

Big Spring Independent School District

District Improvement Plan

2025-2026

Accountability Rating: C



Board Approval Date: September 16, 2025

Public Presentation Date: August 18, 2025

Mission Statement

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

Vision

Rerelentlessly STEERing students toward a successful tomorrow.

Value Statement

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Big Spring Independent School District (BSISD) serves approximately 3259 students from diverse backgrounds.

According to DMAC data in May 2025, our demographics are:

- 4.9% African-American
- 1.0% Asian
- 0.1% American Indian
- 69.8% Hispanic
- 0.1% Pacific Islander
- 3.6% Two or More Races
- 29.4% White

Our students are also included in the following populations:

- 67.9% Economically Disadvantaged
- 60.2% At-Risk
- 9.5% Emergent Bilingual
- 18.6% Special Education
- 4.5% Gifted and Talented
- 0.2% Immigrant
- 0 % Migrant
- 0.3% Homeless
- 0.2% Foster Care

Big Spring ISD is a Schoolwide Title I School District with 97.8% of our students identified as Title I. Student mobility is at 14.6%, with our Special Education (11.7%), Emergent Bilingual (10.1%), and Economically Disadvantaged (12.3%) students being the most mobile. Big Spring ISD is seeing an increased enrollment of Emergent Bilingual Students; up from 6.6% in 2023-2024. Enrollment has decreased slightly since 2023-2024 snapshot which was a total of 3451, down 192 students. Big Spring ISD has approximately 340 professional staff, including teachers (270), professional support (44), campus administration (19), and central administration (7). We also employ 100 educational aides. The demographics of our staff is also diverse, with more females than males employed. Because we are a District of Innovation, we do employ noncertified teachers who are actively working towards a degree and teaching certificate; however, the majority of our professional staff are degreed/certified: Bachelors - 61.4%; Masters - 17%; Doctorate - 0.4%. Additionally, the majority of our teachers have 1-5 years of experience (58%) and 40.1% of our teachers have 6 or more years of experience.

Demographics Strengths

Our district's diverse population is a significant strength, as it provides students with the invaluable opportunity to engage with a wide array of cultures. This cultural interaction not only enriches their educational experience but also prepares them to thrive in a global society. By fostering an environment where students can learn from each other's backgrounds

and perspectives, we are cultivating a community of understanding and respect, which is essential in today's interconnected world.

The steady growth our students demonstrate in the approaches and meets grade level of performance on the STAAR assessments is a testament to the effectiveness of our instructional strategies and the dedication of our educators. This consistent improvement reflects our commitment to academic excellence and our focus on providing high-quality education that meets the needs of all learners. It is a clear indication that our students are not only meeting but also exceeding the standards set forth, preparing them for future academic challenges.

Additionally, the success of our dyslexia program is evident in the decreasing number of students entering the program and the increasing number of students being dismissed from it. This achievement highlights our proactive approach in early identification and intervention, ensuring that students receive the support they need to overcome challenges associated with dyslexia. Our efforts in this area are crucial in helping students develop the skills necessary for academic success and in fostering a learning environment where every student has the opportunity to thrive.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Limited teacher capacity to address the needs for the increased number of students enrolling with limited English ability.

Root Cause: Lack of ESL and Bilingual certified teachers in the West Texas region due to the difficulty of the certification exam.

Problem Statement 2: More students are being enrolled in SPED while the resources necessary to support their needs are limited.

Root Cause: Increased teacher awareness has lead to additional students identified as SPED; Specialists such as diagnostians, speech therapists, and certified SPED teachers are difficult to find and retain.

Problem Statement 3 (Prioritized): Students participating in the emergent bilingual and special education programs show significantly less growth (10% or more) relative to the state averages in STAAR reading and math at multiple grade levels.

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

Student Learning

Student Learning Summary

The district is actively working to improve academic performance across all campuses by identifying student groups not meeting Domain 3 performance targets through in-depth data analysis of recent assessment results, including benchmarks, NWEA data, and structured academic monitoring. Instructional strategies are strengthened through daily Professional Learning Communities (PLCs) and principal leadership development via the Texas Instructional Leadership (TIL) program. Each campus is supported by instructional personnel such as instructional coaches, deans of instruction, and literacy coaches, with elementary campuses also benefiting from instructional aides. High-Quality Instructional Materials, including Amplify and Eureka, are utilized for Tier 1 instruction, with comprehensive training and support provided by the regional education center to ensure consistent implementation. Instructional practices are regularly evaluated through classroom walkthroughs conducted by campus and district administrators. These observations inform targeted, timely support strategies from both district and regional levels to promote continuous teacher development and improved student outcomes.

After three years of intensive training, administrators and lead teachers continue to receive Texas Instructional Leadership (TIL) support. Consultants and coaches make regular campus visits to conduct walkthroughs, provide modeling, coaching, and feedback, and assist with goal setting. When not onsite, the regional education service center offers ongoing support and guidance. This initiative now includes intermediate and junior high campuses.

Big Spring ISD has implemented programs such as iReady, Mindplay and Dreambox to address the diverse academic needs of students in reading and math. These adaptive tools offer individualized remediation or acceleration while providing valuable data to inform instructional decisions. In addition, campuses utilize tutorials and in-day small group interventions to deliver targeted support for students identified as at risk through comprehensive data analysis.

Big Spring ISD delivers a TEKS-aligned curriculum through the TEKS Resource System, ensuring a structured scope and sequence across all subjects. Most grade levels have dedicated time during the school day for collaborative planning, assessment development, and data analysis through PLCs. The district provides high-quality Tier I instructional materials and Tier II resources to support diverse learners, including students with disabilities and English learners. Professional development is strategically designed based on data trends to address instructional needs. Vertical math and reading teams meet regularly to assess student progress and ensure curriculum alignment across campuses.

Student Learning Strengths

In recent years, BSISD has faced the challenge of adapting to new testing protocols while maintaining consistent academic performance. Despite these changes, our district has successfully upheld passing percentages comparable to previous years, demonstrating our commitment to academic excellence and resilience in the face of evolving standards. This achievement is a testament to the dedication of our educators and the effectiveness of our instructional strategies.

The Teacher Incentive Allotment (TIA) has played a crucial role in retaining our talented educators, contributing to a remarkable 96% retention rate among highly rated and experienced teachers. This initiative has not only helped us maintain a stable and skilled teaching workforce but has also positively impacted our attendance rates, reflecting a thriving school environment where both teachers and students are motivated to succeed.

Our strengthened assessment protocols and data-driven practices have positioned us well to achieve a "C" rating, even amidst changes in testing. The College, Career, and Military Readiness (CCMR) metrics have seen a significant 20% increase, with notable improvements in TSI performance. These advancements highlight our district's commitment to preparing students for post-secondary success and ensuring they are equipped with the necessary skills and knowledge.

BSISD prioritizes collaborative professional development by dedicating time within the workday for Professional Learning Community (PLC) meetings. These sessions allow teachers to analyze data from checkpoints, DAQ, and other sources to tailor initial instruction, reteach concepts, and provide targeted interventions. By departmentalizing teachers, we enable them to become masters of their content areas, enhancing the quality of education delivered to our students.

Our district also emphasizes the importance of early career and technical education (CTE) by offering classes starting in junior high. This approach equips students with essential life skills and prepares them for future career opportunities. Additionally, we provide robust support for mentors and new teachers through Region 18 and district-level initiatives, ensuring that our educators receive the guidance and resources they need to thrive in their roles.

At our campuses, we are committed to integrating technology into the learning environment to enhance educational outcomes. We provide students with access to Chromebooks, ensuring that every learner has the opportunity to engage with digital resources and tools throughout the school day. This access supports a wide range of learning activities and helps prepare students for a technology-driven world.

In every classroom, we have equipped our teachers with Promethean boards and document cameras. These tools are essential for interactive teaching and learning, allowing educators to present dynamic lessons and engage students in a more visual and participatory manner. The use of such technology fosters a more engaging and effective learning experience for all students.

Furthermore, our district has invested in specialized math and reading intervention programs. These programs are designed to provide targeted support to students who may need additional assistance in these critical areas, ensuring that all learners have the opportunity to succeed. The implementation of these programs is supported by a robust wireless network system at each campus, facilitating seamless access to digital resources and online learning platforms.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Too few students are earning associate degrees and/or dual credit hours.

Root Cause: Limited awareness of opportunities; lack of structured guidance at home.

Problem Statement 2: IBC completion rates should be higher.

Root Cause: Students don't understand the goals of their pathways.

Problem Statement 3 (Prioritized): STAAR performance, especially at the Meets and Master level of performance, is lower than it should be.

Root Cause: Gaps in foundational skills.

Problem Statement 4 (Prioritized): We struggle to retain experienced teachers for long-term employment which ultimately affects student achievement.

Root Cause: Opportunity for higher pay outside of the field of education; TIA (while being expanded in BSISD) pertains to only part of the teaching staff.

Problem Statement 5: Student achievement data reflects consistently low scores among Hispanic students which is our largest demographic groups. This impacts overall accountability ratings.

Root Cause: Teacher turnover rate impacts consistency in the classroom.

Problem Statement 6: Some chromebooks no longer allow for updates which is necessary to use them for instructional and intervention programs.

Root Cause: Technology is outdated and needs to be replaced.

District Processes & Programs

District Processes & Programs Summary

Big Spring ISD is the largest district in Howard County and meets all Texas Education Code requirements. Like most districts, it's led by a Superintendent and two Assistant Superintendents—one for Maintenance and Operations, and one for Academics and Accountability. The leadership team includes several directors, seven principals, seven assistant principals, and at least one counselor per campus, with more on larger campuses. Special education staff and instructional coaches support students, though filling positions remains a challenge. The district's maintenance complex houses transportation, custodial supplies, shipping/receiving, and the technology department. Technology staff support one-to-one devices, with paraprofessionals on six campuses.

Staffing is adjusted yearly based on projected enrollment. Campus-level master schedules include time for interventions and accelerated instruction to meet HB1416 requirements. Teachers help design assessments and collaborate in daily PLCs. Each campus has input teams to involve staff in decision-making.

A recent parent survey revealed that many are unaware of opportunities to join district committees and feel their input isn't sought. However, most said they would help at their child's school if invited.

District Processes & Programs Strengths

Big Spring ISD supports campus leaders through the Texas Instructional Leadership (TIL) framework, helping them align their efforts with district goals. The curriculum team provides professional development tailored to needs identified through instructional observations and data. Classrooms across the district are equipped with technology to enhance student engagement and instructional rigor. Data on academic performance, demographics, and teacher experience informs instructional planning and scheduling.

To meet the needs of diverse learners, campuses design schedules that include time for assessments and targeted interventions. Teachers play a central role in developing and delivering instruction focused on student growth and conceptual understanding. Each campus has a site-based decision-making committee and leadership team, primarily composed of teachers, who also participate in district-level planning. Weekly FrontForce Team meetings address key campus concerns like attendance, discipline, and health and safety, while Impact Teams use data to drive interventions with a focus on high-need students.

The district holds most committee meetings after school hours to include staff and community members. Parents and stakeholders generally agree that the district prioritizes student success and responds to evolving needs. A goal-driven culture, grounded in data-driven instruction, supports ongoing improvement. The district also maintains a strong Safety & Security Department with a comprehensive Emergency Operations Plan. As a one-to-one device district, BSISD is committed to continuous technology upgrades and has a responsive tech team to support ongoing needs.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): At times, parents and families feel uninformed about district and school processes and procedures.

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

Problem Statement 2: The specific roles and responsibilities for certain people and areas are not clear enough to allow for systemic consistency.

Root Cause: Lack of written job descriptions or the communication of such job descriptions.

Perceptions

Perceptions Summary

"Climate" reflects how people currently feel about an organization and can change quickly, while "culture" is built on shared values and long-term practices that shape how things are done. Both are essential in schools, and Big Spring ISD is working to strengthen both.

The district is actively working to shift public perception by highlighting long-standing strengths that have often been overshadowed by accountability ratings and staff turnover. Despite state-wide teacher shortages and increasing accountability demands, BSISD is performing well compared to other districts. STAAR data continues to improve, and targeted teacher support—including mentorship and certification pathways—has reduced turnover and improved instruction.

Through Texas Instructional Leadership (TIL), BSISD has established clear procedures and high expectations that foster positive campus cultures. While each school has its own identity, the district promotes a unified, "same team, all in" mindset rooted in strong relationships, high standards, and shared goals. Leadership at all levels is focused on sustaining growth, developing staff capacity, and making strategic decisions that support long-term success.

Effective communication is key to building trust and maintaining a positive culture. The district uses websites, Facebook pages, and Blackboard messaging to keep families informed and involved. While efforts are ongoing, BSISD is committed to improving family and community engagement.

State and federal funds have been used to purchase new programs to meet evolving needs of our Emergent Bilingual students and their families.

Perceptions Strengths

For the fifth consecutive year, Big Spring ISD has partnered with Region 18 Education Service Center to implement Texas Instructional Leadership (TIL) across all campuses. This collaboration has helped solidify consistent processes and procedures, improving both academic performance and school culture.

To support a safe, positive learning environment, the district has adopted several key initiatives. BSISD uses *Anonymous Alerts*, an anonymous reporting app, to meet state mandates and address issues such as bullying, violence, and abuse. The district has a formal agreement with the *I Love U Guys Foundation* to implement reunification protocols in emergencies and maintains an up-to-date safety resource webpage for families and staff. Many classrooms still follow social contracts to guide behavior.

Technology also plays a role in student safety. *GoGuardian Beacon* alerts staff when students using district devices may be in crisis, prompting the *Student Advocacy Initiative*, a support network that connects students with needed services. Each campus has a trained safety leader and follows a district-wide Emergency Operations Plan approved by the board and Safety & Security Committee.

Daily Professional Learning Communities (PLCs) foster a culture of collaboration, giving staff a safe space to share ideas and improve instruction. This culture extends to efforts aimed at preventing dropouts. BSISD maintains leaver binders and trains registrars to track student withdrawals. A full-time truancy officer works with campuses to reduce absences and re-engage students.

To build family and community relationships, all campuses host Back to School and Open House events. The district partners with organizations like *Food 2 Kids*, the *YMCA*, and *The Boys and Girls Club* to provide meals and services for families. A summer meal program also supports students and parents.

