

# Big Spring Independent School District

## Big Spring Intermediate School

### 2025-2026 Campus Improvement Plan

Accountability Rating: C



**Board Approval Date:** September 16, 2025  
**Public Presentation Date:** July 28, 2025

# **Mission Statement**

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

## **Vision**

To function as a professional learning community to inspire learners to reach academic & social growth.

## **Value Statement**

Big Spring Intermediate values its students, faculty & staff, parents, and community and by us working together both 5th & 6th grade students will grow academically and socially.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Team: Wahkinney, Pineda, Natividad, Mendez, & Ruiz

Strengths:

- Teacher retention
- Teacher attendance
- Student attendance

Needs:

- Professional development/training on how to help our sub-pops academically.
- Increase diversification in ethnicity and gender in staff
- Another counselor, specifically to meet the needs of students with special needs and academic needs

### Demographics Strengths

- Teacher retention
- Teacher attendance
- Student attendance

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Hispanic and two or more races sub pops have not performed well on the state assessment.

**Root Cause:** Hispanic and two or more races make up over half of our demographics.

# Student Learning

## Student Learning Summary

Team: Davis, Hickman, & Klix

Strengths:

- Teacher retention
- Access to reports
- Campus administration of assessments
- TIL

Needs:

- Student academic growth
- Effective curriculum and resources that align with the rigor of STAAR
- Parent involvement with student academics

Team: Brooks, Sotelo, Welch, Desormeaux

Strengths:

- Teacher collaboration in PLC
- Instructional alignment
- Data analysis
- Rigorous assessments
- Assessments are TEKS aligned

Needs:

- Assessments every 6 weeks instead of every 3 weeks
- Vertical and horizontal alignment as it pertains to academic vocabulary
- Better utilization of STEER time for students needing remediation

Team: Gomez, Flores, Morris

Strengths:

- Go Guardian
- Chromebooks
- District mandated computer programs
- Online resources
- Online data access
- Data accessible to analyze gaps and plan interventions

Needs:

- Students devices needing repair or replacement returned in a timely manner (quick turnover)
- Consistency of implementation of district approved program

- Use of district approved programs with fidelity

## Student Learning Strengths

- Teacher retention
- Access to reports
- Campus administration of assessments
- TIL
- Teacher collaboration in PLC
- Instructional alignment
- Data analysis
- Rigorous assessments
- Assessments are TEKS aligned
- Go Guardian
- Chromebooks
- District mandated computer programs
- Online resources
- Online data access
- Data accessible to analyze gaps and plan interventions

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Hispanic and two or more races sub pops have not performed well on the state assessment.

**Root Cause:** Hispanic and two or more races make up over half of our demographics.

**Problem Statement 2:** Student academic growth is not meeting expectations and lack of parent support regarding student's academics.

**Root Cause:** Lack of STAAR aligned curriculum and targeted strategies to help boost parent involvement.

**Problem Statement 3:** Retaining and hiring qualified paraprofessionals support staff specifically designed to assist students with special needs.

**Root Cause:** Lack of training and minimal pay.

**Problem Statement 4 (Prioritized):** Gap in vertical & horizontal alignment as it pertains to academic vocabulary and assessment data not analyzed in depth.

**Root Cause:** Minimal collaboration and vertical alignment as it pertains to academic vocabulary and administration of assessments too close in proximity.

**Problem Statement 5:** Not all students being having working devices and lack of computer programs being implemented consistently.

**Root Cause:** Non working devices taking longer than expected to be repaired and lack of teacher buy in regarding computer programs.

# School Processes & Programs

## School Processes & Programs Summary

Team: Lane, E. Smith, Leyva, Zamarripa, Acosta, & King

Strengths:

- Capturing Kids' Hearts strategies and ideals
- Teacher morale
- Teacher incentives
- Administration support

Needs:

- Parent involvement
- Positive parent contact with consistency
- Proactive with possible problems and making changes as needed

Team: Sneed, Eckert, & Galvan

Strengths:

- Positive school culture and climate
- High sense of "belonging"
- Leadership team with a mindset set on a clear vision and support mentality

Needs:

- Collaboration among content and inclusion teams
- A variety of opportunities for parent involvement

## School Processes & Programs Strengths

- Capturing Kids' Hearts strategies and ideals
- Teacher morale
- Teacher incentives
- Administration support
- Positive school culture and climate
- High sense of "belonging"
- Leadership team with a mindset set on a clear vision and support mentality

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** We have minimal parent involvement.

