00
2	4	6			$0.00
2	4	7			$0.00
3	1	1			$0.00
3	2	1			$0.00
3	2	3			$0.00
3	2	4			$0.00
3	2	5			$0.00
3	2	6			$0.00

211-ESSA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			$0.00
4	2	2			$0.00
4	2	3			$0.00
4	2	4			$0.00
5	1	4			$0.00
5	3	1			$0.00
5	3	5			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,146,482.00
				+/- Difference	$1,146,482.00
212 ESSA Migrant (SSA with ESC 18)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			$0.00
1	1	12			$0.00
1	1	15			$0.00
1	3	1			$0.00
2	2	6			$0.00
2	4	1			$0.00
7	1	1			$0.00
7	1	2			$0.00
7	2	1			$0.00
7	2	2			$0.00
7	2	3			$0.00
7	3	1			$0.00
7	3	2			$0.00
7	3	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,182.00
				+/- Difference	$2,182.00

255 ESSA Title II, Part A Supporting Effective Ins

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Lead4Ward Access		$0.00
1	1	4	Region 18 Contracted Services		$0.00
1	1	6	Instructional Coaches		$0.00
1	1	13			$0.00
1	1	14			$0.00
1	2	4			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	4	5			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	4			$0.00
2	2	1			$0.00
2	2	2			$0.00
2	2	4			$0.00
2	2	5			$0.00
2	2	7			$0.00
2	3	8			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	4			$0.00
3	1	5			$0.00
3	1	7			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	2	4			$0.00
3	2	6			$0.00

255 ESSA Title II, Part A Supporting Effective Ins					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	8			$0.00
3	3	1			$0.00
3	3	2			$0.00
3	3	3			$0.00
3	3	4			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$184,476.00
				+/- Difference	$184,476.00
289 ESSA Title IV, Part A, Subpart 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Anchor Charts, Reading & Writing Resources		$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	5	DMAC		$0.00
1	1	7			$0.00
1	1	10			$0.00
1	1	12			$0.00
1	1	14			$0.00
1	1	15			$0.00
1	1	16			$0.00
1	1	17			$0.00
1	2	7			$0.00
1	3	3			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	1	6			$0.00
2	2	9			$0.00

289 ESSA Title IV, Part A, Subpart 1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2			$0.00
2	4	7			$0.00
3	1	1			$0.00
3	2	3			$0.00
3	2	6			$0.00
5	3	1			$0.00
5	3	2			$0.00
5	3	5			$0.00
6	1	1			$0.00
6	1	2			$0.00
6	1	3			$0.00
6	2	1			$0.00
6	2	2			$0.00
6	2	3			$0.00
6	3	7			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$79,452.00
				+/- Difference	$79,452.00

270 Title V, RLISP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	18			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	6			$0.00
1	2	7			$0.00
2	4	5	Graduation Tracking Software		$0.00
3	2	1			$0.00
3	2	3			$0.00
3	2	4			$0.00

270 Title V, RLISP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	6			$0.00
3	2	8	Contracted Services for Professional Development		$0.00
3	3	1			$0.00
3	3	2			$0.00
5	3	5			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$126,674.00
				+/- Difference	$126,674.00
244 Carl Perkins CTE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	11			$0.00
1	4	2			$0.00
2	1	2			$0.00
2	3	6			$0.00
2	3	7			$0.00
2	4	3			$0.00
2	4	4			$0.00
2	4	5			$0.00
2	4	8			$0.00
3	1	1			$0.00
3	1	3			$0.00
3	1	6			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$52,795.00
				+/- Difference	$52,795.00
263 ESSA Title III, Part A-ELA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	7			$0.00
1	1	10			$0.00

263 ESSA Title III, Part A-ELA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			$0.00
1	1	14			$0.00
1	1	15			$0.00
1	1	17			$0.00
1	2	5			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	3	1			$0.00
1	4	2			$0.00
1	4	5			$0.00
2	1	2			$0.00
2	2	6			$0.00
2	3	4			$0.00
2	3	8			$0.00
4	2	2			$0.00
4	2	4			$0.00
5	1	4			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$22,814.00
				+/- Difference	$22,814.00
				Grand Total Budgeted	$8,480,204.00
				Grand Total Spent	$0.00
				+/- Difference	$8,480,204.00

