

Big Spring Independent School District

Big Spring Junior High School

2025-2026 Campus Improvement Plan

Accountability Rating: C



Board Approval Date: September 16, 2025

Mission Statement

Big Spring Junior High is committed to providing rigorous and relevant education in a safe and supportive environment that promotes the growth of our students into confident, lifelong learners who are ready to thrive inside and outside the classroom.

Vision

The Vision of Big Spring Junior High is to celebrate the academic and personal successes of our students as they they develop into critical thinkers and productive citizens.

Value Statement

We are Informed, Intentional, In it together!

Translation Statements

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics

Total Enrollment	
2021-22	575
2022-23	516
2023-24	521
2024-25	490

Demographics Details	24-25	23-24	22-23	21-22
African American	4.5%	6.0%	6.2%	5.0%
Hispanic	68.6%	66.0%	66.3%	65.6%
White	21.0%	22.1%	22.5%	24.7%
American Indian	0.2%	0.2%	0.0%	0.4%
Asian	1.4%	1.5%	1.9%	1.0%
Pacific Islander	0%	0.2%	0.4%	0.4%
2 or more races	4.3%	4.0%	2.7%	3.0%
Eco Dis	70.2%	79.1%	66.0%	75.5%
At Risk	62.5%	65.1%	70.9%	70.6%
SPED	16.5%	16.3%	18.8%	18.3%
GT	5.1%	5.0%	5.0%	5.2%
Emergent Bilingual	7.8%	8.1%	7.0%	6.3%

The student population is predominantly Hispanic, increasing steadily from 65.6% in 2021–22 to 68.6% in 2024–25. White students make up the second largest group but have declined over time, dropping from 24.7% to 21.0%. African American students have fluctuated between 4.5% and 6.2%, showing a slight overall decline, while Asian students rose from 1.0% to 1.9% before dipping to 1.4% in 2024–25. American Indian and Pacific Islander students continue to represent very small percentages (0.0–0.4%). Students identifying

with two or more races have shown consistent growth, increasing from 3.0% in 2021–22 to 4.3% in 2024–25.

Economically Disadvantaged students represent the majority of the population, peaking at 79.1% in 2023–24 and settling at 70.2% in 2024–25. The percentage of At-Risk students has gradually declined, dropping from 70.9% in 2022–23 to 62.5% in 2024–25. Special Education (SPED) students have also decreased slightly over time, from 18.8% in 2022–23 to 16.5% in 2024–25. Gifted and Talented (GT) participation has remained stable at around 5% each year. Emergent Bilingual students have steadily increased, rising from 6.3% in 2021–22 to 7.8% in 2024–25, reflecting a growing population of multilingual learners.

Teacher Demographics

The teaching staff is predominantly White, though the percentage decreased slightly from **69.1% in 2022–23 to 67.6% in 2023–24**. Hispanic teachers increased from **14.3% to 19.0%**, while African American teachers declined from **12.9% to 8.5%**. Teachers identifying as American Indian remain around **1.5–1.6%**, and those of two or more races increased modestly from **2.1% to 3.4%**. There are no Asian or Pacific Islander teachers reported.

Teacher Experience

The workforce shows a strong concentration of newer teachers. In 2023–24, **82.6%** of teachers had **1–5 years of experience**, a sharp increase from **65.4%** the year prior. In contrast, teachers with **6–10 years of experience** dropped from **11.4% to 5.8%**, and those with **11–20 years of experience** decreased significantly from **19.1% to 6.1%**. A small percentage of teachers have **21–30 years of experience (2.6%)** or **over 30 years (2.8%)**, both fairly stable across the two years. Notably, there were **no beginning teachers** (0 years of experience) reported in either year.

Demographics Strengths

The student demographics present notable strengths that enrich the school community. A predominantly Hispanic student population provides consistency and clarity for long-term instructional planning, bilingual programming, and family engagement efforts. This strong cultural identity also creates opportunities to build a shared sense of community while fostering pride in students' backgrounds. At the same time, the growth of emergent bilingual learners and students of two or more races contributes to increasing diversity, bringing cultural and linguistic richness that enhances classroom experiences for all students. Together, these demographics support the development of culturally responsive practices and provide a foundation for building an inclusive, globally minded learning environment.