**Root Cause:** Not being as proactive and consistent with making parent contact regarding being involved.

**Problem Statement 2 (Prioritized):** Gap in vertical & horizontal alignment as it pertains to academic vocabulary and assessment data not analyzed in depth.

**Root Cause:** Minimal collaboration and vertical alignment as it pertains to academic vocabulary and administration of assessments too close in proximity.

**Problem Statement 3:** Teachers not being adequately prepared to increase parent involvement and building/creating relationships are minimal.

**Root Cause:** Lack of trainings or workshops designed for parents at the campus or district level.

**Problem Statement 4:** Not all students being having working devices and lack of computer programs being implemented consistently.

**Root Cause:** Non working devices taking longer than expected to be repaired and lack of teacher buy in regarding computer programs.

# Perceptions

## Perceptions Summary

Team: Lane, E. Smith, Leyva, Zamarripa, Acosta, & King

Strengths:

- Capturing Kids' Hearts strategies and ideals
- Teacher morale
- Teacher incentives
- Administration support

Needs:

- Parent involvement
- Positive parent contact with consistency
- Proactive with possible problems and making changes as needed

Team: Garcia, Campos, & Hall

Strengths:

- Various opportunities for parent & family involvement
- Average amount of community projects (Salvation Army canned food drive and Food to Kids)
- Communication in various formats (Blackboard: phone, text, email, social media-in English and Spanish)

Needs:

- Actually getting parents to attend the opportunities offered
- Finding ways to get parents to see and understand what their children are learning
- Finding or providing professional development designed for parents
- Finding or providing professional development designed for teachers that provide strategies/ideas to help increase parent participation.

## Perceptions Strengths

- Capturing Kids' Hearts strategies and ideals
- Teacher morale
- Teacher incentives
- Administration support
- Various opportunities for parent & family involvement
- Average amount of community projects (Salvation Army canned food drive and Food to Kids)
- Communication in various formats (Blackboard: phone, text, email, social media-in English and Spanish)

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Student academic growth is not meeting expectations and lack of parent support regarding student's academics.

**Root Cause:** Lack of STAAR aligned curriculum and targeted strategies to help boost parent involvement.

**Problem Statement 2:** We have minimal parent involvement.

**Root Cause:** Not being as proactive and consistent with making parent contact regarding being involved.

**Problem Statement 3:** Minimal parent participation in school events.

**Root Cause:** Lack of professional development designed to train or educate teachers on ideas, strategies, etc...to help increase parent participation.

**Problem Statement 4:** Teachers not being adequately prepared to increase parent involvement and building/creating relationships are minimal.

**Root Cause:** Lack of trainings or workshops designed for parents at the campus or district level.

# Priority Problem Statements

**Problem Statement 1:** Hispanic and two or more races sub pops have not performed well on the state assessment.

**Root Cause 1:** Hispanic and two or more races make up over half of our demographics.

**Problem Statement 1 Areas:** Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning

**Problem Statement 2:** Gap in vertical & horizontal alignment as it pertains to academic vocabulary and assessment data not analyzed in depth.

**Root Cause 2:** Minimal collaboration and vertical alignment as it pertains to academic vocabulary and administration of assessments too close in proximity.

**Problem Statement 2 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - School Organization - Student Learning - School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

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

**Performance Objective 1:** Big Spring Intermediate will fully implement district instructional expectations and regularly review their effectiveness to ensure students receive high-quality teaching and the support they need to succeed.