BSISD ensures communication is accessible by providing materials in English and Spanish, with additional language support as needed. A Title I-funded Family-School Liaison works to increase engagement, and Title I funds support events and activities to strengthen school-family partnerships. Annual parent surveys guide improvement efforts, and the district hosts various events—such as the Homecoming parade, theater performances, and markets—to bring the community together. The *HOPE Foundation* further supports innovation by awarding grants for staff-led student projects.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents report that schools don't call home with good news about their child.

Root Cause: Minimal expectations for positive communication with families need to be communicated to teachers.

Problem Statement 2 (Prioritized): Too few families respond to campus/district surveys and too few attend activities intended to build capacity or obtain feedback.

Root Cause: Communication of events to parents and families; Times that events are offered.

Priority Problem Statements

Problem Statement 1: Students participating in the emergent bilingual and special education programs show significantly less growth (10% or more) relative to the state averages in STAAR reading and math at multiple grade levels.

Root Cause 1: Uncertified and novice teachers lacking appropriate pedagogy and content knowledge that is necessary to provide high impact differentiated instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 2: STAAR performance, especially at the Meets and Master level of performance, is lower than it should be.

Root Cause 2: Gaps in foundational skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We struggle to retain experienced teachers for long-term employment which ultimately affects student achievement.

Root Cause 3: Opportunity for higher pay outside of the field of education; TIA (while being expanded in BSISD) pertains to only part of the teaching staff.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: At times, parents and families feel uninformed about district and school processes and procedures.

Root Cause 4: Inconsistent communication between the district/campuses to families about ways they can be more involved in the decision making process.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Too few families respond to campus/district surveys and too few attend activities intended to build capacity or obtain feedback.

Root Cause 5: Communication of events to parents and families; Times that events are offered.

Problem Statement 5 Areas: Perceptions

Goals

Goal 1: Big Spring ISD will ensure all students receive high-quality curriculum and instruction designed to uphold rigorous academic standards, enhance performance, and prepare them for college and career success.

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

High Priority

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





Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD will continue to use evidence-based practices, a balanced literacy framework and HQIM materials, such as Bluebonnet, at the elementary level to improve reading language arts instruction and ultimately increase performance on state standardized tests in reading and writing.</p> <p>Strategy's Expected Result/Impact: BSISD should see an upward trend in all assessment data when instructional practices and expectations become consistent across grade levels/subject areas.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Elementary Curriculum Coordinator, Instructional Coaches</p> <p>Results Driven Accountability</p> <p>Funding Sources: Anchor Charts, Reading & Writing Resources - 211-ESSA Title I, Part A, Anchor Charts, Reading & Writing Resources - 289 ESSA Title IV, Part A, Subpart 1, General Supplies and Materials - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD will continue to use Lead4ward planning and strategies at all grade levels to increase the rigor and relevance of lessons to ultimately increase performance on state standardized tests.</p> <p>Strategy's Expected Result/Impact: STAAR results across the domains will improve, which could also lead to teacher retention and a culture based on high expectations.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches</p> <p>Funding Sources: Lead4Ward Access - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: BSISD will continue to provide intervention through Multi-Tiered Systems of Support (MTSS) to students through a variety of means.</p> <p>Strategy's Expected Result/Impact: Use of small group instruction, individualized support, tutorials, etc. to increase the number of students functioning on grade level to increase performance on state-mandated assessments and to ensure students can meet grade-level standards.</p> <p>Staff Responsible for Monitoring: Special Programs Director, Special Education Director, Campus Principals</p> <p>Results Driven Accountability</p> <p>Funding Sources: Chromebooks, Intervention Resources such as Dreambox and Mindplay - 211-ESSA Title I, Part A, Intervention Resources such as Dreambox and Mindplay - 289 ESSA Title IV, Part A, Subpart 1, DMAC - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p>Strategy 4: BSISD will provide on-going and job-embedded professional development that will target the highest areas of need as identified through reliable and current data.</p> <p>Strategy's Expected Result/Impact: Partnering with Region 18, and/or other service providers, to provide teacher training on a regular and periodic basis that will provide increase knowledge and support for teachers, resulting in effective instruction and the reduction of student achievement gaps.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches</p> <p>Funding Sources: Region 18 Contracted Services; Instructional Coaches - 255 ESSA Title II, Part A Supporting Effective Ins</p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p>Strategy 5: BSISD will utilize multiple sources of data, including district assessments and a variety of other sources, to support strategic planning and address the multiple facets of accountability.</p> <p>Strategy's Expected Result/Impact: Continuous monitoring of student performance will guide instruction and improve student achievement; Academic needs of individual students and populations of students are continuously identified and addressed.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches</p> <p>Funding Sources: NWEA Map Growth - 211-ESSA Title I, Part A, NWEA Map Growth - 289 ESSA Title IV, Part A, Subpart 1, DMAC - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May

Strategy 6 Details	Reviews		
<p>Strategy 6: BSISD will provide resources and personnel, including instructional coaches and instructional aides, needed to support federal and state program objectives.</p> <p>Strategy's Expected Result/Impact: Meaningful support and intervention for students and teachers to improve academic achievement of struggling students.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, State & Federal Programs Director</p> <p>Funding Sources: Instructional Coaches - 255 ESSA Title II, Part A Supporting Effective Ins, Plan4Learning, Title I Crate, Instructional Aides - 211-ESSA Title I, Part A, Anchor charts (poster maker) - classroom activities, success criteria, data tracking - 289 ESSA Title IV, Part A, Subpart 1</p>	Formative		Summative
	Nov	Apr	May
Strategy 7 Details	Reviews		
<p>Strategy 7: BSISD will provide support to all special programs (emergent bilingual, special education, migrant, immigrant, gifted/ talented) through the use of resources, materials and personnel in a manner that is aligned to both district goals as well as the specific purpose of each program.</p> <p>Strategy's Expected Result/Impact: Historical achievement gaps as identified through STAAR assessment will be reduced/ eliminated (Closing the Gaps).</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Director of Special Education, Bilingual Curriculum Coordinator</p> <p>Funding Sources: Region 18 Professional Development - 255 ESSA Title II, Part A Supporting Effective Ins, Dreambox, Mindplay, DMAC, Renaissance Learning, NWEA - 211-ESSA Title I, Part A, Anchor charts (poster maker) - instructional materials, success criteria, data tracking. - 289 ESSA Title IV, Part A, Subpart 1, Personnel (Bilingual Curriculum Coordinator) - 263 ESSA Title III, Part A-ELA</p>	Formative		Summative
	Nov	Apr	May
Strategy 8 Details	Reviews		
<p>Strategy 8: BSISD will provide targeted support and assistance to schools that would not have scored a "B" or better based on current accountability guidelines.</p> <p>Strategy's Expected Result/Impact: All schools in BSISD will be rated a "B" or better at the end of the 2025-2026 school year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches</p> <p>Funding Sources: Tutoring and Summer School Personnel and Supplies - 211-ESSA Title I, Part A</p>	Formative		Summative
	Nov	Apr	May

Strategy 9 Details	Reviews		
<p>Strategy 9: BSISD will utilize Title I, Part A and Title II, Part A funds for targeted and job-embedded professional development and corresponding resources to improve classroom instruction.</p> <p>Strategy's Expected Result/Impact: Increased content knowledge and instructional skills which low-performance students/teachers receive specific support.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches, State & Federal Programs Director</p> <p>Funding Sources: iReady, Mindplay, Dreambox, Renaissance, Edgeunity - 211-ESSA Title I, Part A, Region 18 Professional Development, Conferences to support job embedded practices/supports (Instructional Coaching) - 255 ESSA Title II, Part A Supporting Effective Ins, Conferences to support job embedded practice/supports (TEKSCon, FrogStreet, CAMT, TCTELA) - 270 Title V, RLISP</p>	Formative		Summative
	Nov	Apr	May
Strategy 10 Details	Reviews		
<p>Strategy 10: BSISD will implement comprehensive and on-going processes and procedures that support immediate identification of at-risk, emergent bilingual, special education, economically disadvantaged, homeless and immigrant students to ensure academic success and graduation with their cohort.</p> <p>Strategy's Expected Result/Impact: Students in populations that historically struggle will be identified swiftly so that losses in learning, as measured by STAAR success, is eliminated.</p> <p>Staff Responsible for Monitoring: District Registrar, Special Population Director, Special Education Director, District Coordinators for School Improvement</p> <p>Funding Sources: DMAC, Frontline - 199-General Fund, Bilingual Curriculum Coordinator - 263 ESSA Title III, Part A-ELA</p>	Formative		Summative
	Nov	Apr	May
Strategy 11 Details	Reviews		
<p>Strategy 11: BSISD will provide instructional and intervention software programs to address student academic needs.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement scores as measured by STAAR, NWEA and course completion.</p> <p>Staff Responsible for Monitoring: District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Director of Technology</p> <p>Funding Sources: Dreambox, Mindplay, Edgeunity, Amplify Boost - 211-ESSA Title I, Part A</p>	Formative		Summative
	Nov	Apr	May

Strategy 12 Details	Reviews		
<p>Strategy 12: BSISD will utilize DMAC to create local assessments and to track student data.</p> <p>Strategy's Expected Result/Impact: Increased use of data to guide instruction and create student learning groups.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches</p> <p>Funding Sources: DMAC - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 13 Details	Reviews		
<p>Strategy 13: BSISD will analyze data from multiple sources to identify students at risk of failure and the areas in which they struggle.</p> <p>Strategy's Expected Result/Impact: BSISD students will meet their specified targets/cut points across all STAAR domains.</p> <p>Staff Responsible for Monitoring: District/Campus Administration, Instructional Coaches/Lead Teachers, Special Populations' Director, Special Education Director</p> <p>Results Driven Accountability</p> <p>Funding Sources: Intervention programs - 289 ESSA Title IV, Part A, Subpart 1, Mindplay, Dreambox, Renaissance Learning (STAR Assessments), NWEA - 211-ESSA Title I, Part A, DMAC - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 14 Details	Reviews		
<p>Strategy 14: BSISD will provide instruction and/or support materials for the differentiation of instruction and/or support of all learners to include the satisfaction of HB1416 requirements.</p> <p>Strategy's Expected Result/Impact: Targeted instruction to improve the academic success of students, including those in targeted populations such as SPED, EB, Migrant, Eco-Dis, etc.)</p> <p>Staff Responsible for Monitoring: District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches, Campus Principals</p> <p>Funding Sources: Extra duty pay (tutoring/summer school); instructional aides - 211-ESSA Title I, Part A, Anchor charts - visuals to support instruction - 289 ESSA Title IV, Part A, Subpart 1</p>	Formative		Summative
	Nov	Apr	May
Strategy 15 Details	Reviews		
<p>Strategy 15: BSISD will use TEKS Resource System to provide alignment of instruction to improve student outcomes.</p> <p>Strategy's Expected Result/Impact: Lesson plans, including resources, materials and activities, at the appropriate rigor for each content and grade-level standard.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Campus Principals</p> <p>Funding Sources: TEKS Resource System - 211-ESSA Title I, Part A, TEKS Resource System - 289 ESSA Title IV, Part A, Subpart 1</p>	Formative		Summative
	Nov	Apr	May

Strategy 16 Details	Reviews		
<p>Strategy 16: BSISD will utilize technology as a tool to foster improvement in academic achievement, curriculum integration, and increased accessibility that is aligned with state standards and assessment.</p> <p>Strategy's Expected Result/Impact: Increased time with instructional technology will streamline and support instruction, enhance student engagement and promote an individualized learning environment that will positively impact student achievement.</p> <p>Staff Responsible for Monitoring: Curriculum Director, Elementary Curriculum Coordinator, Director of Technology</p> <p>Funding Sources: Edgeunity - 211-ESSA Title I, Part A, Poster maker to create instructional visuals and anchor charts. - 289 ESSA Title IV, Part A, Subpart 1</p>	Formative		Summative
	Nov	Apr	May
Strategy 17 Details	Reviews		
<p>Strategy 17: BSISD will seek out and implement high quality instructional materials to address the literacy needs of students in grades 5 through 8</p> <p>Strategy's Expected Result/Impact: Improved RLA STAAR scores</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics and Assessment; Curriculum Director</p> <p>Funding Sources: HQIM resources and materials - 199-General Fund, Supplemental resources, materials and professional learning - 211-ESSA Title I, Part A, Supplemental resources, materials and professional learning - 289 ESSA Title IV, Part A, Subpart 1</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Big Spring ISD will ensure all students receive high-quality curriculum and instruction designed to uphold rigorous academic standards, enhance performance, and prepare them for college and career success.