Addendums

Migrant Education Program (MEP)
Identification & Recruitment (ID&R) Plan for 2024-2025

Required Activities for Balanced Recruitment	Person(s) Responsible	Timeline	Recruitment Process Monthly Evaluation
I. Training for Recruiters and Designated State Education Agency (SEA) Reviewers			
A. Region 18 Education Service Center (ESC) migrant staff participate in the training of trainers (TOT) on ID&R offered by the Texas Education Agency (TEA). ● Certified ESC 18 Migrant Staff will provide annual training on ID&R and Texas New Generation System (TX-NGS) to other MEP and District Migrant Staff. ● Certificate of Eligibility (COE) for the new school year cannot be completed until the recruiter has been certified.	Educational Consultant Specialist	Determined by TEA	
B. (Other) New Guidance Updates: ESC migrant staff attends training on TX-NGS / Updates from TEA. ● Project Districts (Migrant Funded) should attend training as offered by ESC 18 Migrant Staff.		As updates become available from TEA	
II. Other ESC MEP Requirements			
A. Organize a Migrant Advisory Committee (**MAC**) with the Shared Service Arrangement district members to develop the following: 1. Local Needs Assessment 2. PFS Action Plan 3. Review Statewide Service Delivery Plan 4. ID&R Plan **B.** Organize a Migrant Parent Advisory Council (**PAC**) and hold at least (2) official meetings per year and provide Parent Family Engagement (**PFE**) activities.	Educational Consultant Specialist	Before the BEGINNING of the new school year, and Ongoing within the school year Before the END of the current school year	**Gather data & input to provide sessions/support to students/parents**

III. Identification & Recruitment (ID&R)			
A. Plan: Migrant Staff meet to brainstorm and plan recruitment strategies to include in the ID&R Plan. Steps for recruitment strategies: 1. Update email memo to all districts in regard to ID&R 2. Update designated Migrant District Contacts for Shared Service Arrangement (SSA)./Project/Non-Project Districts 3. Contact SSAs / Non-Project Districts to review ID&R process 4. Review received "Family Surveys" 5. Make Contact with Potential Migrant Families (Contact Form) 6. Schedule Interviews for home visit with eligible families 7. Employer and Community Outreach Network with other local agencies to promote MEP			

B. Documentation: Finalize all forms that will be used by MEP Staff:
1. Family Survey
2. Emails to Districts (updated for current school year)
3. Phone contact log (possible eligible family)
4. Prepare "Recruiter Packets"
    a. Screening Tool
    b. COE/Supplemental Documentation Form (SDF)/Continuation of COE SDF
    c. Preliminary Family Needs Checklist
    d. Family Educational Rights and Privacy Act (FERPA)
    e. Community Resources list
5. Recruiter log for visits
6. Grower / Employer Survey
7. MEP Brochure
	Educational Consultant
	
	Specialist
		Before the beginning of the new school year
		and
		Ongoing within the Community	

C. Recruiter Responsibilities Review: Ensure year-round, ongoing recruitment efforts within the schools, the community, and with growers. ● To also include the recruitment of pre-school aged children and 8. Out-of-school youth (OSY)	Educational Consultant Specialist	Before the beginning of the new school year	
D. Conduct ID&R as articulated in the ID&R Manual: ● Potential Eligible Migrant Children: Contact families that have completed a family survey, which has been submitted to ESC 18 MEP Staff by school districts; targeting both enrollees and non-enrollees (0 - 21 yrs of age).	Educational Consultant Specialist	Ongoing	**Employer/ Grower Survey and Community Outreach Memo**