**Evaluation Data Sources:** DMAC Reports, checkpoints, NWEA Data (BOY,MOY, EOY), STAAR assessments; lesson plans, PLC agendas, TTESS walkthroughs





Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Big Spring Intermediate will set academic expectations based on previous year's STAAR scores in order to close the academic gaps using Texas Instructional Leadership strategies (Region 18).</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will drive student growth and increased STAAR scores by posting learning targets in "I can" statements and implementing a new lesson plan template that breaks down standards into student-specific expectations with aligned assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coach, Department Chairs, Teachers</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative		Summative
	Nov	Apr	May

Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Big Spring Intermediate will provide professional development in all content areas through faculty &amp; staff meetings and TIL trainings.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR scores will increase as more teachers achieve proficient or higher on T-TESS, reflecting overall teacher growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Department Chairs, Curriculum Director</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Big Spring Intermediate will utilize TEKS Resource System, DMAC, and TIL (Texas Instructional Leadership), as resources to help tighten lesson plan design and delivery along with a new lesson plan template.</p> <p><b>Strategy's Expected Result/Impact:</b> Checkpoint data will show score increases from BOY to MOY to EOY, with corresponding STAAR gains and NWEA growth at or above grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Department Chairs, Curriculum Director</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative		Summative
	Nov	Apr	May

Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Big Spring Intermediate will use the following district approved practices: Texas Instructional Leadership, Fundamental Five strategies, Lead4Ward, Accelerated Reading, NWEA, Google Classroom, Mindplay, Progress Learning, Dreambox, and PLC w/fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Checkpoint and benchmark scores will increase from BOY to MOY to EOY as teachers create rigorous, engaging lesson plans, leading to improved STAAR scores and sustained NWEA growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Department Chairs, Curriculum Director</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Big Spring Intermediate revamped its master schedule to include a 30-minute accelerated instruction period, STEER TIME, to meet the HB1416 mandate, along with a 90-minute block schedule for 5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic growth will be evident through closing achievement gaps and improving writing skills.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Department Chairs, Curriculum Director</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative		Summative
	Nov	Apr	May

Strategy 6 Details	Reviews		
<p><b>Strategy 6:</b> Big Spring Intermediate will ensure all classrooms are equipped with necessary technology, including student Chromebooks and Promethean Boards, in order to effectively utilize programs for remediation and enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> The regular use of remediation and enrichment programs will positively impact student learning by accelerating growth and closing achievement gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Technologist</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>
Strategy 7 Details	Reviews		
<p><b>Strategy 7:</b> Big Spring Intermediate will leverage Google Classroom to deliver targeted remediation and enrichment activities, allowing teachers to provide personalized support, track student progress, and extend learning beyond the traditional classroom setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Using Google Classroom for remediation and enrichment will increase student engagement, provide personalized learning opportunities, accelerate academic growth, and help close achievement gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Department Chairs</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>
Strategy 8 Details	Reviews		
<p><b>Strategy 8:</b> Big Spring Intermediate will utilize and implement with fidelity Professional Learning Communities.</p> <p><b>Strategy's Expected Result/Impact:</b> Departmental alignment of curriculum and instruction will lead to increased performance on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Department Chairs</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>

Strategy 9 Details	Reviews		
<p><b>Strategy 9:</b> Big Spring Intermediate will use feedback from TIL walk-throughs to support teacher growth and development. The campus will implement strategies from Texas Instructional Leadership (Region 18) as appropriate to meet the specific needs of teachers and students.</p> <p><b>Strategy's Expected Result/Impact:</b> By leveraging TIL walk-through feedback and implementing Region 18 instructional strategies tailored to campus needs, Big Spring Intermediate will strengthen teacher effectiveness, improve instructional quality, and increase student performance on state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Department Chairs, Curriculum Director</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May


 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

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

**Performance Objective 2:** Big Spring Intermediate will implement a systemic and strategic use of data to enhance instruction, with a targeted focus on key subpopulations: Hispanic, African American, Economically Disadvantaged, and SPED students.

