

# **Big Spring Independent School District**

## **Big Spring Junior High School**

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



# Mission Statement

Mission Statement

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

## Vision

The Vision of Big Spring ISD is "Relentlessly STEERING students toward a successful tomorrow."

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

For the 2024-25 school year, BSJHS had around 515 students on its roster. Demographically, the campus is approximately 66 % Hispanic and 23% white. African American students make up about 6% of the student body while the rest is made up of multi-racial, Asian, and American Indian children. Approximately 19% of the student body falls under the special education umbrella. Additionally, about 70% of the student body falls in the Economically Disadvantaged category at any given time. About 6% of the student body has been identified as Gifted/Talented, and there are approximately 5% ESL students at any given time.

### Demographics Strengths

The Hispanic population is by far the largest and averaged around 60% close to the over-all passing percentage of the checkpoints in most content areas (getting as high as 70% in 8th Reading). The white sub-group generally led the pack and was around 10 percentage points above the campus passing rate in most of the tested content areas.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The Hispanic and ECD sub-populations perform on average 10% points lower than the Anglo population on checkpoints and prior state testing. **Root Cause:** High levels of struggling families in the area of soci-economics lead to many At-Risk students based on factors like prior retention, home issues, and inability to assist in test taking.

# Student Learning

## Student Learning Summary

Big Spring Junior High has struggled with student achievement recently. There are several factors that contribute to this, they are:

1. A new state test that is more rigorous.
2. Young inexperienced teachers that often are uncertified.
3. Inconsistent use of Curriculum.

In order to address these issues we have adjusted our schedule to include a daily PLC time for core tested areas. During PLC time teachers are working with an instructional dean to break down standards and data. This this time insures fidelity to the curriculum. BSJH has also committed to the TIL process led by Region 18. This process will give instructional leaders on how to best coach our teachers and develop into better teachers.

The TEKS Resource System still provides the Scope and Sequence for lessons in all core content areas. Adopted materials like HMH ELA, math, science and social studies help to supplement the needs of the sequencing. Technological supplements like Mathletics, Exploros, BrainPop, CRIMSI, Wizer, and MindPlay also contribute to the delivery of instruction (especially though Google Classroom and technology).

Classes within the instructional day at BSJHS are approximately 50 minutes per class period (with the exception of the 45 minute morning tutorial/enrichment time). Each lesson is framed with a student-friendly learning objective and a closing assessment question for the end of the lesson. Core classes participate in common planning, so lessons from room to room should vary very little.

All core classes are assessed every 3 weeks with a Common Assessment in STAAR style questions. The data from each assessment is broken apart by department in a PLC which identifies lead scores, deep holes, and how remediation should occur (as it is needed).

Data is also charted and tracked through the STAAR4Ward process which heightens awareness to Readiness, Supporting, and Process Standards. The process enables teachers to see the instructional holes and strengths through the lens of what is instructionally the most important.

## Student Learning Strengths

The addition of an instructional dean, PLC time, and the commitment to the TIL process is positioning the BSJH to lead our students to a successful 2024-25 school year.

The instructional leaders on the campus are very adept in the Fundamental 5 high yield teaching strategies and share willingly with newcomers to the campus. Through the planning process, the lesson frame is solidified as well as content and lessons. Data disaggregation following common assessments has become a very effective process, as has the process of looking at the effectiveness of the question and its level of rigor.

Departments plan well together at their designated time and date. They have common planning periods (as allowed by the master schedule) and plan together as a team at least once per week. Deep holes from common assessments and the over-arching focus TEKS outlined through the summer STAAR4Ward process guide instruction.

The campus has made a commitment to bell to bell instruction, holding Prime Time (the first 30 minutes of class) as valued time, and writing critically 3 times weekly in all core classes. DMAC allows departments to easily access data on students (both current and from recent years).

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Students have failed to show adequate success on state assessments. **Root Cause:** Inexperienced instructional staff couple with a more rigorous assessment has made improving student performance challenging.

**Problem Statement 2:** Students are overwhelmed by the amount of assessments they have to take in a shortened period and the limited time frame does not allow for proper re-teaching. **Root Cause:** Checkpoint assessments are given at intervals that are too close.