● Respond to move notifications within 48 hrs. of family being in our region. (Document attempts made.) Current Eligible Migrant Children: Contact current eligible migrant families to determine if new qualifying moves have occurred.	Educational Consultant Specialist	By August 29 - Current Eligible Children Continue efforts throughout the year for potential eligible children.	
E. Complete Certificate of Eligibility (COE): Certified Recruiter must complete a COE and accompanying COE SDF for all families with new Qualifying Arrival Date (QAD). ● Submit completed COE and SDF to designated SEA Reviewer for second signature. ● Address any questions the SEA Reviewer may have within the 7-day review process.	Educational Consultant Specialist	Within 5 working days of the parent's signature	
F. Review of COEs: Designated SEA Reviewer must review for accuracy on the COE and accompanying SDF for all families with new QADs and return COE and SDF to the recruiter if additional information is needed. ● Reviewer submits to NGS Terminal Site after eligibility review is completed for data entry. ● TX-NGS Specialist is to enter data from COE in TX-NGS per timeline and provide copies as indicated on the COE.	Educational Consultant Specialist	Within 7 working days of the parent's signature	
G. Conduct Residency Verification: Verification of residency for all current eligible migrant children, must be completed through school records or home visits.	Specialist	Between September 1 - November 1 (for 2 yr olds turning 3 on or after their 3rd birthday)	
IV. Maps and Intra-Regional Networking			
A. Make contact with potential growers: Contact growers within the region's boundaries regarding hiring practices, crops and growing seasons.	Educational Consultant Specialist	November 1	**Employer/ Grower Survey**
B. Develop calendar and map: Develop profiles / calendar reflecting major crops, seasons, hiring practices by growers, etc.	Educational Consultant Specialist	December 1 Update ongoing throughout the year	
V. Inter-Agency Coordination			

A. Network with agencies that serve migrant families: Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information.	Educational Consultant Specialist	Make initial outreach efforts by September 30 Continue ongoing efforts throughout the year	**Community Outreach Memo**
VI. Program Checklist			
A. ID&R: Develop written procedures that outline ID&R activities by the ESC MEP staff to include all districts within ESC 18.	Educational Consultant Specialist	By August 31	
B. Eligibility Process: Twenty percent of COEs from each Project District within ESC 18 must be reviewed by the ESC 18 MEP staff. ● Project Districts must forward COEs with more than one comment to the ESC 18 MEP staff for review. ● ESC 18, as the fiscal agent, forwards COEs with more than one comment to TEA for review.	Educational Consultant Specialist	Ongoing throughout the year	
C. Monitor and address ongoing training needs for ID&R: Regional ESC Recruiter provides training support to MEP Recruiters, designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Specialist	As needed throughout the year	
D. Maintain up to date records on file: Updated active and inactive records are maintained by ESC 18 MEP staff. ● COEs are filed in alphabetical order, by mother's last name. ● Retain records for 7 years from the date eligibility ends.	Specialist	Ongoing throughout the year	
E. Eligibility Validation: ESC coordinates with LEA (randomly selected by TEA) for annual eligibility validation. ● Validate eligibility through a re-interview process according to instructions set forth by TEA.	Educational Consultant Specialist	January - April	
VII. Evaluation			
A. Subsequent Planning: Evaluate ID&R efforts for subsequent planning. ● Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R Plan for continuous improvement.	Educational Consultant Specialist Parent	By July 30	

		Advisory Council (PAC) Advisory Committee (SSA)		

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards, or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria (revised)	
Students who have made a qualifying move during the previous or current reporting years (within the previous 1-year period);	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<u>AND</u> ● Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<u>AND</u> ● Have been designated EB/EL (Emergent Bilingual/English Learners) in the Student Designation section of the TX-NGS Supplemental Program Component; or ● For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

Our MEP staff will work with all district and campus personnel to ensure services for PFS and non-priority for service migrant students are provided for and served by implementing the strategies listed on the current PFS Action Plan below:

School District: Big Spring ISD	**Migrant Education Program (MEP) Priority for Service (PFS) Action Plan**	Filled Out By: Angie Balderrama and Anna Minjarez
Region: 18	**School Year: 2024 - 2025**	**Date:** August 1, 2024

Goal(s):	Objective(s):
To Coordinate services with Region 18 ESC, your 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.	100% of Priority for Services (PFS) students will have access to supplemental instructional and support services.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
● Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.	Monthly Beginning in July	Migrant Specialist	-TX-NGS Reports -PFS Timeline Report Checklist
● 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.	August	Migrant Consultant	-PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine the needs of PFS migrant students.			