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

High Priority

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

Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD will provide summer school/extended school year services to all students who have shown to struggle academically. Strategy's Expected Result/Impact: Learning gaps will be reduced/eliminated. Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, Campus Principals</p> <p>Funding Sources: Extra Duty (summer school) pay for teachers and staff; student supplies - 211-ESSA Title I, Part A, Extra Duty (summer school) pay for teachers and staff - 270 Title V, RLISP</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD will regularly analyze data collected through various means to evaluate the academic success of students participating in special programs such as special education, GT, emergent bilingual, immigrant, and migrant programs. Strategy's Expected Result/Impact: Increased awareness of the needs of our targeted student populations in order to swiftly address student needs appropriately; reduction of learning gaps between high focus student populations and the general student population. Staff Responsible for Monitoring: Director of Special Education, Director of Special Populations, District Coordinators for School Improvement, Instructional Coaches</p> <p>Funding Sources: NWEA, Mindplay, Dreambox, Renaissance Learning - 211-ESSA Title I, Part A, Data Charts - 289 ESSA Title IV, Part A, Subpart 1, SummitK12 - 199-General Fund, Bilingual Curriculum Coordinator - 263 ESSA Title III, Part A-ELA</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: BSISD will analyze the effectiveness of special programs to improve services to students. Strategy's Expected Result/Impact: Identification of processes and procedures that are ineffective; corrective action to improve processes and procedures in order to positively impact student learning. Staff Responsible for Monitoring: Director of Special Education, Director of Special Populations, District Coordinators for School Improvement</p> <p>Funding Sources: Ascendar, DMAC, Frontline - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May

Strategy 4 Details	Reviews		
<p>Strategy 4: BSISD will provide opportunities for teachers to attend professional development to target the needs of gifted and talented students.</p> <p>Strategy's Expected Result/Impact: More teachers will complete the 30-GT training and continue with their 6 hour updates so that more teachers are better equipped to meet the unique needs of gifted and talent students.</p> <p>Staff Responsible for Monitoring: Director of Special Populations, Campus Principals</p> <p>Funding Sources: Region 18 GT Training; On-line/Virtual GT Trainings from reliable vendors. - 255 ESSA Title II, Part A Supporting Effective Ins, GT Trainings - 199-General Fund, District GT Coordinator to provide district training - 211-ESSA Title I, Part A</p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p>Strategy 5: BSISD will provide content based sheltered instruction (CBLI) training and necessary resources and materials to relevant staff (i.e. teachers, administrators, instructional aides).</p> <p>Strategy's Expected Result/Impact: Increased use of differentiated instruction to meet the language needs of students; improved TELPAS scores, improved STAAR scores, increased number of student exited from program.</p> <p>Staff Responsible for Monitoring: Bilingual Curriculum Coordinator; District Coordinators for School Improvement</p> <p>Funding Sources: Staff Development; Visual Aides for Instruction; Bilingual Curriculum Coordinator - 263 ESSA Title III, Part A-ELA</p>	Formative		Summative
	Nov	Apr	May
Strategy 6 Details	Reviews		
<p>Strategy 6: BSISD will monitor and provide necessary resources for GT, LPAC, MTSS/504, and ARD processes and decisions to ensure adherence to state and federal guidelines.</p> <p>Strategy's Expected Result/Impact: Improvement in addressing the needs of all student populations.</p> <p>Staff Responsible for Monitoring: Director of Special Education, Director of Special Populations, Bilingual Curriculum Coordinator., District Coordinators for School Improvement</p> <p>Funding Sources: Frontline - 199-General Fund, Personnel - Speech therapists/consults; Diagnosticians (contracted) - 224-IDEA B, Special Education</p>	Formative		Summative
	Nov	Apr	May

Strategy 7 Details	Reviews		
<p>Strategy 7: BSISD will continue to provide materials and supplies necessary to enrich the learning environment and address the needs of different learning types.</p> <p>Strategy's Expected Result/Impact: Increased use of differentiated instruction as documented in lesson plans and walkthroughs.</p> <p>Staff Responsible for Monitoring: Director of Curriculum, Elementary Curriculum Coordinator, Campus Principals, Assistant Superintendent of Academics & Assessment, Director of Special Education, Director of Special Populations, Bilingual Curriculum Coordinator</p> <p>Funding Sources: Online Resources, Extra Duty Pay - 211-ESSA Title I, Part A, Poster maker to create visual aides and activity boards. - 289 ESSA Title IV, Part A, Subpart 1, Translation devices - 263 ESSA Title III, Part A-ELA, Online Resources, Professional Learning - 270 Title V, RLISP, General instructional materials and supplies - 199-General Fund</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 1: Big Spring ISD will ensure all students receive high-quality curriculum and instruction designed to uphold rigorous academic standards, enhance performance, and prepare them for college and career success.

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

High Priority

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

Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD will identify and address the academic and socio-emotional needs of our high focus populations (SPED, EB, Eco-Dis, and OSP).</p> <p>Strategy's Expected Result/Impact: Reduce the long-term dropout rate to keep graduation rates consistently at 96% or higher.</p> <p>Staff Responsible for Monitoring: Director of Special Education; Director of Special Programs, Campus Principals, Campus Counselors</p> <p>Results Driven Accountability</p> <p>Funding Sources: PFE activities - family literacy; educational visits to Howard College. - 263 ESSA Title III, Part A-ELA, SEL Programs (iLead, Imagine Learning Pathways) - 211-ESSA Title I, Part A, PFE activities - 212 ESSA Migrant (SSA with ESC 18), Counseling Supports - 199-General Fund, SPED Counseling - 224-IDEA B, Special Education</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD will coordinate several programs aimed at reducing truancy and loss of credit recovery due to excessive absences.</p> <p>Strategy's Expected Result/Impact: Increased attendance rates and course completion rates which will lead towards more students graduating with their cohort.</p> <p>Staff Responsible for Monitoring: District Truancy Officer, District Registrar, Campus Principals</p> <p>Results Driven Accountability</p> <p>Funding Sources: Summer School, Tutoring, Imagine Learning - 211-ESSA Title I, Part A, Saturday School - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: BSISD will offer credit recovery opportunities to students who have fallen behind in high school credits.</p> <p>Strategy's Expected Result/Impact: Increased number of students graduating with their cohort.</p> <p>Staff Responsible for Monitoring: High School Administration, High School Counselors, Assistant Superintendent of Academics & Assessment</p> <p>Funding Sources: Imagine Learning - 211-ESSA Title I, Part A, Online Resources and Programs - 289 ESSA Title IV, Part A, Subpart 1, Technology Infrastructure and Equipment - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May





Strategy 4 Details	Reviews		
<p>Strategy 4: BSISD will host a Parent & Family Engagement meetings to provide information on truancy and minimum attendance for class credit requirements that are dictated by the state.</p> <p>Strategy's Expected Result/Impact: Increased awareness of the laws pertaining to school attendance that will result in increased attendance for students.</p> <p>Staff Responsible for Monitoring: State & Federal Programs Director, Campus Principals</p> <p>Funding Sources: PFE Activities - general supplies, refreshments to encourage participation - 211-ESSA Title I, Part A</p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p>Strategy 5: BSISD will continue campus recognition for student and staff attendance.</p> <p>Strategy's Expected Result/Impact: Competitive spirit among campuses in the district that will encourage improved attendance for students and staff.</p> <p>Staff Responsible for Monitoring: Superintendent's Office</p> <p>Funding Sources: Trophy; Social Media; District/Campus Website - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 6 Details	Reviews		
<p>Strategy 6: BSISD will continue to partner with the Rotary Club who provides bicycles to use in perfect attendance drawings at the elementary schools.</p> <p>Strategy's Expected Result/Impact: Increased attendance at the elementary schools.</p> <p>Staff Responsible for Monitoring: Superintendent's Office, Elementary Campus Principals</p> <p>Funding Sources: Social Media; Campus/District Website - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Big Spring ISD will ensure all students receive high-quality curriculum and instruction designed to uphold rigorous academic standards, enhance performance, and prepare them for college and career success.

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

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

Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD will provide professional development opportunities to support district initiatives and priorities that are outlined in the district professional development plan and calendar.</p> <p>Strategy's Expected Result/Impact: Strengthen content knowledge and instructional skills to directly enhance student learning outcomes.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches</p> <p>Funding Sources: Region 18 Professional Development; Content/Instructional Related Conferences - 255 ESSA Title II, Part A Supporting Effective Ins, Region 18 Professional Development - 211-ESSA Title I, Part A</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD will offer ongoing professional development for campus and district administrators using a variety of evidence-based resources to strengthen instructional leadership and support teacher effectiveness.</p> <p>Strategy's Expected Result/Impact: Boost teacher growth through more effective coaching practices.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator</p> <p>Funding Sources: Mentor Support and Training - 255 ESSA Title II, Part A Supporting Effective Ins, Region 18 -TIL Training; Mentor Training - 211-ESSA Title I, Part A</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: BSISD will provide opportunities for teachers to attend educational conferences that support their development in instructional efficacy.</p> <p>Strategy's Expected Result/Impact: Enhance educators' content knowledge and instructional strategies to positively impact student achievement.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment</p> <p>Funding Sources: Instructional Coaching Conference (Region 13) - 255 ESSA Title II, Part A Supporting Effective Ins, TCTELA, TEKSSCon, FrogStreet, CAMT - 270 Title V, RLISP</p>	Formative		Summative
	Nov	Apr	May

Strategy 4 Details	Reviews		
<p>Strategy 4: BSISD will deliver curriculum and instructional training to key instructional leaders, coaches, and administrators, who will then share and implement the strategies at their respective campuses.</p> <p>Strategy's Expected Result/Impact: Improve communication and build stronger campus-level instructional capacity through enhanced teacher coaching practices.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator</p> <p>Funding Sources: Instructional Coaching Training/Conference - 255 ESSA Title II, Part A Supporting Effective Ins, Region 18 - 211-ESSA Title I, Part A</p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p>Strategy 5: BSISD will deliver targeted, district-wide professional development aligned to identified academic needs, with a strong focus on supporting students in high-priority groups.</p> <p>Strategy's Expected Result/Impact: Increase staff awareness of the unique needs of high-priority student groups, resulting in differentiated instruction aimed at reducing learning gaps by at least 10% as measured by district checkpoints and other means of assessment.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Director of Special Education, Director of Special Programs, Emergent Bilingual Director</p> <p>Funding Sources: Instructional Coaching (to better support novice teachers) - 255 ESSA Title II, Part A Supporting Effective Ins, Region 18 - 211-ESSA Title I, Part A, FrogStreet (PreK) - 270 Title V, RLISP</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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





Performance Objective 1: Professional development will be strategically provided to support district-wide instructional initiatives and ensure the effective implementation of a rigorous curriculum aligned with state standards.

High Priority

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

Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD will continue to provide support and training on the balanced literacy approach for reading and writing. Strategy's Expected Result/Impact: Strengthen reading and writing achievement at the elementary level to build a strong academic foundation for continued success in secondary grades. Staff Responsible for Monitoring: Elementary Curriculum Coordinator, Instructional Coaches</p> <p>Results Driven Accountability Funding Sources: Amplify; Region 18 - 211-ESSA Title I, Part A, Region 18 - 255 ESSA Title II, Part A Supporting Effective Ins</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD teachers will participate in ongoing professional development and targeted training aligned to their specific content areas, with a focus on deepening subject matter expertise, enhancing instructional strategies, and improving student learning outcomes. Strategy's Expected Result/Impact: Enhance teacher content knowledge and ability to differentiate instruction, measured by improved student performance and instructional walkthrough data. Staff Responsible for Monitoring: Curriculum Director, Elementary Curriculum Coordinator, Campus Principals</p> <p>Results Driven Accountability Funding Sources: Region 18 - 211-ESSA Title I, Part A, Professional Development Providers - 263 ESSA Title III, Part A-ELA, Instructional Coaching Conferences/Department Heads/Instructional Coaches - 255 ESSA Title II, Part A Supporting Effective Ins, Curriculum and Content Focused Conferences -TCTELA, CAMT, Frogstreet - 270 Title V, RLISP</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: BSISD will continue to adhere to the Professional Learning Community (PLC) model to support new teachers as they acquire content and pedagogy knowledge/experience.</p> <p>Strategy's Expected Result/Impact: Equitable instruction in all classrooms.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches, Campus Principals</p> <p>Results Driven Accountability</p> <p>Funding Sources: Professional Development - 211-ESSA Title I, Part A, Professional Development - 289 ESSA Title IV, Part A, Subpart 1</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p>Strategy 4: BSISD will provide professional development, provided by Region 18 or embedded during PLC's, on content knowledge and lesson planning for math, science, reading, language arts, and social studies.</p> <p>Strategy's Expected Result/Impact: Strengthen teachers' content knowledge to improve classroom instruction, as measured by an increase in local student assessment scores and positive trends in instructional walkthrough observations.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator</p> <p>Results Driven Accountability</p> <p>Funding Sources: Region 18 - 211-ESSA Title I, Part A, Instructional Coaches/Department Leads - 255 ESSA Title II, Part A Supporting Effective Ins, Materials to support professional development (anchor charts, data trackers, success criteria). - 289 ESSA Title IV, Part A, Subpart 1</p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p>Strategy 5: BSISD will provide comprehensive district-wide resources for the understanding of readiness, supporting, and process standards as well as current accountability breakdowns.</p> <p>Strategy's Expected Result/Impact: Clearer understanding of the state curriculum (TEKS) and how it is vertical aligned within a content area. This will ensure concepts are taught in the appropriate grade-level providing students with a solid foundation for future academic success.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator</p> <p>Results Driven Accountability</p> <p>Funding Sources: DMAC - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May

Strategy 6 Details	Reviews		
<p>Strategy 6: BSISD will continue to implement TIL practices which include observation feedback cycles and conversations to support data-driven instruction.</p> <p>Strategy's Expected Result/Impact: Improved Tier I instruction and the identification of areas needing Tier II intervention/remediation.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator</p> <p>Funding Sources: Region 18 - 211-ESSA Title I, Part A, Instructional Coaches/Department Leads - 255 ESSA Title II, Part A Supporting Effective Ins, Resources to support TIL (anchor charts, data trackers, success criteria). - 289 ESSA Title IV, Part A, Subpart 1</p>	Formative		Summative
	Nov	Apr	May
Strategy 7 Details	Reviews		
<p>Strategy 7: BSISD will continue the expectation of regular and continuous T-TESS walkthroughs, followed with specific feedback, that focus on Domain II (Instruction) & Domain III (Learning Environment).</p> <p>Strategy's Expected Result/Impact: Improved instructional and classroom management practices that support student success; Increased number of teachers identified through the Teacher Incentive Allotment as a Recognized, Exemplary or Master teacher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, Curriculum Director, Campus Principals</p> <p>Funding Sources: DMAC - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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





Performance Objective 2: Promote a systematic and effective use of data to improve instruction.

