

Big Spring Independent School District

Big Spring High School

2025-2026 Campus Improvement Plan

Accountability Rating: C

Distinction Designation

Top 25 Percent: Comparative Academic Growth



Board Approval Date: September 16, 2025

Public Presentation Date: August 19, 2025

Mission Statement

Big Spring High School faculty and staff will design meaningful learning opportunities by seeking best instructional practices as we foster a culture of excellence.

Vision

Big Spring High School is creating respect and pride while committing to excellence in all aspects of education.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Enrollment 849

Demographic Group	% of Total Enrollment
Hispanic	69%
Native American	<1%
Asian	2%
African American	3%
Islander	<1%
White	21%
More than One	3%
Eco Dis	64%
Emergent Bilingual	7%
Special Education	16%
At Risk	67%
Immigrant	1%
Gifted & Talented	6%

Demographics Strengths

Big Spring High School serves a diverse student population of 849 students, with a strong representation of Hispanic students (69%) and a significant percentage of students identified as economically disadvantaged (64%). This diversity presents opportunities for culturally responsive teaching and inclusive practices. The presence of 7% Emergent Bilingual students highlights the importance of language support programs, while the 6% of students identified as Gifted and Talented reflects a need for enrichment opportunities. Additionally, 16% of students receive Special Education services, indicating a robust support system for students with individualized needs. The high percentage of At-Risk students (67%) underscores the importance of targeted interventions and data-driven instruction, which the campus is actively implementing. Overall, the demographic profile supports a commitment to equity, differentiation, and student-centered learning.

The comparison of student and teacher demographics highlights several important strengths. Our teaching staff reflects diversity across multiple groups, including Hispanic, White, African American, Asian, Native American, Islander, and individuals identifying as more than one race. This variety ensures that students are exposed to a range of cultural perspectives and experiences, promoting inclusivity and cross-cultural understanding.

While not proportionally aligned, Hispanic teachers make up 31% of the faculty, creating meaningful connections for the majority student population, which is 69% Hispanic. Additionally, African American teachers (5%) slightly exceed the percentage of African American students (3%), providing positive representation for that subgroup. Smaller subgroups, such as Asian, Native American, Islander, and multi-racial students, are also represented within the teaching staff, which demonstrates a commitment to recognizing and valuing all backgrounds.

Overall, the presence of diverse teachers offers students role models from a variety of cultures and provides a strong foundation for continued growth in staff recruitment and retention efforts that further reflect the demographics of our student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Even with additional supports provided at school, students in targeted population groups continue to fall behind.

Root Cause: Attendance affects student academic progress; excessive absences are causing students to fall behind.

Problem Statement 2: Attendance rates are still a challenge--too many students miss too many days of school.

Root Cause: Lack of support at home.

Problem Statement 3: Not all students have internet access at home to utilize school issue Chromebooks to complete homework or other instructional activities.

Root Cause: Large percentage of students identified as economically disadvantaged.

Problem Statement 4: Not all students have access to technology at home (if they do not have internet).

Root Cause: Due to the socioeconomic status of some of our families, technology is not a priority when they are faced with putting food on the table and paying bills.

Student Learning

Student Learning Summary

STAAR Passing Rates at Approaches Grade Level:

	2022	2023	2024	2025
English I	52%	67%	60%	60%
English II	63%	69%	61%	70%
Algebra I	73%	86%	80%	78%
Biology	85%	86%	89%	95%
U.S. History	83%	91%	92%	90%

- English I shows an overall improvement of **8%**, stabilizing at 60% in 2024 and 2025.
- English II improved by 7%, with a notable increase to 70% in 2025.
- Algebra I rose by 5%, peaking in 2023 before a slight decline.
- Biology demonstrated the strongest growth, improving by 10% and reaching 95% in 2025.
- U.S. History increased by 7%, maintaining high performance above 90% in recent years.

Data-Driven Instructional Practices

Teachers in core subject areas administer regular checkpoints to collect student performance data. This data is used to inform and adjust instruction, ensuring that teaching strategies are responsive to student needs. Department Chairs and Campus Curriculum Coordinators facilitate collaborative data analysis during Professional Learning Community (PLC) sessions, guiding teams in identifying instructional gaps and planning targeted interventions.

Following each assessment, teachers evaluate student outcomes to determine whether reteaching is necessary or if instruction can progress to the next concept. Teachers who are not part of PLC blocks also engage in individual data analysis to make informed instructional decisions.