● 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.	By September 30th	Migrant Consultant Migrant Specialist (MEP Staff) delivers to District Contact *Note: District Contact disseminates information to appropriate campus staff	-esc Works -SSA Fulfilling Grant Requirements / MEP Overview Sessions
● 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.	By September 30th	MEP Staff	-PAC Agendas -PAC Minutes
● 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.	Ongoing throughout the year (as needed)	MEP Staff	-Family Contact Log -Preliminary Needs Assessment

Provide services to PFS migrant students.

● 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.	Ongoing throughout the year	MEP Staff will collaborate with District Staff	-MEP Activities Sign In Sheets
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.	Ongoing throughout the year	MEP Staff will collaborate with District Staff	-PFS Student Progress Review Form
The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Ongoing throughout the year	MEP Staff will collaborate with District Staff	-Correspondence

Big Spring ISD 2024-2025 State Compensatory Education Funding

The goal of the State Compensatory Education (SCE) programs is to provide funding to reduce disparity in performance on assessments 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 drop out rate for these students by providing supplemental programs and services.

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
							Big Spring High School			
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	00	001	5	30	0	00	MEDICARE	-940
199	31	6142	00	001	5	24	0	00	GROUP HEALTH & LIFE INS	-3,784.00

199	31	6142	00	001	5	30	0	00	GROUP HEALTH & LIFE INS	-4,865.00
199	31	6146	00	001	5	24	0	00	TEACHER RETIREMENT	-2,150.00
199	31	6146	00	001	5	30	0	00	TEACHER RETIREMENT	-3,000.00
199	71	6512	00	001	5	26	0	36	CAP LEASE - CREDIT REC COPIER	-3,500.00
							Big Spring Junior High				
199	11	6112	00	043	5	30	0	00	JR HI COMPENSATORY ED SUBS	-100
199	11	6118	00	043	5	30	0	00	JR HI TUTORIAL EXTRA PAY	-10,000.00
199	11	6119	00	043	5	30	0	00	PROF. SALARIES	-150,000.00
199	11	6121	00	043	5	30	0	00	JR HI TUTORIAL BUS DRIVING	-15,000.00
199	11	6122	00	043	5	30	0	00	JR HI COMPENSATORY ED SUBS	-100
199	11	6129	00	043	5	30	0	00	ISS/COMPUTER AIDES	-63,000.00
199	11	6141	00	043	5	30	0	00	MEDICARE	-3,335.00
199	11	6142	00	043	5	30	0	00	GROUP HEALTH & LIFE INS	-16,218.00
199	11	6143	00	043	5	30	0	00	WORKERS COMPENSATION	-1,232.00
199	11	6145	00	043	5	30	0	00	UNEMPLOYMENT COMPENSATION	-155
199	11	6146	00	043	5	30	0	00	TEACHER RETIREMENT	-9,052.00
199	11	6399	20	043	5	24	0	01	TEKS RESOURCE SUPP	-6,000.00
199	23	6119	01	043	5	30	0	00	JR HI ASST. PRINCIPAL SALARY	-59,200.00
199	23	6129	00	043	5	30	0	00	JR HI CLERK SALARIES	-40,511.00
199	23	6141	00	043	5	30	0	00	MEDICARE	-1,448.00
199	23	6142	00	043	5	30	0	00	GROUP HEALTH & LIFE INS	-5,758.00
199	23	6146	00	043	5	30	0	00	TEACHER RETIREMENT	-3,100.00
199	31	6119	00	043	5	30	0	00	JR HIGH COUNSELOR SALARIES	-41,200.00
199	31	6141	00	043	5	30	0	00	MEDICARE	-560
199	31	6142	00	043	5	30	0	00	GROUP HEALTH & LIFE INS	-3,244.00
199	31	6146	00	043	5	30	0	00	TEACHER RETIREMENT	-1,020.00
							Big Spring Intermediate School				
199	11	6118	00	044	5	30	0	00	BSI TUTORIAL EXTRA PAY	-8,500.00
199	11	6119	00	044	5	30	0	00	PROFESSIONAL SALARIES	-70,000.00
199	11	6122	00	044	5	30	0	00	BSI COMP ED SUBS	-100
199	11	6129	00	044	5	30	0	00	SUPPORT STAFF - ISS	-63,000.00
199	11	6141	00	044	5	30	0	00	MEDICARE	-1,982.00
199	11	6142	00	044	5	30	0	00	GROUP HEALTH & LIFE INS	-9,780.00