High Priority

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

Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD will provide campus administration and lead teachers support in the use of DMAC (Data Management for Assessment and Curriculum).</p> <p>Strategy's Expected Result/Impact: Increase the use of data to guide instruction and improve assessment alignment, measured by more targeted teaching and higher student performance on standards-based assessments.</p> <p>Staff Responsible for Monitoring: District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator</p> <p>Results Driven Accountability</p> <p>Funding Sources: DMAC - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD will continue to train district curriculum personnel and campus leadership in Lead4ward processes through PLCs, webinars, and curriculum department support.</p> <p>Strategy's Expected Result/Impact: Improved understanding of accountability; Improved ability to monitor specific student populations for targeted support; clearer understanding of appropriate grade & content rigor.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator</p> <p>Funding Sources: Instructional Coaching Training (PD) - 255 ESSA Title II, Part A Supporting Effective Ins, Curriculum Staff; Region 18 - 211-ESSA Title I, Part A, Lead4Ward - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: BSISD will use data collected from locally created checkpoints as well as MAP Growth data from NWEA to monitor student academic growth.</p> <p>Strategy's Expected Result/Impact: Ensure early identification of learning gaps for all students, with a focused effort on increasing awareness and monitoring of academic achievement among all student groups.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator, Instructional Coaches, Campus Principals</p> <p>Funding Sources: NWEA - 211-ESSA Title I, Part A, DMAC - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p>Strategy 4: BSISD will continue to improve and increase the frequency of TIL's Data Driven Instruction conversations within departments at each campus.</p> <p>Strategy's Expected Result/Impact: Strengthen the ability of instructional coaches, teachers, and campus administrators to interpret and use student data effectively to identify learning needs and inform instructional decisions.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, Curriculum Director, Elementary Curriculum Coordinator</p> <p>Funding Sources: Instructional Coaches/Department Leads - 255 ESSA Title II, Part A Supporting Effective Ins, Region 18 - 211-ESSA Title I, Part A</p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p>Strategy 5: BSISD curriculum personnel will collaborate regularly with campus administrators to analyze recent student data, identify performance trends, and address areas of concern to support district-wide instructional improvement.</p> <p>Strategy's Expected Result/Impact: Improve campus-level awareness of student data to enable timely planning and delivery of targeted interventions.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment</p> <p>Funding Sources: DMAC - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 6 Details	Reviews		
<p>Strategy 6: BSISD will continue to hold vertical alignment meetings to strengthen instructional practices and ensure smooth transitions in content and expectations from one grade level to the next.</p> <p>Strategy's Expected Result/Impact: A better understanding of how the curriculum in one grade level builds toward and supports learning in the next, leading to reduced repetition and more consistent, aligned instructional practices across grade levels.</p> <p>Staff Responsible for Monitoring: Curriculum Director, Elementary Curriculum Coordinator</p> <p>Funding Sources: Extra Duty Pay - 211-ESSA Title I, Part A</p>	Formative		Summative
	Nov	Apr	May

Strategy 7 Details	Reviews		
<p>Strategy 7: BSISD will continue to utilize multiple sources of student data--including academic progress monitoring tools, checkpoint assessments, exit tickets, STAAR results, and NWEA MAP Growth assessments--to identify students who may be struggling.</p> <p>Strategy's Expected Result/Impact: This data-driven approach allows educators to pinpoint specific areas of need and provide timely remediation and targeted intervention activities to support student growth and achievement.</p> <p>Staff Responsible for Monitoring: District Coordinators for School Improvement, Instructional Coaches, Campus Principals</p> <p>Funding Sources: NWEA Map Growth, STAR Assessments (Renaissance) - 211-ESSA Title I, Part A, DMAC - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 8 Details	Reviews		
<p>Strategy 8: BSISD will monitor and evaluate the effectiveness and fidelity of the use of intervention programs such as MindPlay, Dreambox, Amplify, Formative Loop, Accelerated Reader, etc.</p> <p>Strategy's Expected Result/Impact: The evaluation process will help determine whether the interventions are meeting student needs and guide any necessary adjustments to instructional practices or program use.</p> <p>Staff Responsible for Monitoring: District Coordinators for School Improvement</p> <p>Funding Sources: Programs (NWEA, MindPlay, etc.) - 211-ESSA Title I, Part A, Anchor charts, data tracking charts, etc. - 289 ESSA Title IV, Part A, Subpart 1</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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





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

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

Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD will maintain a strong focus on reducing disciplinary referrals and minimizing the removal of students receiving special services from the instructional setting through the implementation and support of district-level behavior programs and interventions that promote positive behavior and provide appropriate support for student needs.</p> <p>Strategy's Expected Result/Impact: Reduction of disciplinary referrals and instructional time lost due.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p> <p>Funding Sources: Ascender, OnData Suite - 199-General Fund, SPED Personnel - 224-IDEA B, Special Education</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD will implement a comprehensive behavior tracking program on every campus to systematically monitor student behavior, along with other key data such as attendance, academic performance, and intervention history.</p> <p>Strategy's Expected Result/Impact: By analyzing trends and patterns, the district can proactively identify students in need of additional support and ensure consistent, equitable responses across all campuses.</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Director of Special Education, Campus Principals</p> <p>Results Driven Accountability</p> <p>Funding Sources: Ascender, OnData Suite - 199-General Fund, SPED Personnel - 224-IDEA B, Special Education</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: BSISD campuses will ensure that secondary English Language Learners are placed in appropriate instructional settings by carefully reviewing each student's educational history, including prior schooling, language proficiency levels, and academic records.</p> <p>Strategy's Expected Result/Impact: This process supports effective course placement that aligns with students' language development and academic needs, promoting higher TELPAS scores and reclassification rates.</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Campus Principal, Campus Counselors</p> <p>Funding Sources: Ascender - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May

Strategy 4 Details	Reviews		
<p>Strategy 4: BSISD will provide English Language Learners, including students whose parents have declined Bilingual/ESL services, appropriate academic interventions, ongoing monitoring, and thoughtful scheduling to support their success and language development needs.</p> <p>Strategy's Expected Result/Impact: Improved performance by ELL/EB students on state assessments in reading, math, science, social studies, writing, TELPAS, and IOWA Form F.</p> <p>Staff Responsible for Monitoring: Director of Special Populations, Campus Principals</p> <p>Results Driven Accountability</p> <p>Funding Sources: Intervention resources and Professional Development - 263 ESSA Title III, Part A-ELA, Tutoring - 211-ESSA Title I, Part A</p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p>Strategy 5: BSISD will monitor special education, emergent bilingual, economically disadvantaged, and advanced academic students to ensure they complete their selected CTE course pathway.</p> <p>Strategy's Expected Result/Impact: Increased course and pathway completion by special population students in CTE courses.</p> <p>Staff Responsible for Monitoring: CTE Director, Director of Special Education, Director of Special Populations, High School Counselors, Bilingual Curriculum Coordinator</p> <p>Funding Sources: Personnel - 211-ESSA Title I, Part A, Bilingual Curriculum Coordinator - 263 ESSA Title III, Part A-ELA</p>	Formative		Summative
	Nov	Apr	May
Strategy 6 Details	Reviews		
<p>Strategy 6: BSISD will conduct gender-specific recruitment to encourage enrollment in non-traditional CTE courses, as identified by the Texas Education Agency (TEA). These are programs in which individuals from one gender make up less than 25% of the workforce--such as welding, automotive technology, and construction for females.</p> <p>Strategy's Expected Result/Impact: Targeted outreach will help promote equity and expand opportunities for all students in high-demand, high-wage career fields.</p> <p>Staff Responsible for Monitoring: CTE Director, Secondary Counselors</p> <p>Funding Sources: Various resources and materials - 244 Carl Perkins CTE, Ascender, various resources, supplies and materials - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May

Strategy 7 Details	Reviews		
<p>Strategy 7: BSISD will continue collaboration between The Curriculum Department and Special Education Department to provide ongoing professional development and support for teachers, focused on implementing differentiated instructional strategies that meet the diverse learning needs of all students.</p> <p>Strategy's Expected Result/Impact: Enhanced Tier 1 instructional practices will lead to measurable gains in student achievement on classroom and standardized assessments.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Curriculum Director, Elementary Curriculum Coordinator</p> <p>Funding Sources: Personnel, Resources, Professional Learning - 211-ESSA Title I, Part A, Personnel, Resources - 255 ESSA Title II, Part A Supporting Effective Ins, Professional Learning - 263 ESSA Title III, Part A-ELA, Personnel; Resources; Professional Learning - 224-IDEA B, Special Education</p>	Formative		Summative
	Nov	Apr	May
Strategy 8 Details	Reviews		
<p>Strategy 8: BSISD will will continue to monitor and counsel students identified as SPED, EB, OSP (foster care, homeless, military connected) on attendance, student success practices, and graduation requirements.</p> <p>Strategy's Expected Result/Impact: The percentage of students earning a Distinguished Level of Achievement diploma and Foundation High School Program with Endorsements will increase, narrowing the gap between these rates and those of the general student population.</p> <p>Staff Responsible for Monitoring: Director of Special Education, Director of Special Populations, High School Counselors</p> <p>Funding Sources: Personnel - 211-ESSA Title I, Part A, Personnel - 224-IDEA B, Special Education, Ascender - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 9 Details	Reviews		
<p>Strategy 9: BSISD will provide special education services to ensure that all eligible students receive a Free Appropriate Public Education (FAPE) and are supported in improving their performance on state accountability assessments.</p> <p>Strategy's Expected Result/Impact: Improved academic performance on state assessments for students receiving special education; Increased access to grade-level curriculum with appropriate supports; Higher graduation rates and participation in advanced diploma programs; Reduced achievement gaps between students with disabilities and their peers; Full compliance with laws guaranteeing appropriate education for all eligible students.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p> <p>Results Driven Accountability</p>	Formative		Summative
	Nov	Apr	May

Strategy 10 Details	Reviews		
<p>Strategy 10: BSISD will continue to use Results Driven Accountability (RDA) data to identify and address needs of specific populations of students (EB, SPED, Dyslexia, and OSP).</p> <p>Strategy's Expected Result/Impact: Use of RDA ratings will help to identify areas that may require targeted assistance for improved educational outcomes for specified student groups.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, Director of Special Education, Director of Special Populations</p> <p>Funding Sources: Supplemental resources, Professional Learning, Tutoring, Summer School - 211-ESSA Title I, Part A, Teacher Professional Learning - 263 ESSA Title III, Part A-ELA</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: Big Spring ISD will support high academic standards and improve academic performance of students by providing a robust system of tiered instruction in an environment of shared accountability and support.

Performance Objective 4: BSISD will prepare students for post-secondary education and careers, aiming to achieve an 'A' rating in Domain I College, Career, and Military Readiness (CCMR).


High Priority

HB3 Goal

Evaluation Data Sources: TAPR report, TEA CCMR report, PEIMS reports, student transcripts, ACT/SAT participation/scores, AP participation/scores, enrollment in certification pathways, certification completion rates; work-based learning and internship participation, post-secondary enrollment data, on-time graduation rates and completion of distinguished or advanced diplomas

Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD will offer online study sessions, provide study guides, and fund ACT/SAT fees for eligible students.</p> <p>Strategy's Expected Result/Impact: Increased student participation in ACT/SAT preparation activities; Improved ACT/SAT scores among participating students; Higher rates of college readiness and post-secondary enrollment; Reduced financial barriers for qualified students taking college entrance exams; Greater overall equity in access to college preparation resources.</p> <p>Staff Responsible for Monitoring: CCMR Coordinator, High School Counselor, High School Administration</p> <p>Funding Sources: ACT/SAT study resources; Personnel - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD will continue and enhance its partnership with Howard College for dual credit opportunities for students.</p> <p>Strategy's Expected Result/Impact: Increased enrollment of BSISD students in dual credit courses; Higher rates of students earning college credits while still in high school; Improved college readiness and smoother transitions to post-secondary education; Greater student access to affordable, college-level coursework; Enhanced academic rigor and expanded course options for high school students.</p> <p>Staff Responsible for Monitoring: CCMR Coordinator, High School Counselors, High School Administrator, Curriculum Director, Assistant Superintendent of Academics & Assessment</p> <p>Funding Sources: Personnel; Dual Credit Resources (books and other required course materials) - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: BSISD will review and update the CTE registration process by revising the course catalog to clearly include all available career pathways.</p> <p>Strategy's Expected Result/Impact: Revising the CTE registration process and course catalog will lead to clearer communication of career pathways, increased student enrollment in CTE programs, better alignment of courses with student goals, and a smoother, more efficient registration experience.</p> <p>Staff Responsible for Monitoring: CTE Director, High School Counselors</p> <p>Funding Sources: Personnel; General supplies and materials - 244 Carl Perkins CTE, Personnel; General supplies and materials; Website - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p>Strategy 4: BSISD will actively recruit all students to participate in CTE programs by introducing them to various career pathways and opportunities starting as early as junior high school.</p> <p>Strategy's Expected Result/Impact: Early introduction and active recruitment will boost student awareness and enrollment in CTE programs, promote gender balance, and support informed career planning beginning in junior high.</p> <p>Staff Responsible for Monitoring: CTE Director, High School & Junior High Counselors, High School & Junior High Administration</p> <p>Funding Sources: Personnel; General supplies and materials - 244 Carl Perkins CTE, Personnel; General supplies and materials - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p>Strategy 5: BSISD will closely monitor students' progress through coherent sequences of courses aligned with career pathways, endorsements, and industry-based certifications to ensure successful completion and readiness for future opportunities.</p> <p>Strategy's Expected Result/Impact: Monitoring student progress ensures higher completion rates of career pathways and certifications, better alignment with career goals, and improved readiness for college and the workforce.</p> <p>Staff Responsible for Monitoring: CTE Director, High School Counselors</p> <p>Funding Sources: Personnel; General supplies and materials - 244 Carl Perkins CTE, Personnel; General supplies and materials - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May

Strategy 6 Details	Reviews		
<p>Strategy 6: BSISD will continue offering the Personal Achievement Center (PAC) during the school day, along with credit recovery opportunities, to support students who are struggling or falling behind in their studies.</p> <p>Strategy's Expected Result/Impact: Providing PAC and other credit recovery options will boost course completion, reduce dropout rates, and improve graduation outcomes for struggling students.</p> <p>Staff Responsible for Monitoring: High School Principal, High School Counselors</p> <p>Funding Sources: Credit Recovery Program (Edgunity/Imagine Learning) - 211-ESSA Title I, Part A, Personnel; General materials and supplies - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 7 Details	Reviews		
<p>Strategy 7: BSISD will create a dedicated dual credit lab on campus, offering students a supportive environment equipped with resources to successfully complete their college coursework.</p> <p>Strategy's Expected Result/Impact: The dual credit lab will improve student success in college courses by providing accessible resources and support, enhancing college readiness and credit completion.</p> <p>Staff Responsible for Monitoring: CCMR Coordinator, High School Counselors, High School Principal, Curriculum Director, Assistant Superintendent of Academics and Assessment</p> <p>Funding Sources: Personnel; General supplies and materials - 244 Carl Perkins CTE, Personnel; General supplies and materials - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 8 Details	Reviews		
<p>Strategy 8: Promote College and Career Readiness for students in grades PK-12 by providing a diverse range of enrichment activities, Career and Technical Education (CTE) programs, and Advanced Placement (AP) and dual credit opportunities.</p> <p>Strategy's Expected Result/Impact: Achieve high levels of student learning demonstrated by increased percentages of students meeting and mastering STAAR standards, enrolling in CTE pathways leading to industry certifications, and showing growth in TSIA2, SAT/ACT, and AP exam performance.</p> <p>Staff Responsible for Monitoring: CTE Director, Curriculum Director</p> <p>Funding Sources: Edgeunity (Imagine Learning) - 211-ESSA Title I, Part A</p>	Formative		Summative
	Nov	Apr	May
			

Goal 3: Big Spring ISD will actively recruit and retain highly qualified staff by attending job fairs, partnering with teacher preparation programs, offering competitive compensation, and providing professional development to ensure staff effectiveness and success in the classroom.