# School Processes & Programs

## School Processes & Programs Summary

BSJHS works to create a safe learning environment supportive of student needs. The campus has an anti-bully reporting system called Anonymous Alerts, promotes active participation in UIL/academic/robotics/sporting competitive events, and positive student-teacher relationships. With a dedication to character, the campus is incorporating and is committed to the Capturing Kid's Hearts philosophy (which encourages relationship-building with our students) and book studies on character (iLead workbook).

Additionally, through the premise of Fundamental 5 strategies and T-Tess expectations, the campus is devoted to utilizing high-yield teaching strategies to best deliver relevant instruction. Administrators are frequently in and out of classrooms through the process to monitor effective instructional delivery. A tutorial/enrichment period has been including in the scheduling process to provide SSI intervention for students who need it while attempting to accelerate learning for higher level students.

Students are encouraged in healthy competition by charting individual Checkpoint scores to push for new academic goals. The campus has made a conscious commitment to writing critically in core content areas 3 times weekly and using data to guide planning and instruction. The positive display of character continues to be emphasized.

## School Processes & Programs Strengths

Because of the campus commitment to a safe environment and the building of character in BSJHS students, the level of behavioral expectations is naturally raising. Additionally, students/staff are making a commitment to PBIS and finding ways to recognize positive student interactions by "Riding for the Brand".

Students participate in a number of UIL activities from sports to UIL academics to the robotics and debate classes. Additionally, the musical programs of choir and band have been historically very successful.

Parents tend to be generally supportive and give positive feedback in regard to the activities on the BSJHS campus.

The level of rigor in student classrooms has been rising gradually over recent years, and expectations continue to remain high in this commitment.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** In a student survey on school climate, 60% of respondents answered they did not feel safe at school. **Root Cause:** Students felt unsafe because of the number of fights on campus, bringing of illegal items to school without staff knowledge, and the proximity of the campus to the YMCA shooting of February 2023.

**Problem Statement 2:** Despite the focus on good character and positive behavior from students, there has been a decline in the behavior of students leading to increased distractions and behavioral problems in the classroom. **Root Cause:** Inconsistencies in expectations and distribution of consequences, lack of clear expectations from students and staff, alternative education settings were seen as a desirable location and not a consequence.

# Perceptions

## Perceptions Summary

BSJHS opens its doors frequently to parents and family of its students. The school year opens with an orientation/schedule pick-up for all enrolled 7th and 8th graders. Then, in both the fall and the spring, the campus hosts an Open House for families.

Family and community are also frequently engaged in activities on campus like ball games, NJHS, ESports, plays, STUCO, UIL academic activities and choir/band concerts.

Finally, the campus partners with a number of community businesses for positive behavior incentives, awards, and activities as well as Open House Door prizes.

Our Facebook page has over 3,000 followers, and this seems to be assisting in getting word out more effectively about upcoming events and student achievements.

## Perceptions Strengths

On Open House nights and Orientation, we have a very good turn out in general for a junior high setting. For Open Houses, about 1/3 of our students come out with families. For Orientation, about 75-85% show up on average. This is when they initially receive schedules and meet teachers for the first time.

Activities where kids perform like sporting events, music and band performances, or theatre productions are also very well attended.

The PBIS business partners we have established this year have also been a valuable asset and allow students to earn prizes while we link into the community.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** BSJHS has no activities for parents to be directly involved other than Meet the Teacher or athletic events. **Root Cause:** Lack of communication to parents about PTA or PTO opportunities.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results

# Goals

**Goal 1:** All student groups at BSJHS will perform at or above the Approaches and/or Meets Standard on the STAAR.





**Performance Objective 1:** BSJHS will utilize T-TESS walk throughs and appraisals, and the Effective Schools Framework instructional best practices to increase the number of students performing at Meets/Masters in all content areas. Specifically, in Domain 1, our goals are 65% approaches, 35% meets, and 17% masters to move forward from a C rating.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2025 STAAR Data for the campus will show an improvement in Meets/Masters Level performers, DMAC T-TESS Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Our campus will utilize Enrichment classes (Conditioning) opposite tutorials to push students over learning thresholds. <b>Strategy's Expected Result/Impact:</b> Improved STAAR performance <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Department Heads  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May





Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> BSJHS makes a commitment to encourage students to participate in academic and athletic UIL, TMSCA, ESports, Spanish I, Spelling Bee, Robotics, and debate competitions. <b>Strategy's Expected Result/Impact:</b> Student experience with challenging content will improve assessment scores. <b>Staff Responsible for Monitoring:</b> Principal, Organization Sponsors  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> BSJHS administrators will utilize T-TESS and Steer Walks to monitor instruction and give teachers constructive feedback. <b>Strategy's Expected Result/Impact:</b> Improved summative teacher feedback and end of year STAAR performance <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools -	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> BSJHS has made a commitment to not only work with struggling learners, but to encourage GT and/or Masters level performers to continue to improve by supplying certified GT teachers in every core content. <b>Strategy's Expected Result/Impact:</b> Increased number of students performing at the Masters level on STAAR <b>Staff Responsible for Monitoring:</b> Principal, Campus GT Coordinator  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- - Additional Targeted Support Strategy</b>	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1:** All student groups at BSJHS will perform at or above the Approaches and/or Meets Standard on the STAAR.

**Performance Objective 2:** BSJHS will provide instructional interventions or strategies for all students to increase performance and close gaps in all content areas/demographic categories.

**Evaluation Data Sources:** Checkpoint data, tutorial sign-in sheets and lesson plans, End of year STAAR scores, TAPR reports, DMAC and Lead4Ward reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The BSJHS campus will utilize Strength classes (opposite enrichment) to offer tutorials and HB1416 intervention to students who struggled on the checkpoints or STAAR in the year prior for math and reading. Summer school is assigned as needed based on HB1416 requirements.  <b>Strategy's Expected Result/Impact:</b> Reduced number of student performing below Approaches on STAAR. <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy</b>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use of technology based programs like NWEA, MindPlay, Exploros, Lowman, and EdPuzzle.  <b>Strategy's Expected Result/Impact:</b> Improved scores on content based check points through the year and ultimate scores on the STAAR <b>Staff Responsible for Monitoring:</b> Dean of Instruction  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy</b>	Formative		
	Nov	Feb	May





Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> BSJHS is committed to supplying training to core teachers to address academic holes through E-Trainings and Region 18 interventions for ELA and Math . <b>Strategy's Expected Result/Impact:</b> Improved STAAR performance <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Curriculum Director  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> BSJHS offers an Open House in the fall and an Academic Open House in the Spring to involve parents. <b>Strategy's Expected Result/Impact:</b> Improved 6 week grade progress and STAAR end-of-year performance <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.6, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1:** All student groups at BSJHS will perform at or above the Approaches and/or Meets Standard on the STAAR.

**Performance Objective 3:** The BSJHS campus will provide Special Education services as required by ARD for those who qualify in order to increase performance (meeting passing standard on the STAAR testing) in all tested content areas.

**Evaluation Data Sources:** Final STAAR performance, TAPR reports, DMAC & Lead4Ward reports, ARD/IEP documentation

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus operates as an inclusion setting with built in HB1416/MTSS tutorials during the day as needed. <b>Strategy's Expected Result/Impact:</b> Increased number of special education students passing STAAR; improved scores for all SPED students <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Special Education Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Technology interventions for special education students will include Mindplay and Exploros. <b>Strategy's Expected Result/Impact:</b> Improved scores end of year STAAR performance, increased number of SPED students achieving Approaches Grade Level or better. <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Special Education Teachers  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> BSJHS stresses effective implementation of IEP and ARD recommendations <b>Strategy's Expected Result/Impact:</b> Academic success and STAAR performance, therapy logs <b>Staff Responsible for Monitoring:</b> ARD Administrators, Principal, Special Education Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Life Skills will be structured in such a way as to encourage success on State Alternative Testing (STAAR Alt-2). <b>Strategy's Expected Result/Impact:</b> All Lifeskills students showing success as measured by the STAAR-Alt 2 Assessment <b>Staff Responsible for Monitoring:</b> Life Skills Teachers, Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>			

**Goal 1:** All student groups at BSJHS will perform at or above the Approaches and/or Meets Standard on the STAAR.

**Performance Objective 4:** BSJHS will provide instruction to improve English Language proficiency for EL students to increase performance and meet Progress Measure in all content areas.