199	11	6143	00	044	5	30	0	00	WORKERS COMPENSATION	-597
199	11	6145	00	044	5	30	0	00	UNEMPLOYMENT COMPENSATION	-271
199	11	6146	00	044	5	30	0	00	TEACHER RETIREMENT	-1,982.00
199	11	6399	20	044	5	24	0	01	TEKS RESOURCE SUPP	-6,000.00
199	23	6119	01	044	5	30	0	00	BSI ASST PRINCIPAL SALARY	-36,900.00
199	23	6141	00	044	5	30	0	00	MEDICARE	-535
199	23	6142	00	044	5	30	0	00	GROUP HEALTH & LIFE INS	-1,620.00
199	23	6146	00	044	5	30	0	00	TEACHER RETIREMENT	-821
199	31	6119	00	044	5	30	0	00	BSI COUNSELOR SALARIES	-17,900.00
199	31	6141	00	044	5	30	0	00	MEDICARE	-260
199	31	6142	00	044	5	30	0	00	GROUP HEALTH & LIFE INS	-1,622.00
199	31	6146	00	044	5	30	0	00	TEACHER RETIREMENT	-750
Anderson DAEP										
199	11	6112	00	106	5	28	0	00	DAEP SUBSTITUTES	-5,000.00
199	11	6118	00	106	5	28	0	00	EXTRA DUTY DAEP	-900
199	11	6119	00	106	5	28	0	00	PROF. SALARIES	-160,500.00
199	11	6122	00	106	5	28	0	00	SUPPORT STAFF-DAEP	-500
199	11	6129	00	106	5	28	0	00	INSTRUCTIONAL AIDE-DAEP	-31,500.00
199	11	6141	00	106	5	28	0	00	MEDICARE	-2,778.00
199	11	6142	00	106	5	28	0	00	GROUP HEALTH & LIFE INS	-21,624.00
199	11	6143	00	106	5	28	0	00	WORKERS COMPENSATION	-1,643.00
199	11	6145	00	106	5	28	0	00	UNEMPLOYMENT COMPENSATION	-146
199	11	6146	00	106	5	28	0	00	TEACHER RETIREMENT	-7,341.00
199	11	6399	00	106	5	28	0	00	DAEP SUPPLIES	-1,800.00
199	23	6119	00	106	5	28	0	00	DAEP PRINCIPAL SALARY	-75,500.00
199	23	6122	00	106	5	28	0	00	DAEP CLERK SUBSTITUTES	-500
199	23	6129	00	106	5	28	0	00	DAEP CLERK SALARIES	-24,450.00
199	23	6141	00	106	5	28	0	00	MEDICARE	-1,500.00
199	23	6142	00	106	5	28	0	00	GROUP HEALTH & LIFE INS	-9,288.00
199	23	6143	00	106	5	28	0	00	WORKERS COMPENSATION	-1,049.00
199	23	6146	00	106	5	28	0	00	TEACHER RETIREMENT	-8,087.00
199	23	6411	00	106	5	28	0	00	DAEP PRINCIPAL TRAVEL	-1,500.00
199	71	6512	00	106	5	28	0	00	CAP LEASE - DAEP COPIER	-3,500.00
Marcy Elementary										