**Evaluation Data Sources:** STAAR scores, NWEA/MAP growth reports, checkpoint and benchmark assessments, lesson plans, T-TESS walk-throughs, TIL walk-throughs, intervention logs/sign in sheets, Usage and progress reports for SummitK12, Mango, Accelerated Reader, Mindplay and Dreambox, IEP's, Inclusion Schedule





Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Big Spring Intermediate will leverage DMAC, NWEA, and local assessment data to guide targeted instruction and support for key student subpopulations, including Hispanic and African American students.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result is improved academic performance and growth for Hispanic and African American students, demonstrated through higher assessment scores, reduced achievement gaps, and increased proficiency in core subjects.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coach, Department Leads</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Big Spring Intermediate will systematically monitor and evaluate the use of Accelerated Reader, Dreambox, and Mindplay to support student academic growth and ensure targeted, effective learning interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result is increased student academic growth and support, demonstrated by higher assessment scores, improved proficiency in targeted skills, and more effective use of instructional programs to address individual learning needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coach, Department Chairs</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Big Spring Intermediate will deliver special education services with fidelity to all eligible students, including providing inclusion supports as specified in each student's Individualized Education Program (IEP).</p> <p><b>Strategy's Expected Result/Impact:</b> Providing special education services with fidelity ensures that all eligible students receive the support they need to access the general education curriculum, leading to improved academic outcomes, increased engagement, and greater equity in learning opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Special Education Teachers, General Education Teachers</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Big Spring Intermediate will provide district-approved computer programs to qualified Emergent Bilingual students, ensuring they use Mango and Summit K-12 at least four days a week during STEER TIME, special rotations, and once weekly in 5th grade social studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Regular use of district-approved programs for Emergent Bilingual students will enhance language acquisition, improve academic achievement, and support equitable access to the curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus ESL Teachers</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
			

**Goal 2:** Big Spring Intermediate is committed to fostering a positive campus culture that promotes respect, collaboration, and a sense of belonging among students, staff, and the community, while supporting academic growth and social-emotional well-being.

**Performance Objective 1:** Big Spring Intermediate will continue implementing strategies to strengthen leadership skills, foster positive teacher-student relationships, and create a safe and supportive learning environment that enhances student engagement and academic success

**Evaluation Data Sources:** Posted Social Contracts, iLead reporting, Lesson Plans, Webpage checks, Blackboard reports





Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Big Spring Intermediate will be consistent with Capturing Kids' Hearts expectations to include the building of social contracts as a campus and individual classes in order to promote positive relationships as well as promoting the ideals of I-LEAD.</p> <p><b>Strategy's Expected Result/Impact:</b> A decrease in discipline referrals will keep students in the classroom, foster positive student-teacher relationships, and boost overall campus morale.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Big Spring Intermediate will utilize iLead activities and lessons regularly in accordance with district expectations by ensuring dedicated times are embedded in the schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> Regular use of iLead activities and lessons will promote student leadership, social-emotional growth, and a positive school culture.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** Big Spring Intermediate is committed to fostering a positive campus culture that promotes respect, collaboration, and a sense of belonging among students, staff, and the community, while supporting academic growth and social-emotional well-being.

**Performance Objective 2:** Big Spring Intermediate will actively share positive news and achievements with students, families, and the community to celebrate successes, keep stakeholders informed, strengthen engagement, and promote a positive campus culture.

**Evaluation Data Sources:** Social media page, Blackboard Reports, Webpage Checks, Agendas, presentations, handouts, and/or sign in sheets for events, feedback forms





Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Big Spring Intermediate will maintain an active social media page to celebrate students and staff, promote upcoming school events and share school-wide initiatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent and community engagement will result in better-informed families and a stronger connection between the school and community.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Big Spring Intermediate will maintain a current and accessible school webpage that includes updated staff and contact information, as well as resources and information to support parent and family engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintaining a current and accessible school webpage will enhance communication, increase parent and family engagement, and provide timely access to resources and information that support student success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Big Spring Intermediate will utilize Blackboard to send announcements via callouts or text messaging to inform parents of school-wide updates, reminders or important news.</p> <p><b>Strategy's Expected Result/Impact:</b> Using Blackboard to send callouts and text messages will keep parents informed of school-wide updates, reminders, and important news, improving communication and fostering stronger parent-school connections.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Big Spring Intermediate will utilize parent digital and print newsletters and informational pamphlets (in English &amp; Spanish) to provide parents and families information and strategies to support student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing bilingual digital and print newsletters will help families stay informed and give them strategies to support learning at home, leading to stronger family engagement and improved student success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Big Spring Intermediate is committed to fostering a positive campus culture that promotes respect, collaboration, and a sense of belonging among students, staff, and the community, while supporting academic growth and social-emotional well-being.