Performance Objective 1: Recruit and hire teachers who are fully certified or meet industry-based standards required for the positions to which they apply.

High Priority


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


Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD will leverage its District of Innovation status to address teacher shortages in all areas by prioritizing the hiring of individuals with industry-based experience and/or college hours, thereby enhancing program quality and workforce readiness.</p> <p>Strategy's Expected Result/Impact: Prioritizing hires with industry experience and/or college hours will reduce teacher shortages while improving instructional quality.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, CTE Director</p> <p>Funding Sources: Professional Learning; Frontline Recruitment - 255 ESSA Title II, Part A Supporting Effective Ins, Professional Learning, Region 18 - 211-ESSA Title I, Part A</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD will continue and improve upon a district-created mentoring program that promotes teacher retention by offering one-on-one support from highly qualified veteran teachers on each campus, complemented by additional guidance and professional development from district-level curriculum specialists.</p> <p>Strategy's Expected Result/Impact: The mentoring program will improve teacher job satisfaction and retention, enhance instructional effectiveness, and support professional growth, leading to better student outcomes.</p> <p>Staff Responsible for Monitoring: Resident Support Coordinator, Assistant Superintendent of Academics & Assessment</p> <p>Funding Sources: Mentors, Professional Learning, Materials to support adult learning - 255 ESSA Title II, Part A Supporting Effective Ins</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: BSISD will expect Career and Technical Education staff to participate in conferences and workshops to stay current in their fields and ensure they are well-equipped to support students pursuing industry certifications.</p> <p>Strategy's Expected Result/Impact: Ongoing professional development for CTE staff will ensure up-to-date instructional practices, strengthen support for students earning certifications, enhance program quality, and lead to increased student success rates in industry-recognized certification exams.</p> <p>Staff Responsible for Monitoring: CTE Director</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p>Strategy 4: BSISD will support paraprofessionals and other non-certified staff in pursuing teacher certification through alternative certification programs, such as those offered by Howard College and Tech Teach, to help grow and strengthen the district's teaching workforce.</p> <p>Strategy's Expected Result/Impact: Supporting non-certified staff in earning teaching credentials will expand the district's talent pool, address teacher shortages, and promote long-term retention by investing in individuals already committed to the BSISD community.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, Resident Support Coordinator</p> <p>Funding Sources: Mentors; Professional Learning; Certification study guides and other adult learning materials. - 255 ESSA Title II, Part A Supporting Effective Ins</p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p>Strategy 5: BSISD will offer supplemental pay opportunities--including stipends for additional responsibilities and tutorial sessions--alongside competitive salaries and comprehensive benefits packages to encourage teacher retention.</p> <p>Strategy's Expected Result/Impact: Providing supplemental pay and competitive compensation will help retain high-quality staff, boost morale, and recognize the added value of employees' contributions beyond their core duties resulting in higher teacher retention rates.</p> <p>Staff Responsible for Monitoring: Superintendent, Chief Financial Officer, Assistant Superintendent of Academics & Assessment, Curriculum Director</p> <p>Funding Sources: Mentor Stipends; Department Head Stipends - 255 ESSA Title II, Part A Supporting Effective Ins, Extra Duty Pay for Tutorials, Vertical Planning and Summer School - 211-ESSA Title I, Part A, Extra Duty Stipends - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May

Strategy 6 Details	Reviews		
<p>Strategy 6: BSISD will promote teacher vacancies through the district website and various outreach platforms, including social media, to maximize visibility and attract a diverse pool of qualified candidates.</p> <p>Strategy's Expected Result/Impact: Expanding the visibility of teacher vacancies will attract a broader and more qualified applicant pool, helping BSISD fill positions more efficiently and address staffing needs across the district.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, Human Resource Personnel</p> <p>Funding Sources: Frontline Recruitment - 255 ESSA Title II, Part A Supporting Effective Ins, Social Media and Website accounts - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 7 Details	Reviews		
<p>Strategy 7: BSISD will regularly analyze student-to-teacher ratios to ensure equitable and efficient staffing across all campuses, supporting balanced workloads and optimal learning environments.</p> <p>Strategy's Expected Result/Impact: Regularly reviewing student-to-teacher ratios will promote equitable staffing, improve teacher effectiveness, and create more balanced learning environments that support student success.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, Curriculum Director</p> <p>Funding Sources: Ascender; DMAC; Staffing Tracker (spreadsheet) - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 8 Details	Reviews		
<p>Strategy 8: BSISD will implement attendance incentives for district teachers to encourage consistent classroom presence and reduce the number of days missed.</p> <p>Strategy's Expected Result/Impact: Attendance incentives will promote consistent teacher presence, minimize disruptions to instruction, and enhance overall student learning outcomes.</p> <p>Staff Responsible for Monitoring: Superintendent's Office; Payroll Office</p> <p>Funding Sources: Stipends - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 9 Details	Reviews		
<p>Strategy 9: BSISD will continue to expand Teacher Incentive Allotment (TIA) opportunities to increase the number of eligible teachers and recognize excellence in classroom instruction.</p> <p>Strategy's Expected Result/Impact: Expanding TIA opportunities will motivate and reward high-performing teachers, support retention of top talent, and elevate instructional quality across the district.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, Curriculum Director</p> <p>Funding Sources: Resources to track teacher data (spreadsheet); DMAC - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Big Spring ISD will actively recruit and retain highly qualified staff by attending job fairs, partnering with teacher preparation programs, offering competitive compensation, and providing professional development to ensure staff effectiveness and success in the classroom.





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

High Priority

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

Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD will support campus professional development initiatives--including PLC growth and development--to strengthen the effectiveness of Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Supporting PD and PLC growth strengthens Tier 1 instruction, boosts student achievement, builds teacher capacity, and improves consistency and retention.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement, Elementary Curriculum Coordinator, Director of Curriculum.</p> <p>Funding Sources: Region 18 (Professional Development & Coaching Support) - 211-ESSA Title I, Part A, Region 18 (Coaching Support); Personnel (Lead Teachers, Instructional Specialists, Mentors) - 255 ESSA Title II, Part A Supporting Effective Ins, Curriculum and Content/TEKS Based Conferences - 270 Title V, RLISP</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD will deliver targeted professional development and provide necessary resources and materials to help staff effectively address students' social and emotional needs.</p> <p>Strategy's Expected Result/Impact: Improved student well-being, engagement, and readiness to learn, fostering a positive school climate and enhancing student success; reduction in off-task behavior, classroom disruptions, and bullying.</p> <p>Staff Responsible for Monitoring: Director of Special Populations</p> <p>Funding Sources: Professional Development - 255 ESSA Title II, Part A Supporting Effective Ins, Professional Development; Teacher and Student Materials and Resources - 211-ESSA Title I, Part A</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: BSISD will establish and provide continuous opportunities for professional development for campus teachers and administrators in order to increase proficiency in instructional leadership using Texas Instructional Leaders (TIL) training.</p> <p>Strategy's Expected Result/Impact: Increased use of TIL activities/procedures such as academic monitoring, observation feedback, data driven instruction that results in improved student scores.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, Curriculum Director, Elementary Curriculum Coordinator</p> <p>Funding Sources: Region 18 (Professional Development and Coaching Support) - 211-ESSA Title I, Part A, Region 18 (Professional Development) - 289 ESSA Title IV, Part A, Subpart 1, Professional Development (Coaching Support) - 255 ESSA Title II, Part A Supporting Effective Ins, Professional Development - 270 Title V, RLISP</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p>Strategy 4: BSISD will continue the use of lesson rehearsal and modeling to enhance instructional practices and support teacher growth across all experience levels.</p> <p>Strategy's Expected Result/Impact: Continuing lesson rehearsal and modeling enhances teacher skills, boosts confidence, ensures consistent instruction, and leads to improved student engagement and learning outcomes.</p> <p>Staff Responsible for Monitoring: District Coordinators for School Improvement, Instructional Coaches</p> <p>Funding Sources: Personnel-Lead Teachers, Instructional Specialists - 255 ESSA Title II, Part A Supporting Effective Ins</p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p>Strategy 5: BSISD will continue to schedule consultative meetings with program representatives (such as Mindplay, Dreambox, etc.) as the need arises.</p> <p>Strategy's Expected Result/Impact: With timely support and expert guidance, this helps BSISD effectively implement and optimize educational tools to better meet student needs and improve learning outcomes.</p> <p>Staff Responsible for Monitoring: District Coordinators for School Improvement</p> <p>Funding Sources: Professional Learning on intervention products in use (Mindplay, Dreambox, iReady, etc.) - 255 ESSA Title II, Part A Supporting Effective Ins, Professional Development - 289 ESSA Title IV, Part A, Subpart 1, Mindplay, Dreambox - 211-ESSA Title I, Part A, Professional Development - 270 Title V, RLISP</p>	Formative		Summative
	Nov	Apr	May

Strategy 6 Details	Reviews		
<p>Strategy 6: BSISD will expect the leadership at both district and campus levels to regularly assess needs to provide focused professional development aimed at closing identified gaps.</p> <p>Strategy's Expected Result/Impact: Improved educator skills and instructional quality through targeted support; Accelerated progress in areas needing improvement, leading to stronger overall school performance.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, District Coordinators for School Improvement.</p> <p>Funding Sources: Region 18 (Professional Development and Coaching Support) - 211-ESSA Title I, Part A, Professional Development, Personnel (Mentors, Instructional Specialists, Department Leads) - 255 ESSA Title II, Part A Supporting Effective Ins , Professional Development - 289 ESSA Title IV, Part A, Subpart 1</p>	Formative		Summative
	Nov	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 3: Big Spring ISD will actively recruit and retain highly qualified staff by attending job fairs, partnering with teacher preparation programs, offering competitive compensation, and providing professional development to ensure staff effectiveness and success in the classroom.

Performance Objective 3: Provide ongoing, intentional support for new and/or uncertified teachers through structured mentoring, targeted professional development, and regular coaching to promote instructional growth and long-term success.

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

Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD will continue its partnership with Howard College, Grand Canyon University and Texas Tech University to support aspiring educators and teacher interns in completing their degree and certification requirements..</p> <p>Strategy's Expected Result/Impact: This partnership strengthens the teacher pipeline, improves recruitment and readiness, and supports student success by preparing well-trained educators aligned with district needs.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, Director of Curriculum, Resident Support Coordinator</p> <p>Funding Sources: Personnel (Mentors, Lead Teachers, Instructional Specialists); Certification study guides and other supports, Professional Development - 255 ESSA Title II, Part A Supporting Effective Ins</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD will continue to partner with Region 18 to provide new teacher support and mentor training.</p> <p>Strategy's Expected Result/Impact: This partnership strengthens new teacher development and mentor effectiveness, leading to improved instructional quality, higher teacher retention, and greater consistency across the district.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, Director of Curriculum, Elementary Curriculum Coordinator</p> <p>Funding Sources: Professional Development, Personnel (Mentors) - 255 ESSA Title II, Part A Supporting Effective Ins</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: BSISD will actively support campus principals in guiding and developing new and intern teachers by providing resources, coaching, and collaborative structures that promote effective mentorship and instructional growth.</p> <p>Strategy's Expected Result/Impact: Supporting principals in developing new and intern teachers enhances instructional leadership, improves teacher effectiveness and retention, and leads to stronger, more consistent student learning outcomes.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment; Director of Curriculum, Elementary Curriculum Coordinator</p> <p>Funding Sources: Personnel; Professional Development - 255 ESSA Title II, Part A Supporting Effective Ins</p>	Formative		Summative
	Nov	Apr	May

Strategy 4 Details	Reviews		
<p>Strategy 4: BSISD will maintain ongoing oversight of uncertified teachers' certification progress, providing tailored assistance to promote timely and successful completion.</p> <p>Strategy's Expected Result/Impact: Monitoring and supporting uncertified teachers ensures timely certification, improves teaching quality, and enhances student learning outcomes.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, Director of Curriculum, Elementary Curriculum Coordinator, Resident Support Coordinator</p> <p>Funding Sources: Personnel (Mentors); Certification study resources and professional learning. - 255 ESSA Title II, Part A Supporting Effective Ins</p>	Formative		Summative
	Nov	Apr	May



No Progress



Accomplished



Continue/Modify







Discontinue

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

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

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

Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD performing arts groups, CTE, and other extracurricular student organizations will participate and volunteer at community events.</p> <p>Strategy's Expected Result/Impact: Participating in community events boosts student skills, strengthens community ties, and enhances BSISD's reputation.</p> <p>Staff Responsible for Monitoring: Fine Arts Director, CTE Director, Campus Principals</p> <p>Funding Sources: Travel; General Supplies - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD will establish a strong network of community partners through a strategic business recognition program that fosters collaboration and support.</p> <p>Strategy's Expected Result/Impact: The business recognition program fosters strong community partnerships that enhance resources, student opportunities, and district support.</p> <p>Staff Responsible for Monitoring: Superintendent's Office</p> <p>Funding Sources: General supplies; Website and Social Media - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: BSISD will utilize local media and social media channels to highlight district initiatives and achievements.</p> <p>Strategy's Expected Result/Impact: Using local and social media boosts community engagement, enhances district reputation, and attracts support and resources.</p> <p>Staff Responsible for Monitoring: Superintendent's Office</p> <p>Funding Sources: General supplies; Social Media - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May