199	11	6112	00	110	5	30	0	00	MARCY COMPENSATORY SUBS	-100
199	11	6122	00	110	5	30	0	00	MARCY COMPENSATORY SUBSTITUTES	-100
199	11	6122	01	110	5	30	0	00	SUPPORT STAFF-ISS SUBS.	-100
199	11	6129	00	110	5	30	0	00	COMPUTER AIDE/INTERVENTION	-65,000.00
199	11	6141	00	110	5	30	0	00	MEDICARE	-915
199	11	6142	00	110	5	30	0	00	GROUP HEALTH & LIFE INS	-16,218.00
199	11	6143	00	110	5	30	0	00	WORKERS COMPENSATION	-610
199	11	6146	00	110	5	30	0	00	TEACHER RETIREMENT	-3,737.00
199	11	6399	20	110	5	24	0	01	TEKS RESOURCE SUPP	-4,000.00
199	23	6119	01	110	5	30	0	00	MARCY ASST. PRINCIPAL SALARY	-41,800.00
199	23	6141	00	110	5	30	0	00	MEDICARE	-606
199	23	6142	00	110	5	30	0	00	GROUP HEALTH & LIFE INS	-5,172.00
199	23	6146	00	110	5	30	0	00	TEACHER RETIREMENT	-1,800.00
199	31	6119	00	110	5	30	0	00	MARCY COUNSELOR SALARIES	-18,500.00
199	31	6141	00	110	5	30	0	00	MEDICARE	-235
199	31	6142	00	110	5	30	0	00	GROUP HEALTH & LIFE INS	-1,622.00
199	31	6146	00	110	5	30	0	00	TEACHER RETIREMENT	-730
Moss Elementary										
199	11	6112	00	111	5	30	0	00	MOSS COMPENSATORY ED SUBS	-100
199	11	6119	00	111	5	30	0	00	PROF. SALARIES - MOSS	-125,000.00
199	11	6122	00	111	5	30	0	00	MOSS COMPENSATORY ED SUBS	-100
199	11	6122	01	111	5	30	0	00	SUPPORT STAFF-ISS SUBS.	-100
199	11	6129	00	111	5	30	0	00	ISS/COMPUTER AIDES	-75,000.00
199	11	6141	00	111	5	30	0	00	MEDICARE	-2,805.00
199	11	6142	00	111	5	30	0	00	GROUP HEALTH & LIFE INS	-32,000.00
199	11	6143	00	111	5	30	0	00	WORKERS COMPENSATION	-718
199	11	6145	00	111	5	30	0	00	UNEMPLOYMENT COMPENSATION	-105
199	11	6146	00	111	5	30	0	00	TEACHER RETIREMENT	-4,807.00
199	11	6399	20	111	5	24	0	01	TEKS RESOURCE SUPP	-1,600.00
199	23	6119	01	111	5	30	0	00	MOSS ASST. PRINCIPAL SALARY	-23,300.00
199	23	6141	00	111	5	30	0	00	MEDICARE	-338
199	23	6142	00	111	5	30	0	00	GROUP HEALTH & LIFE INS	-1,552.00
199	23	6146	00	111	5	30	0	00	TEACHER RETIREMENT	-975
199	31	6119	00	111	5	30	0	00	MOSS COUNSELOR SALARIES	-23,000.00