The data reflects several strengths within the school community. The student body demonstrates rich cultural diversity, with a strong and growing Hispanic majority alongside increases in students of two or more races and emergent bilingual learners. This creates opportunities for multicultural awareness and inclusive practices. Teacher demographics, while less diverse overall, show growth in Hispanic and multiracial representation, which supports alignment with the student population. Additionally, African American teachers are represented at slightly higher rates than the student body, providing positive role models. The teaching staff is also largely composed of early-career educators, bringing fresh perspectives, energy, and adaptability to meet the evolving needs of students.

Through the use of Specialized instruction during our Strength and Conditioning class we continue to see growth in our ESL population on TELPAS test. We are using the Summit K-12 program during this time. This has resulted in growth in many of our students and several students exiting the program. We have also seen that through the work of our Lifeskills staff several of our students exit that setting and move to work in inclusion classrooms.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on STAAR assessment data, special education students achieved the following percentages at the Approaches Grade Level standard: 27% in Reading, 22% in Math, 10% in Science, and 19% in Social Studies.

Root Cause: Students are performing below grade level and require targeted interventions to support academic growth.

Problem Statement 2: Demographic data indicate that White students outperform our primary minority groups on STAAR assessments. On average, Minority and Economically Disadvantaged (ECD) students score approximately 10 percentage points lower than their White peers on both checkpoints and prior state assessments.

Root Cause: High levels of socioeconomic challenges in the community contribute to a significant number of At-Risk students. Contributing factors include prior grade retention, home-related difficulties, and limited capacity for parental support in academic tasks such as test preparation.

Student Achievement

Student Achievement Summary

We experienced growth in nearly every area from the 23-24 school year to the 24-25 school year. The following growth was observed.

	2023-24	2024-2025
7th ELAR	58%	71%
8th ELAR	64%	72%
7th Math	41%	44%
8th Math	60%	62%
8th Science	54%	65%
8th Social Studies	31%	40%

From 2023–24 to 2024–25, student performance showed growth across all tested subjects. Notable increases occurred in ELAR, with 7th grade rising from 58% to 71% and 8th grade from 64% to 72%. Science also showed significant improvement in 8th grade, increasing from 54% to 65%. Math and Social Studies saw smaller gains, with 7th Math increasing from 41% to 44%, 8th Math from 60% to 62%, and 8th Social Studies from 31% to 40%.

Additionally, from 23-24 to 24-25, Big Spring Junior High improved our accountability grade from a D (62) to a C (76), a jump of 14 points. We saw an improve in all three domains: Student Achievement 12 point improvement, School Progress 14 point improvement, and Closing the Gaps 11 point improvement.

Student Achievement Strengths

The 2024–25 data reveal several notable strengths in STAAR student performance. Both 7th and 8th grade ELAR showed significant growth, increasing 13 and 8 percentage points respectively, reflecting effective literacy instruction and targeted interventions. Similarly, 8th grade Science demonstrated substantial improvement, rising 11 percentage points, indicating successful implementation of curriculum and support strategies. While gains in Math and Social Studies were smaller, all subjects showed positive upward trends, suggesting that instructional efforts are having a broad, beneficial impact. Overall, these results highlight areas of progress and indicate that current strategies are helping students build skills and close achievement gaps.

According to NWEA data, campus goals were met in every area except 7th grade ELAR, which was only 3 points from the target.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We were unable to meet our academic growth and STAAR performance with our students of 2 or more races.

Root Cause: These students have struggled on assessments and many of them are in other special programs to assist them with various learning challenges they must overcome.

School Culture and Climate

School Culture and Climate Summary

In general, students enjoy being at school and value the relationships they build with their peers and teachers. They have access to a wide variety of activities and student groups, providing opportunities to explore interests, develop skills, and build meaningful connections. Despite these opportunities, our staff has observed occasional periods of apathy among students, which can impact both their academic engagement and overall school experience. This highlights the importance of continuing to create strategies that encourage active participation, motivation, and a stronger connection to the school community.