**Evaluation Data Sources:** Final STAAR performance

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use of LPAC recommendations to provide an effective intervention program (ESF 5.3) <b>Strategy's Expected Result/Impact:</b> STAAR performance and TELPAS scores <b>Staff Responsible for Monitoring:</b> ESL teacher, Administrators, and district Special Programs  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> ESL Pull-Out as needed and remediation through Mango and Summit K-12 in their 4th period Strength Class. (ESF 5.3) <b>Strategy's Expected Result/Impact:</b> STAAR performance and TELPAS scores <b>Staff Responsible for Monitoring:</b> ESL Teacher, Administrators. district special programs director  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 199-General Fund, - 211-ESSA Title I, Part A	Formative		
	Nov	Feb	May





Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Bilingual Office Communications will be sent home whenever possible <b>Strategy's Expected Result/Impact:</b> Parental involvement logs <b>Staff Responsible for Monitoring:</b> Administrators and office staff  <b>Title I:</b> 4.1 <b>- ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 2:** BSJHS will determine the professional development and support needs of our workforce to ensure the goals of our campus and district are met.

**Performance Objective 1:** BSJHS will attempt to hire a highly qualified staff and provide teachers with continuous support in order to increase student performance to the passing standard and meet progress measure in all content areas.

**Evaluation Data Sources:** Certification reports, progress in teacher preparation/certification programs, staff lists, master schedules, STAAR performance reports, T-TESS walk-throughs.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> BSJHS will attend area teacher job fairs and reach out the teacher certification programs in order to target recruitment of qualified personnel whenever possible. <b>Strategy's Expected Result/Impact:</b> Increased number of degreed and certified teacher on campus <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> BSJHS job postings on the district website will remain current and specific to the current staffing needs of the campus. <b>Strategy's Expected Result/Impact:</b> Increased number of applicants for open positions; Quicker turn around when vacancies arise. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May





Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Partner with teacher preparation and certification programs to acquire, mentor and develop new teachers in the field. <b>Strategy's Expected Result/Impact:</b> Improved instructions and teacher retention rates; better teacher job satisfaction. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> BSJHS will prioritize hiring fully certified teachers and highly qualified staff. <b>Strategy's Expected Result/Impact:</b> Improved instruction and campus environment. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** BSJHS will determine the professional development and support needs of our workforce to ensure the goals of our campus and district are met.

**Performance Objective 2:** BSJHS will retain highly qualified staff by providing necessary supports and professional development in order to set them up for success in dealing with the diverse needs of the BSJHS student body.

**Evaluation Data Sources:** Participation in professional development activities (sign-in sheets), lesson plans, T-TESS walkthroughs, observation feedback cycles

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Staff development will be targeted to meet the needs of the staff in identifying and meeting the needs of students. <b>Strategy's Expected Result/Impact:</b> Improved instruction, increased content/pedagogy knowledge, improved identification of strengths and weaknesses <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction, Curriculum Director  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools -	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> BSJHS new teachers will be supported by experienced teachers through campus and district monitored mentorship programs. <b>Strategy's Expected Result/Impact:</b> Improved instruction, increased teacher retention rates <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> BSJHS will ensure a system is in place to relay information: calling trees, department chairs, faculty meetings, e-mail, etc. in order to expedite and improve communication across campus. <b>Strategy's Expected Result/Impact:</b> Improved communication; better processes; clear lines of communication <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> As the campus is made aware of them, teachers, counselors, students, and parents will be provided information about higher education, grants, and financial aid opportunities for continued education. <b>Strategy's Expected Result/Impact:</b> improved dissemination of information; increased participation in higher education by all stakeholders <b>Staff Responsible for Monitoring:</b> Campus counselors  <b>Title I:</b> 2.5, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			





**Goal 3:** BSJHS will develop partnerships with Big Spring business organizations, parents, and community members in order to improve engagement of all stakeholders.

**Performance Objective 1:** BSJHS will provide parent involvement opportunities that focus on academic standards and requirements in order to increase student performance on STAAR.

**Evaluation Data Sources:** Evidence of parent engagement opportunities to improve capacity: agendas, sign-in sheets, presentations, notification (English & Spanish).