This consistent use of data supports student success by helping them stay on track for course credit and, when applicable, earn Industry-Based Certifications (IBCs), contributing to college and career readiness.

Student Learning Strengths

Strengths in STAAR Performance

- **Consistent Growth Across Subjects:** All five tested subjects—English I, English II, Algebra I, Biology, and U.S. History—showed overall improvement in passing rates from 2022 to 2025.
- **High Performance in Science and Social Studies:**
 - Biology demonstrated the strongest performance, increasing from 85% to 95%, indicating effective instruction and student mastery.
 - U.S. History maintained high achievement levels, consistently above 90% in 2023–2025.
- **Strong Gains in English II:** English II improved by 7 percentage points, reaching 70% in 2025, the highest among the English subjects.

- Peak Performance in Algebra I: Although slightly lower in 2025, Algebra I peaked at 86% in 2023, showing strong instructional impact during that year
- Effective Use of Data-Driven Instruction: The upward trends suggest that instructional decisions based on assessment data are positively impacting student outcomes.

Strengths in Other Areas:

- The number of students taking CTE courses has increased.
- Graduation rate has increased from 84.6% in 2022 to 91.5% in 2023 (most recent data).
- College Ready graduates for BSHS in 2023 was 83.2% in comparison to the state at 62.8% in that same year.
- Improvement in TSIA2 scores in both Reading and Mathematics (Reading 23% up from 17.8%; Mathematics 21.9% up from 8.9%)
- Rates of students who met AP criteria is up (2023=6.3%; 2022=3.1%)
- Dual course credits for BSHS was 29.3% in comparison to the state at 23.6% and up from 16.3% in 2022 for BSHS.
- CTE certifications has dramatically increased since 2021.

Professional Learning Communities (PLCs) continue to be a significant strength on campus, providing teachers with dedicated time during the workday to collaboratively plan, reflect, and refine instructional practices. This structured collaboration fosters consistency and improves instructional quality across departments. The increased availability of laptops has further enhanced classroom instruction, allowing teachers to better support students with learning gaps while enriching mainstream lessons. As technology use has expanded, teachers now have access to a wider variety of educational programs and platforms, enabling more personalized learning experiences. These tools also allow for timely, actionable feedback, which supports student engagement and academic growth. Additionally, the use of student trackers has proven effective in monitoring progress and guiding instructional decisions, contributing to a more data-informed approach to teaching and learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students continue to score low on English I and English II EOC exams.

Root Cause: Teacher turnover rate in the ELAR department and the number of teachers new to the profession in conjunction with weak foundational skills hurt student achievement on these exams.

Problem Statement 2: With the high turnover rate in the English department (4 new this year), it takes time for a new teacher to learn how to teach the essentials, and more importantly, how to reteach the skills when students don't understand what they should be learning.

Root Cause: It would be helpful to have a proven curriculum instead of piecing units together from various sources.

Problem Statement 3: Even with additional supports provided at school, students in targeted population groups continue to fall behind.

Root Cause: Attendance affects student academic progress; excessive absences are causing students to fall behind.

Problem Statement 4: Attendance rates are still a challenge--too many students miss too many days of school.

Root Cause: Lack of support at home.

Problem Statement 5: There is still a significant number of uncertified teachers.

Root Cause: Shortage of certified teachers in West Texas.

Problem Statement 6: Academic progress in math and writing is not keeping up with the trends in other content areas.

Root Cause: Number of uncertified teachers who lack content knowledge and teaching experience.

Problem Statement 7: Not all students have internet access at home to utilize school issue Chromebooks to complete homework or other instructional activities.

Root Cause: Large percentage of students identified as economically disadvantaged.

Problem Statement 8: Not all students have access to technology at home (if they do not have internet).

Root Cause: Due to the socioeconomic status of some of our families, technology is not a priority when they are faced with putting food on the table and paying bills.

Problem Statement 9: Technology is wonderful until there's a glitch.

Root Cause: Misuse of technology by students causing broken chromebooks; some technology not updated.

Problem Statement 10: Classes sizes are larger than ideal in some areas.

Root Cause: Staffing and master schedule issues related to course requests and increase in student enrollment.

School Processes & Programs

School Processes & Programs Summary

BSHS provides targeted support for both students and teachers. New teachers are paired with mentors, while students receive tutoring in core subjects and additional support if they struggled on junior high EOCs. Despite ongoing challenges in English I and II, teachers collaborate in PLCs to strengthen instruction, and course offerings are adjusted to meet evolving student needs.