Strategy 4 Details	Reviews		
<p>Strategy 4: BSISD will continue to partner with the Big Spring Area Community Foundation to support teacher efforts through the HOPE Foundation Grant opportunity. BSISD will maintain its partnership with the Big Spring Area Community Foundation to support teachers through the HOPE Foundation Grant program.</p> <p>Strategy's Expected Result/Impact: This partnership provides teachers with vital resources, boosts instructional innovation, and enhances student learning outcomes.</p> <p>Staff Responsible for Monitoring: Superintendent's Office, Campus Principals, HOPE Grant Committee</p> <p>Funding Sources: General supplies - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p>Strategy 5: BSISD will maintain strong partnerships with public and community resource centers to address the diverse needs of students and families through comprehensive support.</p> <p>Strategy's Expected Result/Impact: Collaborating with community resources enhances student support, family engagement, and overall student well-being.</p> <p>Staff Responsible for Monitoring: Director of Safety and Security, Director of Special Populations, Director of Special Education</p> <p>Funding Sources: General supplies; Website - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

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





Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD will regularly update campus leadership on campus-level parent and family engagement (PFE) requirements to promote compliance and effective implementation.</p> <p>Strategy's Expected Result/Impact: Keeping campus leadership informed ensures effective family engagement, stronger school-family partnerships, improved student support, and compliance with ESSA requirements.</p> <p>Staff Responsible for Monitoring: Federal Programs Director</p> <p>Funding Sources: PFE Resources and Materials; Title I Crate and Plan4Learning - 211-ESSA Title I, Part A, Title I Crate and Plan4Learning - 289 ESSA Title IV, Part A, Subpart 1</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD will develop and organize PFE activities that clearly communicate school requirements, policies, and procedures to families, fostering understanding and involvement.</p> <p>Strategy's Expected Result/Impact: Well-planned PFE activities increase family understanding, foster engagement, and support compliance with school policies.</p> <p>Staff Responsible for Monitoring: Campus Principals, Federal Programs Director, District Parent & Family Liaison</p> <p>Funding Sources: PFE Resources and Materials - 211-ESSA Title I, Part A, Personnel; Literacy Resources and Materials; PFE Supplies - 263 ESSA Title III, Part A-ELA, Website; Social Media - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: BSISD will utilize multiple communication methods to effectively reach families and promote participation in PFE activities and opportunities.</p> <p>Strategy's Expected Result/Impact: Using multiple communication channels increases family awareness and participation in PFE activities.</p> <p>Staff Responsible for Monitoring: Campus Principals, Director of Federal Programs</p> <p>Funding Sources: PFE Resources & Materials - 211-ESSA Title I, Part A, Social Media; Website - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May

Strategy 4 Details	Reviews		
<p>Strategy 4: BSISD will actively engage and recruit parents to join advisory councils and other committees by providing flexible and varied participation opportunities.</p> <p>Strategy's Expected Result/Impact: Offering varied participation opportunities boosts parent input in the decision making process, strengthens partnerships, and supports student success.</p> <p>Staff Responsible for Monitoring: Campus Principals, Federal Programs Director, District Parent & Family Liaison</p> <p>Funding Sources: PFE Resources and Materials - 211-ESSA Title I, Part A, Personnel; PFE Resources and Materials - 263 ESSA Title III, Part A-ELA, Website; Social Media - 199-General Fund</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 ISD will develop and enhance partnerships with Big Spring business organizations, parents, and community members.

Performance Objective 3: Build strong communication methods and strengthen the family engagement of emergent bilingual families in order to support student learning.

Evaluation Data Sources: Parent surveys, Smores newsletter views





Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD will utilize a monthly newsletter in English & Spanish to connect emergent bilingual families with accessible information, school and community resources and opportunities for engagement specific to the needs of English learners.</p> <p>Strategy's Expected Result/Impact: Emergent bilingual families will feel more welcomed, informed, and empowered to engage in their child's education.</p> <p>Staff Responsible for Monitoring: Federal Programs Director</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD will offer informational meetings and literacy/language classes tailored to meet the specific needs of parents of our Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: This will help parents gain the skills and knowledge needed to better support their children's language development and academic success.</p> <p>Staff Responsible for Monitoring: Federal Programs Director</p> <p>Funding Sources: Extra Duty Pay for EB Parent Liaison - 263 ESSA Title III, Part A-ELA</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Big Spring ISD will maintain a learning environment that is safe, secure and welcoming to all.

Performance Objective 1: 100% of district staff will complete professional development on all federally, state, and locally required topics within established timelines.

Evaluation Data Sources: Completion of required professional development, sign in sheets, agendas

Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD will require completion of all mandatory trainings--such as HIPAA, FERPA, suicide and bullying prevention, internet safety, bloodborne pathogens, sexual harassment, and copyright--before the school year begins and for all newly hired employees.</p> <p>Strategy's Expected Result/Impact: All district employees in compliance with federal, state and district requirements.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, Director of Technology</p> <p>Funding Sources: Training Resources and Online Programs - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD will ensure that all T-TESS appraised teachers participate in initial or refresher training on the T-TESS rubric within the first three weeks of school.</p> <p>Strategy's Expected Result/Impact: Ensures consistent understanding, fosters instructional growth, and supports effective performance evaluations.</p> <p>Staff Responsible for Monitoring: Campus Principals, Assistant Superintendent of Academics & Assessment</p> <p>Funding Sources: DMAC; General presentation supplies and resources - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: BSISD will ensure each campus conducts a comprehensive emergency procedures training for all staff prior to the first day of school to ensure preparedness and safety.</p> <p>Strategy's Expected Result/Impact: Emergency procedures training enhances staff preparedness, ensures student safety, and promotes a secure school environment.</p> <p>Staff Responsible for Monitoring: Campus Principals, Director of Safety and Security</p> <p>Funding Sources: Training Materials; School Maps - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May

Strategy 4 Details	Reviews		
<p>Strategy 4: BSISD will ensure each campus provides a parent and family engagement training that highlights the value of parental involvement in supporting student success.</p> <p>Strategy's Expected Result/Impact: Increased and improved communication between the school/teachers with families; increased involvement of families.</p> <p>Staff Responsible for Monitoring: Campus Principals, Director of Federal Programs, District Parent & Family Liaison</p> <p>Funding Sources: PFE Resources and Materials - 211-ESSA Title I, Part A, General training materials and resources - 199-General Fund</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 ISD will maintain a learning environment that is safe, secure and welcoming to all.

Performance Objective 2: Strengthen social-emotional learning and health and wellness education programs on all campuses, while expanding comprehensive support services for students, staff, and parents.

High Priority

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

Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD will ensure all teachers and staff receive bully prevention training that covers relevant laws and effective strategies in bullying recognition and prevention.</p> <p>Strategy's Expected Result/Impact: Bully prevention training equips staff with knowledge and strategies to effectively address bullying, ensuring legal compliance and fostering a safer, more supportive school environment.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, Director of Technology, Campus Principals, Campus Counselors</p> <p>Funding Sources: Professional Development and related resources - 211-ESSA Title I, Part A, General training supplies - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD's counselors will enhance awareness among teachers, students, and parents regarding the warning signs of sexual abuse (K-12) and dating violence (8-12), utilizing TEA-developed resources for prevention and education.</p> <p>Strategy's Expected Result/Impact: Empowerment of the school community to recognize and prevent sexual abuse and dating violence, fostering a safer and more supportive environment aligned with TEA guidelines.</p> <p>Staff Responsible for Monitoring: Director of Special Populations, Secondary Principals, Secondary Counselors</p> <p>Funding Sources: GoGuardian - 211-ESSA Title I, Part A, Personnel; General Supplies; Anonymous Alerts - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: BSISD will expect each campus to actively participate in the district-wide SHAC committee to guide health education for students and staff, while continuously addressing the vital link between physical, mental, and emotional health and academic achievement.</p> <p>Strategy's Expected Result/Impact: Campus involvement in the SHAC committee promotes informed health education and supports student well-being, enhancing academic success through collaborative, holistic approaches.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Operations, BSISD Head Nurse, SHAC committee members</p> <p>Results Driven Accountability</p> <p>Funding Sources: General supplies and materials for meetings - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p>Strategy 4: BSISD will continue to advocate for student physical health and assist in helping students establish life-long good habits of exercise and nutrition.</p> <p>Strategy's Expected Result/Impact: Promoting physical health helps students develop lifelong habits that improve well-being and academic performance.</p> <p>Staff Responsible for Monitoring: Athletic Director, Food Service Director</p> <p>Funding Sources: General resources, supplies and materials - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p>Strategy 5: BSISD will continue using character education resources and materials, such as iLead, to promote a positive and respectful school environment. BSISD will continue utilizing character education resources, such as iLead, to foster a positive, respectful, and bullying-free school environment.</p> <p>Strategy's Expected Result/Impact: Promoting character education and bullying prevention fosters a respectful school culture that supports student well-being and positive behavior.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics & Assessment, Curriculum Director</p> <p>Funding Sources: iLead and other character education resources; Professional Development - 211-ESSA Title I, Part A</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 ISD will maintain a learning environment that is safe, secure and welcoming to all.


Performance Objective 3: Maintain and monitor systems to identify and address incidents of dating violence through a team of district and campus safety coordinators. Establish, maintain, and monitor comprehensive systems for identifying and addressing incidents of dating violence, led by a coordinated team of district and campus safety personnel.

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

Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD will continue to provide programs and tools, such as Anonymous Alerts, which will remain accessible through the district website to enable students and parents to confidentially report incidents of dating violence and sexual assault.</p> <p>Strategy's Expected Result/Impact: Appropriate identification of incidents and better information so that possible mitigation measures can be implemented.</p> <p>Staff Responsible for Monitoring: Director of Technology, Director of Safety and Security, Threat Assessment Coordinator</p> <p>Funding Sources: Anonymous Alerts - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD's Safety and Security Department will collaborate with secondary campus administrators, counselors, and safety teams to train designated staff on the reporting protocol, ensuring that the identification and notification of a student as either a victim or perpetrator is clear, timely, and consistent.</p> <p>Strategy's Expected Result/Impact: Increased reporting of incidents and reduction of incidents due to preventative measure being taken.</p> <p>Staff Responsible for Monitoring: Director of Safety and Security, Threat Assessment Coordinator</p> <p>Funding Sources: Anonymous Alerts; General supplies, resources and equipment - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: BSISD will provide age-appropriate educational materials on the dangers of dating violence, along with resources for students seeking support.</p> <p>Strategy's Expected Result/Impact: Students will become their own advocates as they learn about dating violence and be able to access proper forms and/or to seek help from trusted personnel.</p> <p>Staff Responsible for Monitoring: Director of Safety and Security, Director of Technology, Secondary Principals, Secondary Counselors</p> <p>Funding Sources: Website; Informational Materials - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 5: Big Spring ISD will maintain a learning environment that is safe, secure and welcoming to all.

Performance Objective 4: Update the Safety and Security website anytime new legislation and/or protocols require revision or anytime new age-appropriate educational materials become available.





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

Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD's Safety and Security Department will stay current on any and all legislation, policies, and procedures that fall under their purview, such as, bullying, sexual harassment, dating violence, sex trafficking, child abuse, and family violence through professional development opportunities and communication with federal and state agencies.</p> <p>Strategy's Expected Result/Impact: Greater awareness of the dangers our students may face; Improved ability to address situations as they arise; Education of district and campus administration and school counselors on how to detect, report and address incidents.</p> <p>Staff Responsible for Monitoring: Director of Safety and Security, Threat Assessment Coordinator</p> <p>Funding Sources: Character Education Materials - 211-ESSA Title I, Part A, Website; Informational Materials - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD's Safety and Security Department will maintain thorough documentation of all past and future safety measures implemented to protect the district.</p> <p>Strategy's Expected Result/Impact: By maintaining comprehensive records of all safety measures, BSISD's Safety and Security Department ensures accountability and continuous improvement in protecting the district community.</p> <p>Staff Responsible for Monitoring: Director of Safety and Security, Director of Technology</p> <p>Funding Sources: General Supplies; Website - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: BSISD's Safety and Security Department will maintain ongoing communication with district and campus leaders to address safety concerns and provide updates on federal and state safety and security requirements.</p> <p>Strategy's Expected Result/Impact: Timely responses to safety concerns and compliance with evolving federal and state safety regulations, fostering a safer school environment.</p> <p>Staff Responsible for Monitoring: Director of Safety and Security, Threat Assessment Coordinator</p> <p>Funding Sources: General Supplies; Website; E-Mail - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Big Spring ISD will maintain a learning environment that is safe, secure and welcoming to all.

Performance Objective 5: 100% of BSISD campuses will continue to implement campus safety committees and district-wide discipline management policies and procedures.

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

Strategy 1 Details	Reviews		
<p>Strategy 1: Each campus will conduct monthly safety drills in accordance with state and district guidelines to ensure preparedness and compliance.</p> <p>Strategy's Expected Result/Impact: Regular safety drills conducted each month will reinforce safety protocols and contribute to a secure and supportive learning environment for all.</p> <p>Staff Responsible for Monitoring: Director of Safety and Security</p> <p>Funding Sources: General supplies; School Maps - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Campus administration will ensure that all campus-specific safety procedures and concerns are clearly communicated to staff, students, and parents to promote awareness and collaboration.</p> <p>Strategy's Expected Result/Impact: Increase awareness, improved readiness response, stonger collaboration, enhanced trust, transparency and consistency.</p> <p>Staff Responsible for Monitoring: Campus Principals, Director of Safety and Security</p> <p>Funding Sources: General Supplies; School Maps - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: All campuses will implement positive, preventative discipline practices that will be clearly communicated with all stakeholders.</p> <p>Strategy's Expected Result/Impact: Implementing positive, preventative discipline practices--with staff training and clear communication--leads to improved student behavior, consistent expectations, stronger relationships with stakeholders, and a more supportive school environment.</p> <p>Staff Responsible for Monitoring: Campus Principals, Assistant Superintendent of Operations</p> <p>Funding Sources: General Supplies; Campus Maps; Ascender - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Big Spring ISD will maintain a learning environment that is safe, secure and welcoming to all.