School Culture and Climate Strengths

Big Spring Junior High students have many opportunities to get involved in school activities and connect with their peers and teachers in positive and meaningful ways. Students can participate in athletics such as football, volleyball, swimming, golf, and cheer, as well as in extracurricular programs like choir and band. These experiences help students build friendships, develop new skills, and feel more connected to the school community.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Vandalism in the school is a problem, particularly in the boys restroom.

Root Cause: There is a lack of respect for school property and inability to constantly watch the restroom all day.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher Data:

Teacher Years of Experience	23-24	22-23
Beginning Teachers	0.0%	0.0%
1-5 Years	82.6%	65.4%
6-10 Years	5.8%	11.4%
11-20 Years	6.1%	19.1%
21-30 Years	2.6%	1.6%
Over 30 Years	2.8%	2.6%

Between 2022–23 and 2023–24, the proportion of teachers with 1–5 years of experience increased significantly from 65.4% to 82.6%, indicating a relatively young and 62% of Staff have their teaching certification or have been locally certified through district of innovation.

Paraprofessionals have a HS diploma or equivalent.

Big Spring Junior High, in collaboration with Region 18, has provided its administration with intensive training in Texas Instructional Leadership (TIL) to equip them with Teachers who are new to the profession are also provided a mentor their first year and benefit from department planning with their peers.

Staff Quality, Recruitment, and Retention Strengths

A majority of our staff are fully certified. The staff that are not fully certified are working on their degree or are enrolled in an alternative certification program. We also have a high retention rate this year.

Big Spring Junior High has benefitted from the district's partnership with Howard College and Texas Tech, providing our campus with highly skilled teachers. These teachers and others who have demonstrated to be highly effective teachers become mentors to our new to the profession teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 38% of staff are not highly qualified and/or certified.

Root Cause: There is a shortage of highly qualified and/or certified teacher candidates in our area.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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 through 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.

Curriculum, Instruction, and Assessment Strengths

In the 2024-25 school year there were several changes in curriculum. The result has been positive results in multiple disciplines. Region 18 has provided sustained and targeted support for our math department, and all content areas have benefitted from support from Region 18 in TIL practices by both administration and teachers.

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.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: While we saw significant growth in 8th grade Social Studies, it is still a low performing area.

Root Cause: 8th grade Social Studies Standards are very broad and most of it has not been taught before in younger grade levels. For many students this is the first time they may have been exposed to this content.

Problem Statement 2: Only 29% of 7th graders and 47% of 8th graders Mastered the ECR on their ELAR STAAR test

Root Cause: Students lack the skills and understanding to write effectively on STAAR.

Family and Community Engagement

Family and Community Engagement 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.

Family and Community Engagement 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.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: There has not been enough opportunities for parent involvement. We have parents that are willing to be a part of the campus.

Root Cause: Scheduling conflicts often interfere with getting events planned.

School Organization

School Organization Summary

Big Spring Junior High is strengthened through the implementation of Professional Learning Communities (PLCs), which provide structured guidance and constructive feedback in instructional planning. In addition, ongoing professional development and individualized coaching sessions—tailored based on walkthrough data—ensure that staff receive targeted support to continually refine their practice and improve student outcomes.

School Organization Strengths

During PLCs, teachers are given dedicated time to collaborate on lesson planning, analyze student data, and develop meaningful assessments. In addition to this collaborative planning, teachers receive ongoing support through professional development opportunities, individualized feedback, and targeted coaching sessions, all designed to strengthen instructional practices and enhance student learning outcomes.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Leadership and staff meetings were not held as often as needed.

Root Cause: Interferences with scheduling and adapting to a new Master Schedule with Leadership meeting not built in.

Technology

Technology Summary

We have adequate technology and programs to assist students and staff.

All teachers are issued laptops for daily usage in the classroom. The teachers work on a Wi-Fi within the building that was upgraded 4 summers ago. Data is kept and retrieved through a number of programs, a few of which are: Ascender, DMAC, and AESOP. Each program has a unique function to meet the needs of student data archives, student contact/tracking information, and teacher attendance.