The campus also benefits from strong ELL support, staff recognition initiatives, and improved safety protocols. With more subjects added to the Teacher Incentive Allotment (TIA) program, the school continues to build momentum, working together as a team to support student success.

At BSHS, academic subjects are strategically grouped by location to foster collaboration and efficiency. For instance, most English classes for grades 9–12 are located in the same hallway, making it easier for teachers to communicate and begin PLCs promptly. Within PLCs, teachers collaborate to strengthen instruction, analyze checkpoint data, and enhance lessons with technology to better serve students.

Career and Technical Education (CTE) courses are offered in a dedicated building, where students explore vocational pathways that prepare them for careers immediately after graduation. Additionally, students in the PAC program take accelerated courses that provide an early start on postsecondary opportunities.

A vital part of this structure is the leadership of Campus Curriculum Coordinators and department chairs. These leaders focus on instructional improvement, mentor new teachers, and play a key role in supporting student academic success.

BSHS is a 1:1 campus, and all teachers are trained to use Google Classroom as a digital learning platform. Many classrooms are also equipped with iPads and Promethean Boards, providing interactive tools that enhance instruction. Increasingly, teachers are transitioning toward paperless classrooms, leveraging technology to maximize instructional time.

Digital programs and apps that deliver immediate feedback allow students to monitor their progress in real time. At the same time, this efficiency frees teachers to focus more on individualized support, targeting specific student needs and improving overall learning outcomes.

School Processes & Programs Strengths

At BSHS, teachers benefit from dedicated PLC time to plan, reteach, disaggregate data, and refine instruction, while all staff communicate daily learning objectives to keep students informed and engaged. Mentoring between new and experienced teachers strengthens professional growth. Technology is effectively integrated into classrooms, with both teachers and the technology department committed to preparing students with skills for the workforce.

The campus also excels in providing strong academic and athletic programs, expanded extracurricular opportunities like soccer, and robust ELL support. A state-of-the-art security system ensures a safe environment, while student achievement is celebrated by staff and the community. Staff morale is supported through regular recognition, reflecting a shared commitment to doing what is best for students each day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Even though we have some built-in systems to help teachers in the classroom, many of our younger educators leave BSHS in search of greener pastures.

Root Cause: The number of tasks a teacher must accomplish can be overwhelming, and when a new teacher feels alone, sometimes they feel a fresh start in a bigger town is the cure.

Problem Statement 2: With a strong scope and sequence, teachers may have a better chance at staying if much of the hard work/planning is based on a tried-and-true plan.

Root Cause: Without getting the lower grades to vertically align, we are still trying to fill many gaps in addition to teaching new skills and concepts.

Problem Statement 3: Not all students have access to technology at home (if they do not have internet).

Root Cause: Due to the socioeconomic status of some of our families, technology is not a priority when they are faced with putting food on the table and paying bills.

Problem Statement 4: Technology is wonderful until there's a glitch.

Root Cause: Misuse of technology by students causing broken chromebooks; some technology not updated.

Problem Statement 5: Classes sizes are larger than ideal in some areas.

Root Cause: Staffing and master schedule issues related to course requests and increase in student enrollment.

Problem Statement 6: Discipline practices are not always applied consistently.

Root Cause: Lack of communication

Problem Statement 7: Outside of athletics, students feel disconnected from school and unrecognized for achievements.

Root Cause: Public recognitions (within and outside of school) are focus on athletics and not other school organizations or individual student achievements.

Perceptions

Perceptions Summary

At BSHS, we prioritize strong connections with families through multiple communication channels, including automated calls, social media updates, report card notes, teacher phone calls, and user-friendly communication apps. Before the school year begins, we host an Open House to welcome families and provide an overview of programs and expectations. Throughout the year, we maintain engagement through smaller meetings, parent conferences, and regular progress calls, ensuring families are informed and involved in their child's academic journey.

BSHS reviews and updates our Parent and Family Engagement (PFE) Policy and Home-School Compacts annually. Each spring, we distribute a Title I, Part A PFE Survey via our website and social media to gather feedback from families. We also actively promote meetings to encourage parent and family participation, ensuring their input is considered in shaping both the PFE Policy and the Home-School Compact.

Our community partners, including local businesses and organizations, actively support school activities by providing resources, prizes, and volunteer assistance when needs arise. Parents are always welcome on campus once a background check is completed, balancing accessibility with safety. These efforts demonstrate our ongoing commitment to fostering meaningful partnerships with families and the broader community, working collaboratively to support student achievement and success.