199	31	6141	00	111	5	30	0	00	MEDICARE	-330
199	31	6142	00	111	5	30	0	00	GROUP HEALTH & LIFE INS	-1,622.00
199	31	6146	00	111	5	30	0	00	TEACHER RETIREMENT	-975
Washington Elementary										
199	11	6121	00	113	5	30	0	00	WASHINGTON TUTORIAL BUS DR	-5,000.00
199	11	6122	00	113	5	30	0	00	COMP ED SUBS - WASHINGTON	-500
199	11	6122	01	113	5	30	0	00	SUPPORT STAFF-ISS SUBS.	-100
199	11	6129	00	113	5	30	0	00	COMPUTER AIDE/INTERVENTION	-40,000.00
199	11	6141	00	113	5	30	0	00	MEDICARE	-639
199	11	6142	00	113	5	30	0	00	GROUP HEALTH & LIFE INS	-10,812.00
199	11	6143	00	113	5	30	0	00	WORKERS COMPENSATION	-530
199	11	6146	00	113	5	30	0	00	TEACHER RETIREMENT	-1,231.00
199	11	6399	20	113	5	24	0	01	TEKS RESOURCE SUPP	-4,000.00
199	23	6119	01	113	5	30	0	00	WASHINGTON ASST. PRINCIPAL SAL	-22,700.00
199	23	6141	00	113	5	30	0	00	MEDICARE	-329
199	23	6142	00	113	5	30	0	00	GROUP HEALTH & LIFE INS	-3,052.00
199	23	6146	00	113	5	30	0	00	TEACHER RETIREMENT	-1,760.00
199	31	6119	00	113	5	30	0	00	WASHINGTON COUNSELOR SALARIES	-19,600.00
199	31	6141	00	113	5	30	0	00	MEDICARE	-278
199	31	6142	00	113	5	30	0	00	GROUP HEALTH & LIFE INS	-1
199	31	6146	00	113	5	30	0	00	TEACHER RETIREMENT	-975
District Wide										
199	11	6239	01	999	5	24	0	00	TEKS RESOURCE SYS. SERVICES	-14,000.00
199	11	6239	03	999	5	24	0	00	REG 18 - TAILER MADE PLATINUM	-11,800.00
199	13	6129	00	999	5	24	0	00	SUPPORT PERSONNEL	-45,565.00
199	13	6141	00	999	5	24	0	00	MEDICARE	-700
199	13	6142	00	999	5	24	0	00	GROUP HEALTH & LIFE INS	-5,406.00
199	13	6146	00	999	5	24	0	00	TEACHER RETIREMENT	-1,320.00
199	13	6219	00	999	5	24	0	00	STAFF DEVELOPMENT CONSULTANTS	-20,000.00
199	13	6239	02	999	5	24	0	00	REG 18 DMAC PROGRAM FEE	-27,000.00
199	13	6411	00	999	5	24	0	00	TEACHER TRAVEL-DISTRICT WIDE	-7,000.00
199	21	6145	00	999	5	30	0	00	UNEMPLOYMENT COMPENSATION	-319
199	21	6399	25	999	5	24	0	00	RECRUITING SUPPLIES	-11,000.00
199	23	6143	00	999	5	30	0	00	WORKERS COMPENSATION	-1,429.00

199	31	6119	00	999	5	24	0	00	PROFESSIONAL SALARIES	-130,000.00
199	31	6141	00	999	5	24	0	00	MEDICARE	-1,677.00
199	31	6142	00	999	5	24	0	00	GROUP HEALTH & LIFE INS	-2,712.00
199	31	6143	00	999	5	24	0	00	WORKERS COMPENSATION	-688
199	31	6143	00	999	5	30	0	00	WORKERS COMPENSATION	-1,512.00
199	31	6145	00	999	5	30	0	00	UNEMPLOYMENT COMPENSATION	-123
199	31	6146	00	999	5	24	0	00	TEACHER RETIREMENT	-5,978.00
199	32	6119	00	999	5	24	0	90	PROF. SALARIES-INST. OFFICER	-52,300.00
199	32	6141	00	999	5	24	0	00	MEDICARE	-760
199	32	6142	00	999	5	24	0	00	GROUP HEALTH & LIFE INS	-3,516.00
199	32	6143	00	999	5	24	0	00	WORKERS COMPENSATION	-253
199	32	6146	00	999	5	24	0	00	TEACHER RETIREMENT	-3,100.00
199	32	6399	00	999	5	24	0	90	TRUANCY SUPPLIES	-1,200.00
199	32	6411	00	999	5	24	0	90	INSTRUCTIONAL OFFICER TRAVEL	-1,000.00
199	32	6499	00	999	5	24	0	90	OFFICER & PARENT INVOLVEMENT	-300
										(2,632,106.00)