Performance Objective 6: Maintain an integrated system to implement and monitor all facets of district/campus safety and security through a tight partnership among the Directors of Safety & Security, Technology and Auxiliary Services





High Priority

Evaluation Data Sources:

Formal reports/evidence from Safety and Security Dept.; meeting/discussion notes, agendas and sign in sheet; School Dude and maintenance reports/checklists

Strategy 1 Details	Reviews		
<p>Strategy 1: BSISD's Campus Safety Teams will meet at least twice per year and are responsible for maintaining all relevant documentation. BSISD's District Safety Team will convene three times annually, with corresponding documentation maintained to ensure compliance and accountability.</p> <p>Strategy's Expected Result/Impact: Regular meetings and documentation by Campus and District Safety Teams ensure consistent oversight, accountability, and alignment with safety protocols.</p> <p>Staff Responsible for Monitoring: Director of Safety and Security, Threat Assessment Coordinator</p> <p>Funding Sources: General Supplies for Meetings - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: BSISD will monitor access control across all campuses and facilities through the Safety and Security Department who will provide formal reports and informal updates on any breaches.</p> <p>Strategy's Expected Result/Impact: Enhances campus security through timely reporting and response to access control breaches; Enables proactive identification and resolution of safety concerns.</p> <p>Staff Responsible for Monitoring: Director of Safety and Security</p> <p>Funding Sources: Alarm Systems; Control Access Panels; Staff Access Cards - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: BSISD will install or upgrade cameras using a unified software system to provide, as feasible, comprehensive 360-degree interior and exterior coverage at every campus.</p> <p>Strategy's Expected Result/Impact: Strengthened ability to identify and analyze potential threats.</p> <p>Staff Responsible for Monitoring: Director of Safety and Security, Director of Technology</p> <p>Funding Sources: Security Cameras and Supporting Systems/Technology - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May

Strategy 4 Details	Reviews		
<p>Strategy 4: BSISD will task the integrated systems team with regularly revising the responder call list to ensure prompt response and investigation whenever an alarm is triggered.</p> <p>Strategy's Expected Result/Impact: Faster alarm response times and thorough reporting with detailed event descriptions.</p> <p>Staff Responsible for Monitoring: Director of Safety and Security</p> <p>Funding Sources: General Materials to Maintain List - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 5 Details	Reviews		
<p>Strategy 5: BSISD will continuously update and distribute the district Emergency Operations Plan to all campuses in accordance with new legislation and policy requirements.</p> <p>Strategy's Expected Result/Impact: Up to date protocols and procedure which further strengthens the safety and security of the district.</p> <p>Staff Responsible for Monitoring: Director of Safety and Security</p> <p>Funding Sources: General Supplies (binders, secure thumb drives, paper, etc.) - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 6 Details	Reviews		
<p>Strategy 6: BSISD will continue the use of Raptor to screen district and campus visitors as well as to communicate emergency situations and drills instantly.</p> <p>Strategy's Expected Result/Impact: Increased awareness of visitors to the district/campuses; Instant communication in emergency situations.</p> <p>Staff Responsible for Monitoring: Director of Safety and Security.</p> <p>Funding Sources: Raptor Visitor and Emergency Management System - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 7 Details	Reviews		
<p>Strategy 7: BSISD will continue the use of GoGuardian/Beacon to monitor computer/Chromebook use in order to identify inappropriate and/or concerning searches.</p> <p>Strategy's Expected Result/Impact: Identification of students who search alarming topics (i.e. harmful activities towards self and/or other) or who search inappropriate topics.</p> <p>Staff Responsible for Monitoring: Director of Technology</p> <p>Funding Sources: GoGuardian/Beacon - 211-ESSA Title I, Part A, Network Capabilities and Necessary Technology - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May

Strategy 8 Details	Reviews		
<p>Strategy 8: BSISD's maintenance and custodial staff will continue to inspect school grounds and facilities regularly.</p> <p>Strategy's Expected Result/Impact: Ensures ongoing upkeep and early identification of safety or maintenance issues to support a secure and well-maintained learning environment</p> <p>Staff Responsible for Monitoring: Director of Auxiliary Services, Assistant Superintendent of Operations</p> <p>Funding Sources: Maintenance and custodial supplies and materials; Personnel - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 9 Details	Reviews		
<p>Strategy 9: BSISD's campus leaders will report repair needs--such as lighting, doors, and other issues--through SchoolDude to the district maintenance department.</p> <p>Strategy's Expected Result/Impact: Promotes timely identification and resolution of maintenance issues, enhancing safety and functionality on campus.</p> <p>Staff Responsible for Monitoring: Campus Principals, Director of Auxiliary Services, Assistant Superintendent of Operations</p> <p>Funding Sources: SchoolDude; Maintenance supplies and materials; Personnel - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 10 Details	Reviews		
<p>Strategy 10: BSISD will continue to monitor all exterior doors to ensure proper functioning and will repair/replace as needed.</p> <p>Strategy's Expected Result/Impact: Ensures a safe, secure, and reliable access control by maintaining the proper function of all exterior doors district-wide.</p> <p>Staff Responsible for Monitoring: Director of Auxiliary Services, Assistant Superintendent of Operations</p> <p>Funding Sources: General repair supplies; Replacement doors/equipment as needed - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
Strategy 11 Details	Reviews		
<p>Strategy 11: BSISD will continue to update the HVAC system, replacing obsolete R22 refrigerant units as they go out.</p> <p>Strategy's Expected Result/Impact: Increased efficiency; removal of HVAC systems that use R22 refrigerant which is no longer produced or imported to the U.S.</p> <p>Staff Responsible for Monitoring: Director of Auxiliary Services, Assistant Superintendent of Operations</p> <p>Funding Sources: Replacement ACs and associated materials, supplies, equipment; Personnel - 199-General Fund</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 6: Goal 6 will be provided by Region 18 as part of our SSA agreement for migrant education.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$332,316.00

Total FTEs Funded by SCE: 40.65

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. Big Spring ISD utilizes SCE funds to support professional development of its teachers and staff, to provide instructional technology to monitor and assess student learning, to improve student attendance, to reduce the drop out and truancy rates, and increase graduation rates.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ashley, Morgan	JH Librarian	0.15
Barbee, Tabitha	JH Social Studies	0.12
Barfield, Holly	DAEP Principal	1
Billick-Gonzalez, Pamela	DAEP Teacher	1
Calhoun, Peggy	JH ELAR Teacher	0.1
Case, Jessica	JH Math	0.01
Castaneda, Isabel	Moss - Pre-K Teacher	0.5
Cummins, Daniel	JH Life Skills Teacher	0.12
Cypert, Richard	Moss Elementary Counselor	0.3
Daves, Billy	BSI Counselor	0.3
De la Cruz, Cassandra	BSI Asst Principal	0.3
Diaz, Ashley	DAEP-Success School Aide	1
Duran, Justine	Washington Asst Principal	0.3
Enriquez, Jessica	Asst. Elementary Principal	0.3
Esquivel, Marissa	Washington - Computer Lab Aide	1
Everett, Jennifer	HS PAC Teacher	1
Flores, Velma	Marcy - ISS Aide	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Fraley, Casey	JH Math	0.12
Franco, Cecilia	DAEP Principal Secretary	1
Franco, Marni	DAEP Teacher	1
Friar, Cicely	Moss - Classroom Aide	1
Gilmore, Makayla	Pre-K Teacher	1
Gonzales Medina, Naomi	BSI Campus Technology	1
Gonzales, Kristina	JH Inclusion	0.15
Gonzalez, Olga	Kinder Bilingual Teacher	1
Green, Aimee	JH ELAR	0.15
Hawkins, Cycelye	JH Social Studies	0.12
Henry, Dorie	JH Social Studies	0.05
Horton, Jordan	HS Asst. Principal	0.3
Howard, Derick	JH Science	0.15
Hyatt, Samantha	Moss Assistant Principal	0.3
Kelly, Taylor	JH ELAR	0.15
Kemp, Theresa	JH Counselor	0.3
Kennedy, Russell	BSI Asst Principal	0.3
Kennemur, Toby	JH English Language Arts	0.12
Laguna, Francisco	Washington - Campus Technology	1
Landin, Jeremy	JH Science	0.12
Lowery, Leasa	HS Counselor	0.3
Lozano, Terrie	Washington - Computer Lab Aide	1
Lujan, Santos	JH Dean of Students	0.3
McComb, Denise	JH Life Skills	0.12
McWilliams, Morgan	HS Counselor	0.3
Medina-Bancroft, Elissa	HS Asst Principal	0.15
Medina, Denise	JH Secondary Math	0.12
Millican, Lori	HS English	0.15
Mills, Rhonda	HS Asst. Principal	0.5
Morales, Michele	Asst Supt Assistant	1
Moreno, Rosalinda	Moss - Intervention Aide	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Neitzel-Fontana, Kristi	JH Counselor	0.3
Norwood, Cassidy	DAEP Teacher	1
Osborn, Taylor	HS Counselor	0.3
Overton, Jamela	Washington ISS Aide	1
Patterson, Tonya	JH Social Studies	0.15
Ralston, Kelly	PAC Teacher	1
Ramirez, Rocky	JH Social Studies	0.05
Ramsey, Brett	Runnels Director	1
Rios, Whitney	Washington - Classroom Aide	1
Rivera, Edna	JH Inclusion	0.15
Roberson, Barbra	Asst Elementary Principal	0.3
Salazar, Susan	Washington - Computer Lab Aide	1
Schniers, Kayce	JH Science	0.09
Scott, Dana	Asst Superintendent Academics	0.5
Scott, Shandria	JH Campus Technology	1
Smith, Richard	Threat Assessment Coordinator	1
Soto Rendon, Guadalupe	JH Math	0.15
Tarpley, Barbra	Tutor	1
Taylor, Amberlynn	JH ELAR	0.12
Taylor, Pamela	JH Asst Principal	0.3
Teel, Mark	JH English	0.15
Teran, Antonio	High School ISS Teacher	1
Tuttle, Eric	Runnels Job Corp	0.75
Valbuena, Ivana	Moss - Classroom Aide	1
Warren, Brandy	JH Science Teacher	0.12
Watt, Joseph	JH Math	0.15
Whitewood, Natalie	HS Special Programs	1
Willis, Kristin	JH Dean of Instruction	0.3
Yanez, Kori	Marcy - Campus Technology	1
Zubiate, Kelly	Kinder Bilingual Teacher	1

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Big Spring ISD bases its instruction on the Texas Essential Knowledge and Skills (TEKS) and equips teachers with high-quality instructional materials, including those from Bluebonnet Learning. Additionally, Big Spring ISD provides access to the TCMPC TEKS Resource System that helps instructional planning at all grade levels. Teachers receive both initial and ongoing training and support to ensure effective use of these materials.

Professional Learning Communities (PLCs) in Big Spring ISD are led by experienced department chairs and instructional coaches. These PLCs focus on internalizing lessons and materials while using current student data to drive instructional decisions. District curriculum personnel provide additional support during PLCs, serving as valuable resources for both content knowledge and pedagogical strategies.

1.2: Identifying students who may be at risk for academic failure;

Big Spring ISD utilizes a variety of data sources to monitor student learning and progress across all grade levels. Standardized assessments such as mCLASS, NWEA MAP, Renaissance, STAAR, along with locally developed checkpoints and benchmarks, provide consistent data collection points throughout the year. In addition, through the implementation of Texas Instructional Leadership (TIL) practices, teachers, campus administrators, instructional coaches, and district curriculum staff engage in ongoing academic monitoring to make data-driven instructional decisions.

1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Big Spring ISD offers both afterschool and summer school programs designed to provide targeted academic support for students who are at risk of not meeting the state's rigorous academic standards. These programs focus on closing learning gaps through small-group instruction, individualized interventions, and standards-aligned curriculum. Certified teachers and instructional staff provide high-impact remediation in core content areas such as reading, math, science, and writing. Participation is based on multiple data points, including assessment results and teacher recommendations, ensuring that students receive the support they need to succeed. These extended learning opportunities are part of the district's broader commitment to equitable access, academic achievement, and continuous learning beyond the traditional school day and year.

In addition, students in each of Big Spring ISD campuses are supported by instructional aides who provide assistance in various areas, including inclusion and language support. The district also employs tutors and other remediation staff who deliver targeted instructional support throughout the school day, ensuring students receive the help they need within the regular learning environment or through pull-out programs.

1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Big Spring ISD provides ongoing support to instructional staff through targeted professional development and coaching cycles that promote continuous growth in both content knowledge and instructional practice. In addition, the district consistently implements research-based instructional programs—such as MindPlay, DreamBox, Renaissance, and Edgenuity—that personalize learning by addressing each student's individual areas of need. These tools support data-driven instruction and help ensure that interventions are both timely and effective.

Descriptor 2: Teacher Quality

Big Spring ISD maintains up-to-date academic and demographic data on all students, allowing campuses to make informed decisions when developing student schedules and support plans. To ensure instructional quality, the district utilizes T-TESS walkthroughs, annual evaluations, and student performance data to assess teacher effectiveness.

Committed to delivering high-quality instruction in every classroom, Big Spring ISD provides each campus with instructional specialists who support lesson planning, instructional coaching, and lesson modeling—particularly for teachers who are new to the profession or in need of additional support. Ineffective or inexperienced teachers receive targeted assistance through assigned mentors, ongoing professional development, district-level curriculum support, and structured opportunities to refine their instructional practices outside of the classroom.

Campus administrators have received intensive training in delivering observational feedback aligned with Texas Instructional Leadership (TIL) practices. They maintain ongoing logs of classroom observations and feedback, including clearly defined action steps to support instructional improvement. Additionally, the district's curriculum office actively monitors the progress of uncertified teachers working toward certification or degree completion, providing targeted support and intervention when challenges arise.

Descriptor 3: School Improvement and Support Activities

Big Spring ISD will implement school support and improvement activities through a multifaceted approach designed to enhance instructional effectiveness and student outcomes. This includes providing ongoing training and support in Texas Instructional Leadership (TIL) practices to strengthen campus leadership capacity. District curriculum specialists work closely with campuses to ensure accurate data analysis and effective instructional planning.

Improvement efforts will target specific learning expectations identified as areas of student struggle, with a strategic focus on enhancing instruction in those weak areas. Additionally, the district will align its work with key Effective Schools Framework (ESF) levers—specifically Levers 1.1 (Strong School Leadership and Planning), 3.1 (Compelling and Aligned Vision, Mission, Goals), and 5.1 (Rigorous and Aligned Instructional Materials)—to strengthen processes and procedures that directly impact academic achievement. The frequency and intensity of intervention activities will also be increased to provide timely and targeted support for students in need.