Local businesses and community members actively support our school by participating in events and helping meet various needs, often providing prizes, resources, or volunteer assistance. Their involvement strengthens school-community connections and enriches student experiences. Parents are always welcome on campus, provided they have completed a background check, ensuring a safe and accessible environment for all students and staff.

Perceptions Strengths

Before the school year begins, BSHS hosts a well-attended freshman orientation for students and their families, helping them feel welcomed, informed, and prepared for the year ahead. A few weeks later, we hold an Open House, providing another opportunity for parents to connect with teachers, staff, and school programs. Throughout the year, families and community members demonstrate strong support by attending athletic events, choir concerts, band performances, and theatre productions, fostering a vibrant and engaged school culture.

Building on the success of last year's FAFSA Night for seniors and their parents, we plan to continue hosting similar events to provide guidance on completing this important step toward postsecondary education. Additional sessions will be offered to ensure families receive ongoing support throughout the process. These planned initiatives reflect our commitment to fostering strong family and community involvement, enhancing student experiences, strengthening school traditions, and promoting a positive and inclusive learning environment.

A week or so before school starts, BSHS holds a freshman orientation that is well attended by parents and students. We also hold an Open House approximately 3 weeks after the first day of school. Other school activities that are supported by family and the community would be athletic events, choir concerts, band performances, and theatre productions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent/Guardian engagement is probably less than 20% of students enrolled.

Root Cause: Lack of time plays a huge factor since many of our parents do not necessarily hold jobs with hours conducive to school activities. Lack of understanding the importance

may also play a key role.

Problem Statement 2: We do not reach out to the community as often as we should.

Root Cause: Fear of rejection may play a role in the limited times we reach out to the community. Time is also a factor in that teachers have their hands full with many mandatory aspects of the profession (grading, planning lessons, etc.)

Problem Statement 3: Even though we have some built-in systems to help teachers in the classroom, many of our younger educators leave BSHS in search of greener pastures.

Root Cause: The number of tasks a teacher must accomplish can be overwhelming, and when a new teacher feels alone, sometimes they feel a fresh start in a bigger town is the cure.

Problem Statement 4: With a strong scope and sequence, teachers may have a better chance at staying if much of the hard work/planning is based on a tried-and-true plan.

Root Cause: Without getting the lower grades to vertically align, we are still trying to fill many gaps in addition to teaching new skills and concepts.

Problem Statement 5: Discipline practices are not always applied consistently.

Root Cause: Lack of communication

Problem Statement 6: Outside of athletics, students feel disconnected from school and unrecognized for achievements.

Root Cause: Public recognitions (within and outside of school) are focus on athletics and not other school organizations or individual student achievements.

Problem Statement 7: Participation at academic events is much lower than extracurricular events.

Root Cause: Busy work schedules, transportation, communication platforms, conflict with other kid's schedules.

Priority Problem Statements

Goals


Goal 1: Big Spring High School will ensure that all student groups meet state assessment standards, sustain a B rating from TEA, and advance progress toward an A rating.

Performance Objective 1: Big Spring High School will use data and instructional best practices to increase the number of students passing and receiving meets recognition in each subgroup on the End of Course Exams (EOC).

Evaluation Data Sources: DMAC Reports, Lead4Ward Reports, Checkpoint Scores, EOC results, TAPR reports, Accountability Reports

Strategy 1 Details	Reviews		
<p>Strategy 1: Big Spring High School will continue to use TEKS Resources curriculum in English I and II, science and social studies; Houston ISD Scope & Sequence will also be used in history classes.</p> <p>Strategy's Expected Result/Impact: Continued gains on the EOC scores in each content area.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instruction, Department Leads</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: 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: Big Spring High School will continue use of Fundamental 5 to enrich instructional practices.</p> <p>Strategy's Expected Result/Impact: Instructional practices will be more grounded and will enhance student performance.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instruction, Department Leads, 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 3 Details	Reviews		
<p>Strategy 3: Big Spring High School will provide multi-tiered systems of support (MTSS) through AM and PM tutoring. Strategy's Expected Result/Impact: Additional time in small group setting for students to master content Staff Responsible for Monitoring: Campus Special Programs Coordinator</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p>Strategy 4: Big Spring High School will ensure that Special Education inclusion model is followed as decided at ARD and documented in each student's IEP. Strategy's Expected Result/Impact: Adherence to the law Staff Responsible for Monitoring: Special Education Teachers, ARD Administrators</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p>Strategy 5: Big Spring High School will use DMAC and Lead4Ward data tools to track student performance on assessments. Strategy's Expected Result/Impact: Better dis-aggregation of data; better informed instruction; improved student scores. Staff Responsible for Monitoring: Assistant Principal of Instruction, Department Leads</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May