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> BSJHS Facebook, Mail/Fliers, Remind 101, Newsletters, Parent Portal, Google Classroom, Blackboard, Sports You and Web pages set up to send out alerts and recognize students for activities and accomplishments. <b>Strategy's Expected Result/Impact:</b> Positive responses on parent survey feedback; improved parent attendance at building capacity events. <b>Staff Responsible for Monitoring:</b> Principal, Campus Secretary  <b>Title I:</b> 2.6, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 6 week parent/student BSJHS newsletter and monthly calendars are sent home and posted on the website and Facebook. <b>Strategy's Expected Result/Impact:</b> Improved communication to parents & families regarding school relevant activities and information. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Encourage parent to volunteer as chaperones for a variety of campus events such as: UIL, NJHS, STUCO, Cheer, Choir, Band, etc. <b>Strategy's Expected Result/Impact:</b> Improved parent presence at school activities <b>Staff Responsible for Monitoring:</b> Principal, Organization Sponsors/Coaches  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Assemble a Parent Advisory Council to solicit feedback that will help guide campus decision making. <b>Strategy's Expected Result/Impact:</b> Improved parental involvement; clearer understanding of the needs and perceptions of parents and families <b>Staff Responsible for Monitoring:</b> Principal, PAC Sponsor/Contact  <b>Title I:</b> 2.6, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> BSJHS will offer School Orientation, Title I Meetings, and Fall/Spring Open Houses. <b>Strategy's Expected Result/Impact:</b> Improved awareness of policies and procedures; Improved awareness of the state/federal guidelines regarding school funding; Communication regarding student academic achievement and relevant school topics. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.6, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> BSJHS will encourage student and staff participation in extracurricular academic opportunities by hosting the district JH UIL meet. <b>Strategy's Expected Result/Impact:</b> Increased number of students and staff participating in UIL academics. <b>Staff Responsible for Monitoring:</b> Principal, UIL Coordinator  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b>	Formative		
	Nov	Feb	May
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**Goal 3:** BSJHS will develop partnerships with Big Spring business organizations, parents, and community members in order to improve engagement of all stakeholders.

**Performance Objective 2:** BSJHS will develop community partners to assist in displays of positive behaviors, attendance incentives and representation at Open Houses.

**Evaluation Data Sources:** List of community partners; documentation of any meetings with community partners; agendas with recognitions of contributions from community members; recognition of community member contributions on social media and the website.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> As part of attendance incentive process, community businesses will be encouraged to partner with BSJHS for 6 week rewards. <b>Strategy's Expected Result/Impact:</b> Increased number of community partners resulting in an expansion of attendance awards. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Attendance Committee  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> To encourage attendance at Open Houses, community partners will be sought for door prizes, etc. <b>Strategy's Expected Result/Impact:</b> Increased interest and attendance of parents & families at open house. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
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**Goal 4:** BSJHS will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

**Performance Objective 1:** BSJHS will provide all students with quality technology programs to increase performance to the Meets Standard (at minimum) in all content areas.

**Evaluation Data Sources:** STAAR Performance, student log-in data and program tracking, accountability reports, checkpoint data, DMAC and Lead4Ward reports, NWEA Map

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Offer Mindplay, Exploros, ReadTheory and Wizer interventions along with Chromebook usage, 8th grade Tech Apps classes, Promethean Active Display TVs, EdPuzzle, Brain POP, Google Translate and Discovery Education for the classroom. <b>Strategy's Expected Result/Impact:</b> Increased use of technology resources; improved assessment scores; <b>Staff Responsible for Monitoring:</b> Campus Technology Specialist; Dean of Instruction.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use of online versions of math, ELA, science and social studies textbooks. <b>Strategy's Expected Result/Impact:</b> Improved availability of high quality instructional materials (HQIM) and the variety of resources provided with each. <b>Staff Responsible for Monitoring:</b> Dean of Instruction; Curriculum Director  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Tardy Calculator system and automated callouts utilized to log tardies and absences to increase attendance and time-on-task. <b>Strategy's Expected Result/Impact:</b> Improved daily attendance and tardy averages; increased student time in classrooms receiving instruction. <b>Staff Responsible for Monitoring:</b> Principal, Attendance Clerk, Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> BSJHS features a Robotics, Debate, TMSCA, ESports, and UIL classes to enrich students technology experiences. <b>Strategy's Expected Result/Impact:</b> Increased and improved technology engagement for students <b>Staff Responsible for Monitoring:</b> Organization Sponsors  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** BSJHS will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

**Performance Objective 2:** BSJHS will provide differentiated instruction to improve English Language proficiency for EB students to increase performance on the STAAR in all content areas.