Additionally, every classroom has a Promethean TV for instructional use.

Technology Strengths

Teachers are given time to plan, analyze data, and create assessments during PLCs. We also provide support to teachers by providing ongoing PD and feedback and coaching sessions to teachers.

Having laptops for each teacher along with items like a iPads, a Hovercam, and a Promethean Active Display TV enable the teachers to deliver many media based, interactive lessons. For SSI, students can report to labs or utilize Chromebooks. Special Education students are often on the computer remediation programs more frequently, as time allows. An insurance system is in place for students that inadvertently damage their Chromebooks.

The data tracking programs (mainly DMAC) seem user-friendly to most and are a convenient way of information retrieval.

Problem Statements Identifying Technology Needs

Problem Statement 1: There is an excessive amount of damages done to student Chromebooks.

Root Cause: A lack of student accountability and computers not being checked frequently enough.

Problem Statement 2: Copy machines frequently jam and break down.

Root Cause: According to the repair man it is a combination of 2 issues: The paper we use is low quality and generates a lot of dust causing jams. The 2nd is that untrained staff try to unjam the machines and cause further damage.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results





Goals

Goal 1: All students at Big Spring Junior High will perform at or above the Approaches and/or Masters level on 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 70% approaches, 40% meets, and 20% masters to move forward from a C rating.

Evaluation Data Sources: 2026 STAAR Data for the campus will show an improvement in Meets/Masters Level performers, DMAC T-TESS Reports

Strategy 1 Details	Reviews		
<p>Strategy 1: Our campus will utilize Enrichment classes (Conditioning) opposite tutorials to push students over learning thresholds.</p> <p>Strategy's Expected Result/Impact: Improved STAAR performance</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Department Heads</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSJHS makes a commitment to encourage students to participate in academic and athletic UIL, TMSCA, ESports, Spanish I, Spelling Bee, and Robotics.</p> <p>Strategy's Expected Result/Impact: Student experience with challenging and engaging content will improve assessment scores</p> <p>Staff Responsible for Monitoring: Principal, Organization Sponsors</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: BSJHS administrators will utilize T-TESS and walk-throughs to monitor instruction and give teachers constructive feedback.</p> <p>Strategy's Expected Result/Impact: Improved summative teacher feedback and end of year STAAR performance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Increased number of students performing at the Masters level on STAAR</p> <p>Staff Responsible for Monitoring: Principal, Campus GT Coordinator</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 1: All students at Big Spring Junior High will perform at or above the Approaches and/or Masters level on 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.

High Priority

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	Reviews		
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Reduced number of student performing below Approaches on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Use of technology based programs like NWEA, iReady, Exploros, Lowman to provide additional instruction and practice.</p> <p>Strategy's Expected Result/Impact: Improved scores on content based check points through the year and ultimate scores on the STAAR</p> <p>Staff Responsible for Monitoring: Dean of Instruction</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: BSJHS is committed to supplying training to core teachers to address academic holes through E-Trainings and Region 18 interventions for ELA and Math.</p> <p>Strategy's Expected Result/Impact: Improved STAAR performance</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Curriculum Director</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p>Strategy 4: BSJHS offers an Open House in the fall and an Academic Open House in the Spring to involve parents.</p> <p>Strategy's Expected Result/Impact: Improved 6 week grade progress and STAAR end-of-year performance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 1: All students at Big Spring Junior High will perform at or above the Approaches and/or Masters level on 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.