Strategy 6 Details	Reviews		
<p>Strategy 6: Big Spring High School will use Professional Learning Communities daily to increase teacher capacity and prepare instruction based on data and high quality resources.</p> <p>Strategy's Expected Result/Impact: Better classroom capacity and better student EOC scores.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instruction, Department Leads</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 7 Details	Reviews		
<p>Strategy 7: Big Spring High School will use solid and appropriate technology to support and enhance learning in all areas such as: Edgenuity, Quia, Gizmo, Desmos, Google Classroom, Google Chromebooks, College Board, Quill, No Red Ink, HMH, and Quizlet</p> <p>Strategy's Expected Result/Impact: Enhanced learning for students</p> <p>Staff Responsible for Monitoring: Technology Specialist, Department Leads, CTE Director, Assistant Principal of Instruction</p> <p>TEA Priorities: Connect high school to career and college, 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 8 Details	Reviews		
<p>Strategy 8: Big Spring High School will use the test bank/creation resource TAG found in DMAC to assess and monitor student learning of state curriculum.</p> <p>Strategy's Expected Result/Impact: Improved teacher awareness of student learning; improved student academic achievement; improved STAAR scores</p> <p>Staff Responsible for Monitoring: Dean of Instruction; Department Leads</p> <p>TEA Priorities: 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
			

Goal 2: Big Spring High School will increase attendance rates to ensure students graduate with their cohort and are well-prepared for college, career, and life.

Performance Objective 1: Big Spring High School will maintain a drop-out rate of 1.0% or less.

Evaluation Data Sources: Course Completion Rates, Transcripts, TAPR Reports, Ascender Reports, PEIMS Reports, Credit Recovery Enrollment

Strategy 1 Details	Reviews		
<p>Strategy 1: Big Spring High School will utilize community programs that address obstacles students may face in completing high school. Strategy's Expected Result/Impact: Collaboration with representatives from TRIO and drug abuse counselors; Students gain coping strategies that will help them maintain focus in the classroom. Staff Responsible for Monitoring: Principal, Principals, Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Big Spring High School will utilize West Texas Community Mediation Center to address issues students may face that hinder their educational experience. Strategy's Expected Result/Impact: Acquisition of positive coping strategies; positive adult influences; better teacher/student relationships; reduction of in-school conflicts Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Big Spring High School will implement and monitor PAC, which is an opportunity for student to recover credits through a program such as Imagine Learning/Edgenuity.</p> <p>Strategy's Expected Result/Impact: Students will garner credits to help them graduate with their cohort.</p> <p>Staff Responsible for Monitoring: Counselors, Assistant Principal of Instruction, Principal</p> <p>TEA Priorities: 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 4 Details	Reviews		
<p>Strategy 4: Big Spring High School will offer enrichment and courses at Runnels for nontraditional students who may not be successful at a typical campus.</p> <p>Strategy's Expected Result/Impact: Better means to address the unique needs of students; lower drop out rate; improved attendance</p> <p>Staff Responsible for Monitoring: Principal, Runnels Administrator</p> <p>TEA Priorities: Connect high school to career and college, 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
Strategy 5 Details	Reviews		
<p>Strategy 5: Big Spring High School will continue to offer a high-quality summer school program for at-risk students of failing and falling behind.</p> <p>Strategy's Expected Result/Impact: Students will earn credits and pass EOCs that will allow them to graduate with their cohort.</p> <p>Staff Responsible for Monitoring: Counselors, Assistant Principal of Instruction, Principal</p> <p>TEA Priorities: Connect high school to career and college, 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
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			


Goal 2: Big Spring High School will increase attendance rates to ensure students graduate with their cohort and are well-prepared for college, career, and life.


Performance Objective 2: Big Spring High School will increase the percentage of students taking the ACT/SAT exams.