**Evaluation Data Sources:** TELPAS scores and STAAR performance, DuoLingo and Ballard & Tighe tracking Info, Summit K12 progress reports, LAS-Links testing

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> BSJHS will offer ESL pull-out instructional services and remediation to students who need it, utilizing Mango and Summit K-12. <b>Strategy's Expected Result/Impact:</b> Improved STAAR performance and progress on TELPAS <b>Staff Responsible for Monitoring:</b> Dean of Instruction, ESL Pull-Out Teachers, Emergent Bilingual Director  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students with ESL services receive English Language Arts & Reading instruction by an ESL certified teacher. <b>Strategy's Expected Result/Impact:</b> Improved STAAR performance and progress on TELPAS; improved federal accountability (Domain III). <b>Staff Responsible for Monitoring:</b> Principal, Emergent Bilingual Director  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May





Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> School communication with parents and families will be provided in English and Spanish. <b>Strategy's Expected Result/Impact:</b> Improved communication with our Spanish speaking families <b>Staff Responsible for Monitoring:</b> Principal, EB/LPAC Campus Coordinator, Campus Secretary  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
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**Goal 4:** BSJHS will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

**Performance Objective 3:** BSJHS will provide dyslexia, migrant and 504 services to all students who qualify to increase success in school and on the STAAR at all passing standards.

**Evaluation Data Sources:** STAAR and over-all academic performance, dyslexia progress tracking, 504 meeting notes and student progress; communication with Region 18 regarding migrant services and part of the district shared service agreement (SSA); course completion rates.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Dyslexia services (along with Take Flight pull-outs) are offered to students who qualify as decided by their ARD committee. <b>Strategy's Expected Result/Impact:</b> Improved STAAR performance; Improved MAP data for Reading; Completion of Take-Flight curriculum <b>Staff Responsible for Monitoring:</b> Dyslexia Teacher, Special Education Teachers, ARD Adminstrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 504 meetings will be held and documented with interventions shared with teachers of qualifying students as per federal and district guidelines. <b>Strategy's Expected Result/Impact:</b> Appropriate interventions and accomodations for 504 students as per committee decision; Improved awareness of student needs and necessary inteventions/accommodations. <b>Staff Responsible for Monitoring:</b> Campus 504 Coordinator, Principal, Assistant Principals, Dean of Instruction  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Migrant students will be tracked and interventions supplied as needed in conjunction with Region 18 as part of our Shared Service Agreement (SSA). <b>Strategy's Expected Result/Impact:</b> Improved academic performance on STAAR and report cards. <b>Staff Responsible for Monitoring:</b> Principal, Region 18 Contact  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Daily Strength tutorials will be provided in math and/or reading for students identified through continuous data collection through various sources. <b>Strategy's Expected Result/Impact:</b> Improved academic performance; specific and targeted instruction to address areas of noted academic needs. <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
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**Goal 5:** BSJHS will continue to promote awareness of integral mental health components that impact student achievement and the school environment.