High Priority

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

Strategy 1 Details	Reviews		
<p>Strategy 1: The campus operates as an inclusion setting with built in HB1416/MTSS tutorials during the day as needed.</p> <p>Strategy's Expected Result/Impact: Increased number of special education students passing STAAR; improved scores for all SPED students</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Special Education Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Technology interventions for special education students will include iReady Math, iReady Reading, and Exploros that assess a student's levels and assigns practice to improve skills.</p> <p>Strategy's Expected Result/Impact: Improved scores end of year STAAR performance, increased number of SPED students achieving Approaches Grade Level or better</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Special Education Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: BSJHS stresses effective implementation of IEP and ARD recommendations.</p> <p>Strategy's Expected Result/Impact: Academic success and STAAR performance, therapy logs</p> <p>Staff Responsible for Monitoring: ARD Administrators, Principal, Special Education Teachers</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p>Strategy 4: Life Skills will be structured in such a way as to encourage success on State Alternative Testing (STAAR Alt-2).</p> <p>Strategy's Expected Result/Impact: All Life-skills students showing success as measured by the STAAR-Alt 2 Assessment</p> <p>Staff Responsible for Monitoring: Life Skills Teachers, Principal</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 1: All students at Big Spring Junior High will perform at or above the Approaches and/or Masters level on 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.

High Priority

Evaluation Data Sources: Final STAAR performance, Summit K12 reports, TELPAS performance

Strategy 1 Details	Reviews		
<p>Strategy 1: Use of LPAC recommendations to provide an effective intervention program (ESF 5.3). Strategy's Expected Result/Impact: Improved STAAR performance and TELPAS score; positive impact on Domain 3 (Closing the Gaps). Staff Responsible for Monitoring: ESL teacher, Administrators, and district Special Programs</p> <p>Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: ESL Pull-Out as needed and remediation through Mango and Summit K-12 in their 4th period Strength Class. (ESF 5.3) Strategy's Expected Result/Impact: Improved STAAR performance and TELPAS scores; positive impact on Domain 3 (Closing the Gaps). Staff Responsible for Monitoring: ESL Teacher, Administrators. district special programs director</p> <p>Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Bilingual Office Communications will be sent home whenever possible.</p> <p>Strategy's Expected Result/Impact: Better communication with our non-English speaking families and improved parent involvement.</p> <p>Staff Responsible for Monitoring: Administrators and office staff</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: 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 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	Reviews		
<p>Strategy 1: BSJHS job postings on the district website will remain current and specific to the current staffing needs of the campus. Strategy's Expected Result/Impact: Increased number of applicants for open positions; Quicker turn around when vacancies arise. Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: 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>Strategy 2: Partner with teacher preparation and certification programs to acquire, mentor and develop new teachers in the field. Strategy's Expected Result/Impact: Improved instructions and teacher retention rates; better teacher job satisfaction. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: BSJHS will prioritize hiring fully certified teachers and highly qualified staff.</p> <p>Strategy's Expected Result/Impact: Improved instruction and campus environment</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</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 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	Reviews		
<p>Strategy 1: Staff development will be targeted to meet the needs of the staff in identifying and meeting the needs of students. Strategy's Expected Result/Impact: Improved instruction, increased content/pedagogy knowledge, improved identification of strengths and weaknesses Staff Responsible for Monitoring: Principal, Dean of Instruction, Curriculum Director</p> <p>Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSJHS new teachers will be supported by experienced teachers through campus and district monitored mentorship programs. Strategy's Expected Result/Impact: Improved instruction, increased teacher retention rates Staff Responsible for Monitoring: Principal, Dean of Instruction</p> <p>Title I: 2.51 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Improved communication; better processes; clear lines of communication</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: improved dissemination of information; increased participation in higher education by all stakeholders</p> <p>Staff Responsible for Monitoring: Campus counselors</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





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	Reviews		
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Positive responses on parent survey feedback; improved parent attendance at building capacity events.</p> <p>Staff Responsible for Monitoring: Principal, Campus Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: 6 week parent/student BSJHS newsletter and monthly calendars are sent home and posted on the website and Facebook.</p> <p>Strategy's Expected Result/Impact: Improved communication to parents & families regarding school relevant activities and information.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: Encourage parent to volunteer as chaperones for a variety of campus events such as: UIL, NJHS, STUCO, Cheer, Choir, Band, etc.</p> <p>Strategy's Expected Result/Impact: Improved parent presence at school activities</p> <p>Staff Responsible for Monitoring: Principal, Organization Sponsors/Coaches</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 4 Details	Reviews		
<p>Strategy 4: Assemble a Parent Advisory Council to solicit feedback that will help guide campus decision making.</p> <p>Strategy's Expected Result/Impact: Improved parental involvement; clearer understanding of the needs and perceptions of parents and families</p> <p>Staff Responsible for Monitoring: Principal, PAC Sponsor/Contact</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p>Strategy 5: BSJHS will offer School Orientation, Title I Meetings, and Fall/Spring Open Houses.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 6 Details	Reviews		
<p>Strategy 6: BSJHS will encourage student and staff participation in extracurricular academic opportunities by hosting the district JH UIL meet.</p> <p>Strategy's Expected Result/Impact: Increased number of students and staff participating in UIL academics.</p> <p>Staff Responsible for Monitoring: Principal, UIL Coordinator</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May