Evaluation Data Sources: ACT/SAT scores

Strategy 1 Details	Reviews		
<p>Strategy 1: Big Spring High School will provide links to online resources to study for college entrance exams through various sources including social media, campus website, email, etc.</p> <p>Strategy's Expected Result/Impact: More students will be competent and will complete the SAT/ACT with better scores than BSHS has had in the past.</p> <p>Staff Responsible for Monitoring: CTE Director, Counselors</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Big Spring High School will provide funding for ACT/SAT fee for qualified students.</p> <p>Strategy's Expected Result/Impact: Increased number of student taking ACT and SAT exams.</p> <p>Staff Responsible for Monitoring: CTE Director, Counselor</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: Big Spring High School will offer PSAT/PACT and ACT testing on site.</p> <p>Strategy's Expected Result/Impact: A more convenient location for testing means more students will turn out to test.</p> <p>Staff Responsible for Monitoring: CTE Director, Counselor</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
	Nov	Apr	May

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: Big Spring High School will increase attendance rates to ensure students graduate with their cohort and are well-prepared for college, career, and life.

Performance Objective 3: Big Spring High School will offer a variety of opportunities for students to earn college and career credits and certifications prior to graduation.

Evaluation Data Sources: Transcripts (high school and college) and course completion certifications





Strategy 1 Details	Reviews		
<p>Strategy 1: Big Spring High School will continue to offer and encourage dual credit courses in partnership with Howard College. Strategy's Expected Result/Impact: Students will graduate with DC credits which will keep them on the college pathway. Staff Responsible for Monitoring: Principal, Counselors, Director of Curriculum</p> <p>- TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Big Spring High School will conduct Career and Tech Prep Education (CTE) program analyses to provide current and thoughtful courses to fit our clientele and offer industry certification where possible. Strategy's Expected Result/Impact: Many of our students not on the college path will still leave high school with skills to help them in the workforce. Staff Responsible for Monitoring: CTE Director</p> <p>- TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Big Spring High School will continue to offer AP courses in core areas for students desiring to prepare for college and, perhaps, gain college credit.</p> <p>Strategy's Expected Result/Impact: Students will be better prepared for the rigor of college classes.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Big Spring High School will increase attendance rates to ensure students graduate with their cohort and are well-prepared for college, career, and life.

Performance Objective 4: Big Spring High School will increase the attendance rate by at least 1% over the previous school year.

Evaluation Data Sources: TAPR reports, Average Daily Attendance Reports, Parent Communication Letters, Attendance Committee Sign-In Sheets and Minutes

Strategy 1 Details	Reviews		
<p>Strategy 1: Big Spring High School will utilize the district truancy officer to help us reach students and their parents/guardians when a student has missed too many days of school in accordance with Texas truancy law and Texas 90% rule for course credits.</p> <p>Strategy's Expected Result/Impact: Fewer students will be truant; attendance rate will increase; fewer students needing to make up hours to obtain course credit.</p> <p>Staff Responsible for Monitoring: Principal, Attendance Clerk, Truancy Officer</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</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Big Spring High School will conduct Attendance Review Committee (ARC) meetings throughout the school year.</p> <p>Strategy's Expected Result/Impact: Higher attendance rate; higher student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Committee, Attendance Clerk</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</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			




Goal 3: Big Spring High School will make a concerted effort to recruit, employ and maintain a highly qualified staff.

Performance Objective 1: Big Spring High School will maintain a fully certified and highly qualified staff.

Evaluation Data Sources: Staffing rosters, teacher certification status as per SBEC, teacher progress towards certification; teacher enrollment in teacher preparation programs; industry based experience levels of CTE teachers; TIA designations

Strategy 1 Details	Reviews		
<p>Strategy 1: Big Spring High School will assist paraprofessionals in obtaining teacher certification through the Texas Aide Exemption Program.</p> <p>Strategy's Expected Result/Impact: We will be able to fill vacancies with paras once they've earned their certification.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Big Spring High School will participate in regional job fairs and distribute a recruiting folder that includes district and community information.</p> <p>Strategy's Expected Result/Impact: Fill teacher vacancies.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: Big Spring High School will post job opportunities on TASA and Region 18 websites.</p> <p>Strategy's Expected Result/Impact: Fill vacancies with certified teachers.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative		Summative
	Nov	Apr	May

Strategy 4 Details	Reviews		
<p>Strategy 4: Big Spring High School will provide quality staff development that is aligned with campus and district goals.</p> <p>Strategy's Expected Result/Impact: Faculty that is aware and aligned with our campus goals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal of Instruction, Director of Curriculum</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p>Strategy 5: Big Spring High School will provide opportunities for core content teachers to receive continuing education from local experts.</p> <p>Strategy's Expected Result/Impact: Teacher walk away with proven strategies to help them be more effective in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal of Instruction</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 6 Details	Reviews		
<p>Strategy 6: Big Spring High School will provide opportunities for teachers to obtain full certification through: Principles in Education, Tech Teach Program, Dept. Chair mentoring, i-Teach and other alternative certification programs.</p> <p>Strategy's Expected Result/Impact: Increased number of teachers becoming fully certified; improved instruction in all classrooms</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal of Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May