**Performance Objective 3:** Big Spring Intermediate will enhance campus culture by hosting a variety of events and engagement opportunities for parents, students, and community members, aiming to increase participation and strengthen school-community connections.

**Evaluation Data Sources:** Posted announcements, fliers/invitations, agendas, presentations, handouts and/or sign in sheets, feedback forms, social media postings

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Big Spring Intermediate will host events, such as musical concerts, award presentations, and a Halloween haunted house, designed to engage parents and strengthen relationships between families and the school community.</p> <p><b>Strategy's Expected Result/Impact:</b> Hosting parent engagement events will strengthen family-school relationships, increase parental involvement in student learning, and foster a supportive and connected school community.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Big Spring Intermediate will offer informational meetings and events, such as Open House and Title I meetings, for parents and families aimed at building knowledge, skills, and capacity to support student learning and success.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing informational meetings and events will empower parents and families with the knowledge and skills to actively support their children's learning, leading to increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			


**Goal 2:** Big Spring Intermediate is committed to fostering a positive campus culture that promotes respect, collaboration, and a sense of belonging among students, staff, and the community, while supporting academic growth and social-emotional well-being.


**Performance Objective 4:** Big Spring Intermediate will embrace the school theme, "We Inspire... I Inspire. Inspire Someone Today. We are Resilient," to foster a positive, family-centered school culture that encourages inspiration, resilience, and community.

**Evaluation Data Sources:** Staff, student and parent surveys and feedback forms

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> The school theme will be highlighted daily during announcements and, while teachers and students exchange inspirational cards with each other.</p> <p><b>Strategy's Expected Result/Impact:</b> Highlighting the school theme daily and exchanging inspirational cards will create a positive, inclusive school culture that fosters respect, motivation, and a supportive learning environment, encouraging both academic and social-emotional growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Big Spring Intermediate teachers will send personalized inspirational messages to parents reflecting their child's achievements and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers sending personalized inspirational messages to parents reflecting their child's achievements and growth, will foster a positive, family-centered school culture that promotes motivation, resilience, and both academic and social-emotional growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Goal 3:** Big Spring Intermediate will continue to promote awareness of key factors that influence student achievement and shape the school environment, such as academic expectations, social-emotional supports, attendance, and behavior.

**Performance Objective 1:** Big Spring Intermediate will work to increase the overall attendance rate of both students and staff, recognizing that consistent attendance directly supports stronger student performance and academic growth.

**Evaluation Data Sources:** Acender Reports, Frontline Reports, Student assessment scores, Discipline reports, OnDataSuite Reports, Daily call logs for attendance, attendance and truancy letter, night school rosters and sign in sheets

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Big Spring Intermediate will provide both short- and long-term attendance incentives--such as ice cream coupons, pizza coupons, pickles, ice pops, movie field trips, and bicycles donated by the Rotary Club--to encourage consistent attendance. Incentives will be awarded at the end of each six-week grading period.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing short- and long-term attendance incentives will encourage consistent student attendance, improve engagement and participation, and positively impact academic performance and overall school culture.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, Attendance Clerk</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Big Spring Intermediate will utilize night school to provide students with opportunities to recover lost seat time and access additional tutoring and academic support, ensuring they stay on track for success in their courses and meet attendance requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilizing night school will help students recover lost seat time, access targeted tutoring and academic support, improve course success rates, and ensure compliance with attendance requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Big Spring Intermediate will provide attendance incentives for faculty and staff to encourage consistent presence in the classroom, supporting continuity of instruction and student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing attendance incentives for faculty and staff will promote consistent classroom presence, ensuring continuity of instruction and supporting student learning, while also boosting teacher morale and retention by recognizing dedication and fostering a positive, engaged work environment.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			





**Goal 3:** Big Spring Intermediate will continue to promote awareness of key factors that influence student achievement and shape the school environment, such as academic expectations, social-emotional supports, attendance, and behavior.

**Performance Objective 2:** Big Spring Intermediate will foster a safe, supportive, and drug-free learning environment by providing consistent discipline, quality counseling, and social-emotional supports.