Strategy 7 Details	Reviews		
<p>Strategy 7: Big Spring Junior High will utilize parent digital and print newsletters and informational pamphlets (in English & Spanish) to provide parents and families information and strategies to support student learning.</p> <p>Strategy's Expected Result/Impact: 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>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;">  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 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 recognition of contributions from community members; recognition of community member contributions on social media and the website.





Strategy 1 Details	Reviews		
<p>Strategy 1: As part of attendance incentive process, community businesses will be encouraged to partner with BSJHS for 6 week rewards. Strategy's Expected Result/Impact: Increased number of community partners resulting in an expansion of attendance awards. Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Committee</p> <p>Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: To encourage attendance at Open Houses, community partners will be sought for door prizes, etc. Strategy's Expected Result/Impact: Increased interest and attendance of parents & families at open house. Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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	Reviews		
<p>Strategy 1: Offer Exploros, iReady Math, iReady Reading and Writeable interventions along with Chromebook usage, 8th grade Tech Apps classes, Promethean Active Display TVs, EdPuzzle, and Google Translate for the classroom.</p> <p>Strategy's Expected Result/Impact: Increased use of technology resources; improved assessment scores;</p> <p>Staff Responsible for Monitoring: Campus Technology Specialist; Dean of Instruction.</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Use of online versions of math, ELA, science and social studies textbooks.</p> <p>Strategy's Expected Result/Impact: Improved availability of high quality instructional materials (HQIM) and the variety of resources provided with each.</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Curriculum Director</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Tardy Calculator system and automated call-outs utilized to log tardies and absences to increase attendance and time-on-task.</p> <p>Strategy's Expected Result/Impact: Improved daily attendance and tardy averages; increased student time in classrooms receiving instruction.</p> <p>Staff Responsible for Monitoring: Principal, Attendance Clerk, Assistant Principal</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: 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 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	Reviews		
<p>Strategy 1: BSJHS will offer ESL pull-out instructional services and remediation to students who need it, utilizing Mango and Summit K-12.</p> <p>Strategy's Expected Result/Impact: Improved STAAR performance and progress on TELPAS</p> <p>Staff Responsible for Monitoring: Dean of Instruction, ESL Pull-Out Teachers, Emergent Bilingual Director</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Students with ESL services receive English Language Arts & Reading instruction by an ESL certified teacher</p> <p>Strategy's Expected Result/Impact: Improved STAAR performance and progress on TELPAS; improved federal accountability (Domain III).</p> <p>Staff Responsible for Monitoring: Principal, Emergent Bilingual Director</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: School communication with parents and families will be provided in English and Spanish. Strategy's Expected Result/Impact: Improved communication with our Spanish speaking families Staff Responsible for Monitoring: Principal, EB/LPAC Campus Coordinator, Campus Secretary</p> <p>Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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	Reviews		
<p>Strategy 1: Dyslexia services (along with Take Flight pull-outs) are offered to students who qualify as decided by their ARD committee</p> <p>Strategy's Expected Result/Impact: Improved STAAR performance; Improved MAP data for Reading; Completion of Take-Flight curriculum</p> <p>Staff Responsible for Monitoring: Dyslexia Teacher, Special Education Teachers, ARD Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: 504 meetings will be held and documented with interventions shared with teachers of qualifying students as per federal and district guidelines.</p> <p>Strategy's Expected Result/Impact: Appropriate interventions and accommodations for 504 students as per committee decision; Improved awareness of student needs and necessary interventions/accommodations.</p> <p>Staff Responsible for Monitoring: Campus 504 Coordinator, Principal, Assistant Principals, Dean of Instruction</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: Migrant students will be tracked and interventions supplied as needed in conjunction with Region 18 as part of our Shared Service Agreement (SSA).</p> <p>Strategy's Expected Result/Impact: Improved academic performance on STAAR and report cards.</p> <p>Staff Responsible for Monitoring: Principal, Region 18 Contact</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p>Strategy 4: Daily Strength tutorials will be provided in math and/or reading for students identified through continuous data collection through various sources</p> <p>Strategy's Expected Result/Impact: Improved academic performance; specific and targeted instruction to address areas of noted academic needs.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