Strategy 7 Details	Reviews		
<p>Strategy 7: Big Spring High School will utilize a New Teacher Academy and a mentoring program for all teachers who are new to the campus.</p> <p>Strategy's Expected Result/Impact: New-to-the-profession teachers will be supported in a way that makes a difference in their instructional practices and increases their retention rates</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal of Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: 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 4: Big Spring High School will provide a safe and secure environment conducive to learning for students and staff.

Performance Objective 1: At Big Spring High School, the number of discipline referrals and reports of student misconduct will decrease, promoting a safer and more positive learning environment.

Evaluation Data Sources: PEIMS reports, discipline reports, SMART reports, police reports, discipline referrals

Strategy 1 Details	Reviews		
<p>Strategy 1: Big Spring High School will provide anti-bullying activities and training for all campus employees. Strategy's Expected Result/Impact: Significantly fewer bullying offenses. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Big Spring High School will utilize a comprehensive surveillance camera system as a safety measure for all students and faculty/staff. Strategy's Expected Result/Impact: Zero outside issues will affect the safety of our students, faculty, and staff. Staff Responsible for Monitoring: Principal, Assistant Principal, Director of Safety and Security, Director of Technology</p> <p>Title I: 2.51 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: Big Spring High School uses Raptor Ware to document and screen visitors to the building and to alert all building staff of emergencies when they arise. Strategy's Expected Result/Impact: All visitors will be accounted for and zero instances of unauthorized people on campus; rapid communication of emergency situations. Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>- TEA Priorities: Improve low-performing schools - 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: Big Spring High School uses anonymous alert system for students, faculty, staff, parents, and community members which allows anyone to report issues of concern to administration without fear of retribution.</p> <p>Strategy's Expected Result/Impact: Increased reporting of bullying, illegal activities, etc due to anonymity; decreased lapse in time from the event to admin being able to address the issue</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p>Strategy 5: Big Spring High School uses access control (security features on exterior doors) keep possibly dangerous intruders from entering the building and causing harm to others.</p> <p>Strategy's Expected Result/Impact: No intruders will find their way into our school.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 6 Details	Reviews		
<p>Strategy 6: Big Spring High School implements a Safety and Security Committee to address safety concerns and educate the campus regarding emergency protocols and procedures.</p> <p>Strategy's Expected Result/Impact: Quick and appropriate action taken when concerns arise; Well-informed staff that is prepared when emergencies arise.</p> <p>Staff Responsible for Monitoring: Administrator in Charge of Safety and Security, Director of Safety and Security</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 7 Details	Reviews		
<p>Strategy 7: Big Spring High School will utilize Go Guardian to monitor students as they use school provided technology.</p> <p>Strategy's Expected Result/Impact: Better informed administration/counselors of student searches on topics such as self-harm, harm to others, etc.; Quicker response times</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May





Strategy 8 Details	Reviews		
<p>Strategy 8: Big Spring High School will continue with drills (fire, lock-down, tornado, intruder in the building) in accordance with federal, state and local regulations to acquaint faculty, staff, and students with protocols to help keep us all safe in time of need.</p> <p>Strategy's Expected Result/Impact: All those on campus will fall into the proper procedure should we ever need to have a real scenario.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, 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: Big Spring High School will increase parental and community involvement.

Performance Objective 1: Parents and community members will attend school functions designed to increase mutual engagement and receive information about available campus social media platforms for relevant and meaningful information about all things BHS.