**Performance Objective 1:** BSJHS will provide all students with quality counseling services, morale boosting activities, and safe/drug free schools to benefit a positive campus culture.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will be able to apply to and participate in the SOAR, TRIO, character building and the campus will make the Anonymous Alerts reporting system available to students to report bullying and other issues they encounter.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in behavior referrals; increase in reporting of bullying so that steps can be taken to stop the behavior; improved campus culture and improved sense of safety.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Success for Teens/7 Habits of Highly Effective Teens will be utilized along with iLead for weekly character lessons; aspects of Capturing Kid's Hearts will be incorporated into daily routines and classroom/campus expectations for respect and positive behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive feedback on student/parent/staff surveys; reduction of bullying behaviors; increase in respectful and responsible behaviors; reduction in counselor/office referrals for teasing, bullying or fighting due to the reduction of such behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> BSJHS will continue implementation of random drug testing by Harkey Investigations in accordance with UIL drug testing policy in conjunction with visits by the district's K-9 (drug dog) <b>Strategy's Expected Result/Impact:</b> Decrease in drug use among student participating in UIL activities and the student population as a whole. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 3 week progress report counseling for failing or border line grades that address the academic and socio-emotional needs of students. <b>Strategy's Expected Result/Impact:</b> Improved passing rates of students <b>Staff Responsible for Monitoring:</b> Counselors  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Students will be introduced to CTE curriculum through Robotics, Tech Apps, Lifetime Nutrition and Wellness, Dollars and Sense, and Career Portals classes. <b>Strategy's Expected Result/Impact:</b> Students will have basic knowledge of all the graduation tracks and will have a working knowledge of word processing/computer applications <b>Staff Responsible for Monitoring:</b> Counselors  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> The Guardian Program, Raptor visitor screening and emergency notification system along with a modern, high-tech alarm and camera system are in place to increase student safety. <b>Strategy's Expected Result/Impact:</b> The feeling of safety on campus leads to a healthier learning environment <b>Staff Responsible for Monitoring:</b> Principal, Campus Threat Assessment Team, District Safety and Security Department  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
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**Goal 5:** BSJHS will continue to promote awareness of integral mental health components that impact student achievement and the school environment.

**Performance Objective 2:** BSJHS will increase the overall attendance rate of students in order to set them up for success on the STAAR.

**Evaluation Data Sources:** Average daily attendance totals and averages, communication with parents (contact logs), truancy letters, STAAR data, TAPR report (for STAAR data and attendance); Saturday school for attendance makeup sign-in sheets/logs.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Attendance will be tracked weekly and students with habitual absences will be met with by administrators and assigned seat time make-ups. <b>Strategy's Expected Result/Impact:</b> Improved attendance and academic performance <b>Staff Responsible for Monitoring:</b> Attendance Clerk, Attendance Committee, Assistant Principal, Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Attendance incentives will be utilized along with positive recognition strategies for students with good attendance records. <b>Strategy's Expected Result/Impact:</b> Improved attendance averages <b>Staff Responsible for Monitoring:</b> Attendance Committee, Assistant Principals, Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Students with excessive absences will be required to attend Friday night or Saturday school to make up seat time or course credits; those who have 10 or more unexcused absences will be referred to truancy court in accordance with Texas Compulsory Attendance Laws (TEC 25.087).  <b>Strategy's Expected Result/Impact:</b> Improved attendance rates; improved course credits. <b>Staff Responsible for Monitoring:</b> Attendance Committee; Assistant Principals, Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
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**Goal 5:** BSJHS will continue to promote awareness of integral mental health components that impact student achievement and the school environment.

**Performance Objective 3:** BSJHS will coordinate health and wellness activities to ensure that students participate in/are allowed to meet state requirements.

**Evaluation Data Sources:** Student schedules and nutritional documentation during the school day, SHAC participation and activities, Fitness Gram data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All BSJHS students will participate in physical education a minimum of 225 minutes weekly in accordance with TEA requirements. <b>Strategy's Expected Result/Impact:</b> TEA physical education requirement compliance <b>Staff Responsible for Monitoring:</b> Counselors  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> BSJHS students will free receive nutritious meals (breakfast and lunch) that meet state nutritional guidelines daily. <b>Strategy's Expected Result/Impact:</b> Improved health and nutrition. <b>Staff Responsible for Monitoring:</b> District Food Service Department  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> BSJHS will have a representative on the District level SHAC advisory council who will relay information and updates to the campus level. <b>Strategy's Expected Result/Impact:</b> Follow through on SHAC policies/recommendations <b>Staff Responsible for Monitoring:</b> District Nurse  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
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**Goal 6:** To coordinate services with Region 18 ESC, our Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement. One hundred percent of PFS students will have access to supplemental instructional and support services.