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.

Evaluation Data Sources: Student Surveys and data collected through counselors

Strategy 1 Details	Reviews		
<p>Strategy 1: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: iLead will be utilized 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
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Strategy 3 Details	Reviews		
<p>Strategy 3: BSJHS will continue implementation of random drug testing by WTIP in accordance with UIL drug testing policy in conjunction with visits by the district's K-9 (drug dog)</p> <p>Strategy's Expected Result/Impact: Decrease in drug use among student participating in UIL activities and the student population as a whole.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p>Strategy 4: 3 week progress report counseling for failing or border line grades that address the academic and socio-emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Improved passing rates of students</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p>Strategy 5: Students will be introduced to CTE curriculum through Robotics, Tech Apps, Lifetime Nutrition and Wellness, Dollars and Sense, and Career Portals classes.</p> <p>Strategy's Expected Result/Impact: Students will have basic knowledge of all the graduation tracks and will have a working knowledge of word processing/computer applications</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May





Strategy 6 Details	Reviews		
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: The feeling of safety on campus leads to a healthier learning environment</p> <p>Staff Responsible for Monitoring: Principal, Campus Threat Assessment Team, District Safety and Security Department</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: 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 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	Reviews		
<p>Strategy 1: Attendance will be tracked weekly and students with habitual absences will be met with by administrators and assigned seat time make-ups.</p> <p>Strategy's Expected Result/Impact: Improved attendance and academic performance</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Attendance Committee, Assistant Principal, Principal</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Attendance incentives will be utilized along with positive recognition strategies for students will good attendance records.</p> <p>Strategy's Expected Result/Impact: Improved attendance averages</p> <p>Staff Responsible for Monitoring: Attendance Committee, Assistant Principals, Principal</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: 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).</p> <p>Strategy's Expected Result/Impact: Improved attendance rates; improved course credits.</p> <p>Staff Responsible for Monitoring: Attendance Committee; Assistant Principals, Principal</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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	Reviews		
<p>Strategy 1: All BSJHS students will participate in physical education a minimum of 225 minutes weekly in accordance with TEA requirements.</p> <p>Strategy's Expected Result/Impact: TEA physical education requirement compliance</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSJHS students will free receive nutritious meals (breakfast and lunch) that meet state nutritional guidelines daily.</p> <p>Strategy's Expected Result/Impact: Improved health and nutrition.</p> <p>Staff Responsible for Monitoring: District Food Service Department</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: BSJHS will have a representative on the District level SHAC advisory council who will relay information and updates to the campus level.</p> <p>Strategy's Expected Result/Impact: Follow through on SHAC policies/recommendations</p> <p>Staff Responsible for Monitoring: District Nurse</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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	Reviews		
<p>Strategy 1: Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.</p> <p>Strategy's Expected Result/Impact: NGS Reports PFS Timeline Report Checklist</p> <p>Staff Responsible for Monitoring: Migrant Specialist</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</p> <p>Strategy's Expected Result/Impact: PFS Action Plan</p> <p>Staff Responsible for Monitoring: Migrant Consultant</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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	Reviews		
<p>Strategy 1: During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.</p> <p>Strategy's Expected Result/Impact: SSA fulfilling grant requirements.</p> <p>Staff Responsible for Monitoring: Migrant Consultant Migrant Specialist</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.</p> <p>Strategy's Expected Result/Impact: MEP overview sessions</p> <p>Staff Responsible for Monitoring: Migrant Consultant, Migrant Specialist</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, phone or home visits to update parents on the academic progress of their children.</p> <p>Strategy's Expected Result/Impact: Family Contact Log, Preliminary Needs Assessment</p> <p>Staff Responsible for Monitoring: MEP Staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</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 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	Reviews		
<p>Strategy 1: The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in missing subjects or migrant education program activities.</p> <p>Strategy's Expected Result/Impact: Priority placement of students.</p> <p>Staff Responsible for Monitoring: MEP Staff, District Migrant Contact</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</p> <p>Strategy's Expected Result/Impact: Increased connections with necessary support programs</p> <p>Staff Responsible for Monitoring: MEP Staff, District Migrant Contact</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</p> <p>Strategy's Expected Result/Impact: Increased awareness of programs used to support PFS students</p> <p>Staff Responsible for Monitoring: MEP Staff</p>	Formative		Summative
	Nov	Apr	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for Big Spring Junior High School