Evaluation Data Sources: Parent surveys, Parent sign-in sheets, Meeting agendas, Copies of campus newsletters, Access reports from social media sites, Parent contact logs





Strategy 1 Details	Reviews		
<p>Strategy 1: Big Spring High School will utilize parent/teacher conferences with emphasis on building relationships to foster family participation in the education/graduation process.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will help deter potential dropouts, Better attendance, Higher academic achievement, More access to higher education, Break the pattern of generational poverty</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, CTE Director, Counselors, Teachers</p> <p>TEA Priorities: Connect high school to career and college, 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: Big Spring High School will develop and maintain social media sites as well as traditional media with timely and relevant information for parents/families including:</p> <p>Digital methods - BSHS website, Parent Portal, BSHS Facebook, BSHS YouTube channel, Alert Now, Remind messages, BlackBoard texts/emails, Google Classroom, etc.</p> <p>Traditional methods - printed brochures/flyers, radio announcements, newspaper notifications, TV, etc.</p> <p>Strategy's Expected Result/Impact: Ensuring that timely information is available allows parents/families to support their children in the school community, which keeps kids involved and fosters a culture of inclusion and completion.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, CTE Director, Organization & Extracurricular Sponsors and Coaches</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: Big Spring High School will increase parent and community volunteer opportunities including: Texas Public Schools' Week activities, extra-curricular events; campus and community pep rallies, club activities/travel, etc.</p> <p>Strategy's Expected Result/Impact: Increased number of parents and families attending events.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, CTE Director, Organization & Extracurricular Sponsors and Coaches</p> <p>TEA Priorities: Connect high school to career and college, 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: Big Spring High School 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>Staff Responsible for Monitoring: Campus Administrators</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
<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: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</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: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, 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 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: 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: 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>TEA Priorities: Connect high school to career and college, 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: 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: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 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: Connect high school to career and college, 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: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, 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> <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
<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>			

State Compensatory

Budget for Big Spring High School

Total SCE Funds: \$632,938.00

Total FTEs Funded by SCE: 13.5

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 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 High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bancroft, Elissa	Curriculum/Assistant Principal	0.15
Barfield, Holly	DAEP Principal	1
Billick-Gonzalez, Pamela	DAEP Teacher	1
Caffey, Jeffrey	Secondary PE	0.25
Diaz, Ashley	DAEP Aide	1
Franco, Cecilia	DAEP Secretary	1
Franco, Marni	DAEP Teacher	1
Hart, Jennifer	DAEP Classroom Aide	1
Horton, Jordan	Assistant Principal	0.3
Lowery, Leasa	Counselor	0.3
McWilliams, Morgan	Counselor	0.3
Millican, Lori	Secondary English	0.15
Mills, Rhonda	Assistant Principal	0.5
Osborn, Taylor	Counselor	0.3
Ralston, Kelly	PAC Teacher	0.5
Ramsey, Brett	Success School AP	1
Teran, Antonio	ISS Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Tuttle, Eric	Runnels Job Core	0.75
Whitewood, Natalie	Special Programs	1
Wilkins, Bryan	Secondary Math	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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elissa Bancroft	Instructional Coach	Title I	.5

Campus Improvement Plan Committee

Committee Role	Name	Position
Member	Mary Gonzales	Foreign Language Dept. Chair
Member	Kenny Lowery	CTE Director
Member	Sylvia Wilkins	Parent
Member	Porsha Bryant	Bio Dept. Chair
Member	Brad Smith	Math Dept. Chair
Member	Clint Adams	History Dept. Chair
Member	Jennifer Adams	English Dept. Chair
Member	Elissa Bancroft	Asst. Principal
Lead	Mike Ritchey	Principal

Addendums

Big Spring 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	fscf_yr	pgm	ed_span	proj_dtl	Description	Appr
211	11	6129	26	113	6	30	0	00	Secondary Literacy Coach/Mentor	\$41,914.67
211	11	6118	26	113	6	30	0	00	Extra Duty Pay (Tutoring/Vertical Alignment)	\$2800.00
211	11	6141	26	113	6	30	0	00	Medicare	\$880.32
211	11	6142	26	113	6	30	0	00	Insurance	\$2,700.00
211	11	6146	26	113	6	30	0	00	Teacher Retirement	\$5,142.41
211	13	6219	26	113	6	30	0	01	Professional Services	\$2,000.00
211	61	6499	26	113	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	fscf_yr	pgm	ed_span	proj_dtl	Description	Appr
255	13	6119	25	113	5	24	0	00	Dept. Heads, Instructional Coaches/Mentors	\$16,500.00
255	13	6141	25	113	5	24	0	00	Medicare	\$239.25
255	13	6146	25	113	5	24	0	00	Teacher Retirement	\$1,402.50

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	fscf_yr	pgm	ed_span	proj_dtl	Description	Appr

Title IV

Title IV funds are utilized in the same manner in which we use our 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	fscf_yr	pgm	ed_span	proj_dtl	Description	Appr
289	12	6329	25	113	5	24	0	00	Instructional Resources/MediaServices	\$182.00