**Evaluation Data Sources:** Discipline Reports (Ascender and OnDataSuite); Raptor Reports, Anonymous Alerts Reports/Alerts, GoGuardian Reports/Alerts, counseling logs and lesson; lesson plans; safety logs for door checks and emergency drills, threat assessment reports, Counselor Referral form.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Big Spring Intermediate will implement a comprehensive bullying prevention and reporting system by maintaining multiple confidential reporting channels and providing training for staff on identifying and responding to bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementing a comprehensive bullying prevention and reporting system, with multiple confidential reporting channels and staff training, will create a safer, more supportive school environment, resulting in a decrease in bullying incidents and school vandalism, while providing timely support for students at risk of self-harm.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, Teachers</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Big Spring Intermediate will strengthen campus safety and student well-being by providing individual counseling for students involved in alleged bullying incidents to address root causes and support healing and behavior change.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing individual counseling for students involved in alleged bullying incidents will strengthen campus safety, promote student well-being, address root causes of behavior, and support healing and positive behavioral change.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Big Spring Intermediate will implement a targeted support program for at-risk students by providing individual counseling that addresses both academic and socio-emotional needs, regularly monitoring progress, and offering tailored interventions for students failing two or more content areas to improve achievement and support overall well-being.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementing a targeted support program with individual counseling and tailored interventions will improve academic achievement, address socio-emotional needs, support overall student well-being, and help at-risk students regain confidence and stay on track for success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator, Counselor</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Big Spring Intermediate will implement positive and preventative discipline management programs by consistently enforcing the BSI Student Code of Conduct, promoting responsible behavior, and supporting a safe and respectful learning environment for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementing positive and preventative discipline management programs will reduce behavioral incidents, promote responsible student behavior, and maintain a safe and respectful learning environment, leading to fewer referrals and improved overall campus discipline.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Big Spring Intermediate will create a safe learning environment for all students, faculty, and staff by implementing comprehensive safety measures.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementing comprehensive safety measures will create a secure learning environment at Big Spring Intermediate, reduce safety-related concerns, and ensure the well-being of students, faculty, and staff</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, Teachers, All Staff</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>

Strategy 6 Details	Reviews		
<p><b>Strategy 6:</b> Big Spring Intermediate will enhance campus safety by conducting monthly safety drills that comply with state requirements and district policies, covering multiple emergency scenarios. BSI will provide training and guidance for students, faculty, and staff, evaluate drill effectiveness, and use feedback to improve preparedness and maintain a secure learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Conducting monthly safety drills and providing training and guidance will enhance campus safety at Big Spring Intermediate, improve preparedness for multiple emergency scenarios, reduce safety-related concerns, and ensure a secure and well-coordinated learning environment for students, faculty, and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Safety and Security</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>
Strategy 7 Details	Reviews		
<p><b>Strategy 7:</b> Big Spring Intermediate will actively participate in Red Ribbon Week by engaging students, staff, and the community in a variety of awareness activities, educational programs, and events that promote healthy, drug-free lifestyles and reinforce the importance of making positive choices.</p> <p><b>Strategy's Expected Result/Impact:</b> Participating in Red Ribbon Week will increase student awareness of the dangers of drugs and alcohol, encourage healthy decision-making, strengthen a positive school culture, and promote a safe, supportive learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			


**Goal 3:** Big Spring Intermediate will continue to promote awareness of key factors that influence student achievement and shape the school environment, such as academic expectations, social-emotional supports, attendance, and behavior.


**Performance Objective 3:** Big Spring Intermediate will ensure that students assigned to ISS, OSS, or DAEP continue to receive instructional support and educational opportunities, helping them stay on track academically and preventing learning gaps.