Total SCE Funds: \$452,373.00

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. At Big Spring Junior High School, SCE funds are utilized to provide instructional and intervention opportunities and the staff necessary to conduct them. SCE funds also contribute towards school counseling and administrative functions. Additionally, SCE funds are used towards the salaries of teachers in core content areas.

Personnel for Big Spring Junior High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allen, Kelsey	Inclusion Teacher	0.15
Barbee, Tabitha	Social Studies Teacher	0.1
Case, Jessica	Math Teacher	0.1
Cummins, Daniel	Life Skill Teacher	0.12
Fraley, Casey	Math Teacher	0.1
Garcia, Sandra	Inclusion Teacher	0.15
Green, Aimee	Reading Language Arts Teacher	0.1
Henry, Dorie	Social Studies Teacher	0.05
Howard, Derick	Science Teacher	0.1
Kelly, Taylor	Reading Language Arts Teacher	0.1
Kennemur, Toby	Reading Language Arts Teacher	0.1
Landin, Jeremy	Science Teacher	0.1
Lujan, Santos	Dean of Students	1
McComb, Denise	Life Skills Teacher	0.12
Morgan, Ashley	Librarian	0.15
Patterson, Tonya	Social Studies Teacher	0.1
Ramirez, Rocky	Social Studies Teacher	0.1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rivera, Edna	Inclusion Teacher	0.15
Scott, Shandra	Campus Instructional Technology	1
Soto Rendon, Guadalupe	Math Teacher	0.1
Taylor, Pamela	Assistant Principal	0.3
Teel, Mark	Reading Language Arts Teacher	0.15
Vacancy	Computer Lab Aide	1
Warren, Brandy	Science Teacher	0.12
Watt, Joseph	Math Teacher	0.1
Willis, Kristen	Dean of Instruction	0.3

Site Based Decision Making Committee

Committee Role	Name	Position
Instructional Support	Kristin Willis	Dean of Instruction
SPED Teacher	D'Lane Leonard	Behavior Teacher
Teacher	Billy Morgan	Science Teacher
Teacher	Casey Fraley	Math Teacher
Teacher	Lisa Guy	Art Teacher
Administrator	Pamela Taylor	Assistant Principal
Administrator	Brad Froman	Campus Principal

Addendums

Big Spring Junior High School 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	043	6	30	0	00	Extra Duty Pay (Tutoring/Vertical Alignment)	\$2800.00
211	11	6141	26	043	6	30	0	00	Medicare	\$272.56
211	11	6142	26	043	6	30	0	00	Insurance	\$5,400.00
211	13	6219	26	043	6	30	0	01	Professional Services	\$2,000.00
211	61	6499	26	043	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	25	043	5	24	0	00	Dept. Heads, Instructional Coaches/Mentors	\$14,500.00
255	13	6141	25	043	5	24	0	00	Medicare	\$210.25
255	13	6146	25	043	5	24	0	00	Teacher Retirement	\$1,232.50

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	25	043	5	24	0	00	Instructional Resources/MediaServices	\$182.00