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

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. <b>Strategy's Expected Result/Impact:</b> NGS Reports PFS Timeline Report Checklist <b>Staff Responsible for Monitoring:</b> Migrant Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. <b>Strategy's Expected Result/Impact:</b> PFS Action Plan <b>Staff Responsible for Monitoring:</b> Migrant Consultant  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May



No Progress



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

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

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

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

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, phone or home visits to update parents on the academic progress of their children. <b>Strategy's Expected Result/Impact:</b> Family Contact Log, Preliminary Needs Assessment <b>Staff Responsible for Monitoring:</b> MEP Staff  <b>Title I:</b> 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
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**Goal 6:** To coordinate services with Region 18 ESC, our Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement. One hundred percent of PFS students will have access to supplemental instructional and support services.

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

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

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

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

# State Compensatory

## Budget for Big Spring Junior High School

**Total SCE Funds:** \$430,233.00

**Total FTEs Funded by SCE:** 5.96

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

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

## Personnel for Big Spring Junior High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Atkins, Rebecca	Computer Lab Aide	1
Barbee, Tabitha	Secondary Soc. Studies	0.1
Case, Jessica	Secondary English	0.1
Cummins, Daniel	Life Skills Teacher	0.12
Fraley, Casey	Secondary Math	0.1
Gonzales, Kristina	Inclusion	0.15
Green, Aimee	Secondary English	0.1
Henry, Dorie	Social Studies Teacher	0.05
Kelly, Taylor	Secondary English	0.1
Kennemur, Toby	Secondary English	0.1
Landin, Jeremy	Secondary Science	0.1
Lujan, Santos	Dean of Students	1
McComb, Denise	Life Skills Teacher	0.12
Morgan, Ashley	Secondary Librarian	0.15
Patterson, Tonya	Secondary Soc. Studies	0.1
Ramirez, Rocky	Secondary Social Studies	0.1
Renfro, Janet	Inclusion	0.15
Rivera, Edna	Inclusion	0.15

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rushin, Nicholas	Secondary Science	0.1
Scott, Shandria	Campus Technology	1
Soto Rendon, Guadalupe	Secondary Math	0.1
Taylor, Pamela	Asst. Principal	0.3
Teel, Mark	Secondary English	0.15
Warren, Brandy	Secondary Special Ed	0.12
Watt, Joseph	Secondary Math	0.1
Willis, Kristen	Dean of Instruction	0.3

# Title I

## 1.1: Comprehensive Needs Assessment

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

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

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

## 2.2: Regular monitoring and revision

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

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

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

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

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

ESSA Sec.1112(b)(3)

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

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

ESSA Sec. 1112(b)(8)

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

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

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

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

Junior High to High School:

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

From High School to Post-Secondary

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

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

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

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

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

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

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

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

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

Big Spring Junior High 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)

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

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

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

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

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

## 3.1: Annually evaluate the schoolwide plan

Big Spring Junior High School uses a committee of stakeholders to review and revise the Campus Improvement Plan each Spring.

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

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

## 4.2: Offer flexible number of parent involvement meetings

ESSA Sec. 1112(b)(7)

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

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

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

ESSA Sec. 1112(b)(9)

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

# Addendums

Big Spring Junior High 2024-2025 State Compensatory Education Funds	
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The goal of the State Compensatory Education (SCE) programs is to provide funding to reduce disparity in performance assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.

[illegible]

## Big Spring Junior High School 2024-2025 ESSA Consolidated Grant Funds

### Title I

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

fund	func	obj	sobj	org	fsc_l_yr	pgm	ed_ span	proj_ dtl	Description	Appr
211	13	6219	25	043	5	30	0	01	Professional Services	\$1,800.00
211	61	6499	25	043	5	30	0	00	Parent/Family Engagement	\$765.00

### Title II

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

fund	func	obj	sobj	org	fsc_l_yr	pgm	ed_ span	proj_ dtl	Description	Appr
255	13	6119	25	043	5	24	0	00	Dept. Heads, Instructional Coaches/Mentors	\$18,500.00
255	13	6141	25	043	5	24	0	00	Medicare	\$269.00
255	13	6146	25	043	5	24	0	00	Teacher Retirement	\$1,573.00

### Title III

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

fund	func	obj	sobj	org	fsc_l_yr	pgm	ed_ span	proj_ dtl	Description	Appr

### Title IV

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

fund	func	obj	sobj	org	fsc_l_yr	pgm	ed_ span	proj_ dtl	Description	Appr
289	12	6329	25	043	5	24	0	00	Instructional Resources/MediaServices	\$109.00