**Evaluation Data Sources:** Discipline Reports, Progress Reports and Report Cards, email communications, student work assigned and received.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Students placed in alternative settings due to Code of Conduct violations will receive comprehensive instructional support, including assignments from all core, elective, and PE classes, along with opportunities to complete all assessments. Teachers will monitor progress regularly and provide targeted feedback to ensure students remain on track academically.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing full academic access in alternative settings will prevent students from falling behind, maintain continuity of learning, support mastery of standards, and promote accountability for academic progress despite disciplinary placements.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors, Teachers</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Big Spring Intermediate will maintain regular and open communication with DAEP by coordinating with DAEP staff on student progress, sharing academic assignments and assessment data, addressing behavioral interventions, and ensuring a smooth transition back to the home campus when students complete their placement.</p> <p><b>Strategy's Expected Result/Impact:</b> Staying in regular contact with DAEP will help students keep up with their learning, address behavior issues, and make returning to their home campus smoother.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators (BSI &amp; DAEP); Teachers (BSI &amp; DAEP), Counselor</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 4:** Big Spring Intermediate will 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	Reviews		
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - STAAR            NGS Reports            PFS Timeline Report Checklist</p> <p><b>Staff Responsible for Monitoring:</b> Migrant Specialist</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> PFS Action Plan</p> <p><b>Staff Responsible for Monitoring:</b> Migrant Consultant</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 4:** Big Spring Intermediate will 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	Reviews		
<p><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</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><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</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>
Strategy 3 Details	Reviews		
<p><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</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 4:** Big Spring Intermediate will 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	Reviews		
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Priority placement of students.</p> <p><b>Staff Responsible for Monitoring:</b> MEP Staff, District Migrant Contact</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased connections with necessary support programs</p> <p><b>Staff Responsible for Monitoring:</b> MEP Staff, District Migrant Contact</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>
Strategy 3 Details	Reviews		
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of programs used to support PFS students</p> <p><b>Staff Responsible for Monitoring:</b> MEP Staff</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Apr</b>	<b>May</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

# State Compensatory

## Budget for Big Spring Intermediate School

**Total SCE Funds:** \$156,160.00

**Total FTEs Funded by SCE:** 2.9

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

The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services. At Big Spring Intermediate, SCE funds are utilized to provide instructional and intervention staff. SCE funds also contribute towards school counseling and administrative functions.

## Personnel for Big Spring Intermediate School

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

# Title I

## 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

### 1.1: Description of CNA Process

Please see Title1Crate for the following documentation.

### 1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

## 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

### 2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

### 2.2: Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

### 2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Please see Title1Crate for the following documentation.

### 2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Please see Title1Crate for the following documentation.

### 2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Please see Title1Crate for the following documentation.

## 3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

### 3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

# 2025-2026 Site Base Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Patsy Sanchez	Principal
Administrator	Casandra De La Cruz	Assistant Principal
Curriculum Support	Candace Smith	Curriculum Support
Counselor	Billy Daves	Counselor
5th Grade Teacher	Oscar Natividad	5th Grade Teacher
6th Grade Teacher	JoAnne Mendez	6th Grade Teacher
Grandparent & Community	Connie Kennedy	Retired Teacher
Previous Parent	Amanda Islas	BSHS Administrative Secretary

# Addendums

**Big Spring Intermediate Elementary 2025-2026 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	11	6118	26	044	6	30	0	00	Extra Duty Pay (Tutoring/Vertical Alignment)	\$2800.00
211	11	6141	26	044	6	30	0	00	Medicare	\$50.00
211	11	6142	26	044	6	30	0	00	Insurance	\$275.00
211	13	6219	26	044	6	30	0	01	Professional Services	\$2,000.00
211	61	6499	26	044	6	30	0	00	Parent/Family Engagement	\$1861.00

Title II

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

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
255	13	6119	26	044	6	24	0	00	Dept. Heads, Instructional Coaches/Mentors	\$16,300.00
255	13	6141	26	044	6	24	0	00	Medicare	\$236.35
255	13	6146	26	044	6	24	0	00	Teacher Retirement	\$1,385.50

Title III

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

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr

Title IV

Title IV funds are utilized in the same manner in which we use our Title I, Part A funds since we are a district that engages in a 100 % transfer of funds into Title I, Part A. At the district level, we provide all campus instructional technology support as well, Additionally funds are set aside professional development identified as a need at each campus.

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Description	Appr
289	12	6329	26	044	6	24	0	00	Instructional Resources/MediaServices	\$182.00