Big Spring ISD 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	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
211	13	6119	25	999	5	30	0	00	DMAC/Literarcy Coach	$75,255.00
211	13	6119	25	999	5	30	0	00	Bilingual Literacy Coach	$18,272.00
211	21	6119	25	999	5	30	0	00	Federal, Special, and School Imp Prog Directors	$396,607.00
211	13	6141	25	999	5	30	0	00	Medicare	$1,090.00
211	13	6141	25	999	5	25	0	00	Medicare	$265.00
211	21	6141	25	999	5	30	0	00	Medicare	$5,751.00
211	13	6142	25	999	5	30	0	00	Insurance	$0.00
211	13	6142	25	999	5	25	0	00	Insurance	$1,350.00
211	21	6142	25	999	5	30	0	00	Insurance	$24,300.00
211	13	6146	25	999	5	30	0	00	Teacher Retirement (16% surcharge retire/rehire)	$12,041.00
211	13	6146	25	999	5	25	0	00	Teacher Retirement	$1,553.00
211	21	6146	25	999	5	30	0	00	Teacher Retirement	$33,712.00
211	13	6219	25	999	5	30	0	02	Prof Services/School Improvement	$29,200.00
211	13	6239	25	999	5	30	0	01	Prof Services ESC 18	$90,000.00
211	11	6399	25	999	5	30	0	00	Supplies: Secondary Curriculum	$50,000.00
211	11	6399	25	999	5	30	0	01	Supplies: Elementary Curriculum	$55,000.00
211	11	6399	25	999	5	30	0	03	Assessment/Instruction/RTI Programs	$96,000.00
211	61	6399	25	999	5	30	0	04	Parent/Family Engagement	$6,000.00
211	13	6399	25	999	5	30	0	00	Lead4Ward Lrng Series	$10,000.00
211	32	6499	25	999	5	30	H	LS	Services to Homeless Students	$2,000.00

Title II

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

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
255	13	6119	25	999	5	24	0	00	District Instructional Specialist	$3,000.00
255	21	6119	25	999	5	24	0	00	Resident Support Coodinator	$4,200.00
255	13	6141	25	999	5	24	0	00	Medicare	$44.00
255	21	6141	25	999	5	24	0	00	Medicare	$61.00
255	13	6146	25	999	5	24	0	00	Teacher Retirement	$255.00
255	21	6146	25	999	5	24	0	00	Teacher Retirement	$357.00
255	13	6219	25	999	5	24	0	01	Professional Services	$10,000.00
255	13	6219	25	999	5	24	0	00	Professional Services - ESC 18	$1,000.00
255	23	6219	25	999	5	24	0	00	Professional Services	$1,000.00
255	13	6399	25	999	5	24	0	00	Supplies - General/Recruitment	$1,830.00
255	13	6411	25	999	5	24	0	00	Travel - Recruitment	$800.00
255	13	6411	25	999	5	24	0	01	Travel - workshops	$230.00
255	23	6411	25	999	5	24	0	00	Travel	$500.00
255	13	6499	25	999	5	24	0	02	Miscellaneous - fees, food, certificates	$300.00

Title III

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

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
263	13	6119	25	999	5	25	0	00	Parent/Family Liaison	$14,618.00
263	13	6141	25	999	5	25	0	00	Medicare	$212.00
263	13	6142	25	999	5	25	0	00	Insurance	$1,080.00
263	13	6146	25	99	5	25	0	00	Teacher Retirement	$1,243.00
263	32	6219	25	999	5	25	0	00	Parent/Family Training	$704.00
263	13	6219	25	999	5	25	0	03	Professional Services	$704.00
263	11	6399	25	999	5	25	0	03	Supplies/Materials	$704.00
263	13	6399	25	999	5	25	0	03	Supplies/Materials	$704.00
263	32	6499	25	999	5	25	0	00	Parent/Family Engagement	$704.00
263	13	6411	25	999	5	25	0	03	Travel	$704.00

	Title IV									

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

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
289	51	6119	25	999	5	24	0	00	IT Curriculum/Security	$34,505.00
289	51	6141	25	999	5	24	0	00	Medicare	$501.00
289	51	6142	25	999	5	24	0	00	Insurance	$2,700.00
289	51	6146	25	999	5	24	0	00	Teacher Retirement	$2,933.00
289	11	6219	25	999	5	24	0	00	Professional Services	$100.00
289	13	6219	25	999	5	24	0	00	Professional Services	$900.00
289	13	6399	25	999	5	24	0	00	Supplies/Materials	$31,000.00
289	13	6411	25	999	5	24	0	00	Travel	$1,000.00