Descriptor 4: Measure of Poverty

Big Spring ISD collects income data using the "Form for Compensatory Education Funding Qualification" that is provided to parents/guardians to complete when registering their child. Based on the information collected regarding SNAP or TANF benefits, foster care status and household income/household members, Big Spring ISD will utilize the state standard for poverty criteria to determine economically disadvantaged students.

Descriptor 5: Nature of Programs

At this time, Big Spring ISD does not have students living in local institutions for neglected or delinquent children in community day school programs.

Descriptor 6: Services to Homeless Children and Youth

Big Spring ISD requires all parents and guardians registering their child to complete a Student Residency Questionnaire. When a student is identified as experiencing homelessness, the district actively supports their enrollment, attendance, and academic success. Efforts include coordinating with district transportation services to ensure students can continue attending their school of origin, minimizing educational disruption. Campus administrators and counselors receive training on how to assess the unique needs of homeless students, enabling them to connect families with essential resources, supplies, and services—either directly through the district or in collaboration with community organizations. In addition, counseling services are provided to address the emotional and mental health needs of students experiencing homelessness, supporting their overall well-being and academic progress. Title I, Part A reservation of funds for our homeless

student population is based on the average number of student identified each school year and the historic needs of students and current cost of products they may need.

Descriptor 7: Parent and Family Engagement Strategy

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

Big Spring ISD will implement effective parent and family engagement by employing a variety of communication methods, including district and campus websites, Facebook pages, and Blackboard messaging, to ensure timely and accessible information reaches all families. The district regularly solicits feedback from parents and families through surveys to better understand the topics that matter most to them. Parents and families are actively invited to participate in decision-making processes, particularly during the review and refinement of the Parent and Family Engagement Policy and Home-School Compact, as well as in the development of the Collaborative Comprehensive Needs Assessment and Campus and District Improvement plans.

To strengthen relationships, the district and each campus host a wide range of events designed to engage and build connections with families. Additionally, the district plans to offer expanded capacity-building sessions on various topics and encourages campuses to provide similar opportunities.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Big Spring ISD does not utilize Title I, Part A funds to support our early childhood programs (Pre-K). We do, however, coordinate transitional activities and necessary services with early childhood programs within the district.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

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

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

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

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

From High School to Post-Secondary

College prep courses are offered

- College visits are encouraged

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

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

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

Descriptor 11: Discipline Disproportionality

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

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Big Spring ISD offers five Career and Technical Education (CTE) courses for high school credit, including Principles of Agriculture, Food, and Natural Resources; Business and Finance; Introduction to Culinary Arts; Digital Media; and Principles of Health Science. Through a partnership with Western Texas College, the Talent Search program identifies and supports first-generation college students beginning in junior high, guiding them with career exploration, goal setting, and college visits. Introductory CTE courses expose students to various career pathways and programs of study, while advanced CTE opportunities help prepare students for postsecondary careers and enhance their résumés through multiple industry-based certifications (IBCs).

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

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

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

Big Spring ISD begin identification of Gifted and Talented students in the Fall of each year, with referral accepted September through November. Big Spring ISD provides services through the Special Programs Department, ensuring teachers who teach GT students receive the 30 hour GT training and 6 hour updates. Resources and materials are provide as needed to enhance the

educational experience of GT students. Title I, Part A funds are not used to support BSISD's GT program.

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Big Spring ISD does do use Title I, Part A funds to support our school libraries.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Del Angel, Stacie	Director Federal Programs	Federal Programs	.95
Henson, Misty	Special Populations Coordinator	Special Populations	1
Lane, Kandi	DCSI/Elem Curr Coordinator	School Improvement	1
McWilliams, Gina	Data & Literacy Coach	Literacy & Accountability	1
Otto, Rebecca	Secondary Curriculum Specialist	Curriculum	1
Scott, David	Instructional Technology	Instructional Support	.5
Tarbet, Melissa	Federal Program Specialist	Federal Programs	.5

Site-Based Decision Making Committee

Committee Role	Name	Position
District Administrator	Jeff Perez	Assistant Superintendent of Operations
Government Official	Jerry Del Angel	Police Officer
Teacher	Lindsay Wagner	Pre-K Life Skills Teacher
Teacher	Heidi Arriaga	Pre-K Teacher
Teacher	Dania Rocha	Teacher/Coach
Teacher	Carla Bryant	Teacher
Teacher	Megan Mundell	Pre-K SPED Teacher
Teacher	Krista Lowery	Pre-K Teacher
Teacher	Taylor Acosta	Teacher
Teacher	Denise McComb	Teacher
Paraprofessional	Jewell Johnson	Behavior Aide
Parent	Lilianna Kellker	Parent
Support Staff	Theresa Kemp	Counselor
Administrator	Pam Taylor	Assistant Principal at Big Spring Junior High
Community Member	George Bancroft	Community Member
Teacher	Lori Millican	Teacher
Parent	Yolanda Robles	Parent
Support Staff	Candance Smith	Instructional Coach
Support Staff	Billy Daves	Counselor
Parent	Rachel Friar	Parent
Support Staff	Yvette Perez	Instructional Coach
Teacher	Lisa Hooper	Teacher
Teacher	Hannah Saldivar	Teacher
Paraprofessional	Diana Anchondo	Instructional Aide
Paraprofessional	Velma Flores	Campus Secretary
Teacher	Amber Bray	Teacher
Teacher	Kimberly Ornelas	Teacher

Committee Role	Name	Position
Teacher	Shelley Peacock	Teacher
Support Staff	Laci Dugan	Instructional Coach
Community Member	Janice Grifford	Community Member
Paraprofessional	Whitney Rios	Paraprofessional
Teacher	Tamera Sneed	Teacher
Parent	Melanie Cate	Parent
Teacher	Jennifer Shaw	Teacher
Campus Administrator	Carolyn Botts	Assistant Principal at Washington
Campus Administrator	Cassandra de la Garza	Assistant Principal at BSI
Campus Administrator	Jessica Enriquez	Assistant Principal at Marcy
Campus Administrator	Barbra Roberson	Assistant Principal at Moss
Campus Administrator	Elisa Bancroft	Assistant Principal
District Administrator	Dana Scott	Assistant Superintendent of C & A
Campus Administrator	Samantha Hyatt	Principal Kentwood Elementary
Campus Administrator	Brad Froman	Principal Big Spring Junior High School
Campus Administrator	Treena Foster	Principal Marcy Elementary
District-level Professional	Gina Slover	Special Education Director
District-level Professional	Stacie Del Angel	Director of Federal Programs
Teacher	Cassidy Norwood	Teacher
District-level Professional	Jim Wommack	Director of Safety and Security
District-level Professional	Misty Henson	Director of OSP and District Testing
District-level Professional	Kandi Lane	District Coordinator for School Improvement
Campus Administrator	Carmen Wommack	Moss Principal
Campus Administrator	Kristin Tubb	Washington Principal
Campus Administrator	Patsy Sanchez	Intermediate Principal
District-level Professional	Becky Otto	Secondary Curriculum & Instruction

District Instructional Leadership Team

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

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

199-General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies and Materials		\$0.00
1	1	2	Lead4Ward Access		\$0.00
1	1	3	DMAC		\$0.00
1	1	5	DMAC		\$0.00
1	1	10	DMAC, Frontline		\$0.00
1	1	12	DMAC		\$0.00
1	1	13	DMAC		\$0.00
1	1	17	HQIM resources and materials		\$0.00
1	2	2	SummitK12		\$0.00
1	2	3	Ascendar, DMAC, Frontline		\$0.00
1	2	4	GT Trainings		\$0.00
1	2	6	Frontline		\$0.00
1	2	7	General instructional materials and supplies		\$0.00
1	3	1	Counseling Supports		\$0.00
1	3	2	Saturday School		\$0.00
1	3	3	Technology Infrastructure and Equipment		\$0.00
1	3	5	Trophy; Social Media; District/Campus Website		\$0.00
1	3	6	Social Media; Campus/District Website		\$0.00
2	1	5	DMAC		\$0.00
2	1	7	DMAC		\$0.00
2	2	1	DMAC		\$0.00
2	2	2	Lead4Ward		\$0.00
2	2	3	DMAC		\$0.00
2	2	5	DMAC		\$0.00
2	2	7	DMAC		\$0.00
2	3	1	Ascender, OnData Suite		\$0.00

199-General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Ascender, OnData Suite		\$0.00
2	3	3	Ascender		\$0.00
2	3	6	Ascender, various resources, supplies and materials		\$0.00
2	3	8	Ascender		\$0.00
2	4	1	ACT/SAT study resources; Personnel		\$0.00
2	4	2	Personnel; Dual Credit Resources (books and other required course materials)		\$0.00
2	4	3	Personnel; General supplies and materials; Website		\$0.00
2	4	4	Personnel; General supplies and materials		\$0.00
2	4	5	Personnel; General supplies and materials		\$0.00
2	4	6	Personnel; General materials and supplies		\$0.00
2	4	7	Personnel; General supplies and materials		\$0.00
3	1	5	Extra Duty Stipends		\$0.00
3	1	6	Social Media and Website accounts		\$0.00
3	1	7	Ascender; DMAC; Staffing Tracker (spreadsheet)		\$0.00
3	1	8	Stipends		\$0.00
3	1	9	Resources to track teacher data (spreadsheet); DMAC		\$0.00
4	1	1	Travel; General Supplies		\$0.00
4	1	2	General supplies; Website and Social Media		\$0.00
4	1	3	General supplies; Social Media		\$0.00
4	1	4	General supplies		\$0.00
4	1	5	General supplies; Website		\$0.00
4	2	2	Website; Social Media		\$0.00
4	2	3	Social Media; Website		\$0.00
4	2	4	Website; Social Media		\$0.00
5	1	1	Training Resources and Online Programs		\$0.00
5	1	2	DMAC; General presentation supplies and resources		\$0.00
5	1	3	Training Materials; School Maps		\$0.00
5	1	4	General training materials and resources		\$0.00
5	2	1	General training supplies		\$0.00
5	2	2	Personnel; General Supplies; Anonymous Alerts		\$0.00

199-General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	3	General supplies and materials for meetings		\$0.00
5	2	4	General resources, supplies and materials		\$0.00
5	3	1	Anonymous Alerts		\$0.00
5	3	2	Anonymous Alerts; General supplies, resources and equipment		\$0.00
5	3	3	Website; Informational Materials		\$0.00
5	4	1	Website; Informational Materials		\$0.00
5	4	2	General Supplies; Website		\$0.00
5	4	3	General Supplies; Website; E-Mail		\$0.00
5	5	1	General supplies; School Maps		\$0.00
5	5	2	General Supplies; School Maps		\$0.00
5	5	3	General Supplies; Campus Maps; Ascender		\$0.00
5	6	1	General Supplies for Meetings		\$0.00
5	6	2	Alarm Systems; Control Access Panels; Staff Access Cards		\$0.00
5	6	3	Security Cameras and Supporting Systems/Technology		\$0.00
5	6	4	General Materials to Maintain List		\$0.00
5	6	5	General Supplies (binders, secure thumb drives, paper, etc.)		\$0.00
5	6	6	Raptor Visitor and Emergency Management System		\$0.00
5	6	7	Network Capabilities and Necessary Technology		\$0.00
5	6	8	Maintenance and custodial supplies and materials; Personnel		\$0.00
5	6	9	SchoolDude; Maintenance supplies and materials; Personnel		\$0.00
5	6	10	General repair supplies; Replacement doors/equipment as needed		\$0.00
5	6	11	Replacement ACs and associated materials, supplies, equipment; Personnel		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00
199-General Fund: High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1.00

199-General Fund: High School Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$1.00

199-General Fund: Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$1.00
					+/- Difference	\$1.00

199-General Fund: SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$1.00
					+/- Difference	\$1.00

224-IDEA B, Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	2	6	Personnel - Speech therapists/consults; Diagnosticians (contracted)		\$0.00	
1	3	1	SPED Counseling		\$0.00	
2	3	1	SPED Personnel		\$0.00	
2	3	2	SPED Personnel		\$0.00	
2	3	7	Personnel; Resources; Professional Learning		\$0.00	
2	3	8	Personnel		\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$798,244.00
					+/- Difference	\$798,244.00

225-IDEA B, Preschool

Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$26,546.00
					+/- Difference	\$26,546.00

211-ESSA Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Anchor Charts, Reading & Writing Resources		\$0.00
1	1	3	Chromebooks, Intervention Resources such as Dreambox and Mindplay		\$0.00
1	1	5	NWEA Map Growth		\$0.00
1	1	6	Plan4Learning, Title I Crate, Instructional Aides		\$0.00
1	1	7	Dreambox, Mindplay, DMAC, Renaissance Learning, NWEA		\$0.00
1	1	8	Tutoring and Summer School Personnel and Supplies		\$0.00
1	1	9	iReady, Mindplay, Dreambox, Renaissance, Edgeunity		\$0.00
1	1	11	Dreambox, Mindplay, Edgeunity, Amplify Boost		\$0.00
1	1	13	Mindplay, Dreambox, Renaissance Learning (STAR Assessments), NWEA		\$0.00
1	1	14	Extra duty pay (tutoring/summer school); instructional aides		\$0.00
1	1	15	TEKS Resource System		\$0.00
1	1	16	Edgeunity		\$0.00
1	1	17	Supplemental resources, materials and professional learning		\$0.00
1	2	1	Extra Duty (summer school) pay for teachers and staff; student supplies		\$0.00
1	2	2	NWEA, Mindplay, Dreambox, Renaissance Learning		\$0.00
1	2	4	District GT Coordinator to provide district training		\$0.00
1	2	7	Online Resources, Extra Duty Pay		\$0.00
1	3	1	SEL Programs (iLead, Imagine Learning Pathways)		\$0.00
1	3	2	Summer School, Tutoring, Imagine Learning		\$0.00
1	3	3	Imagine Learning		\$0.00
1	3	4	PFE Activities - general supplies, refreshments to encourage participation		\$0.00
1	4	1	Region 18 Professional Development		\$0.00
1	4	2	Region 18 -TIL Training; Mentor Training		\$0.00
1	4	4	Region 18		\$0.00
1	4	5	Region 18		\$0.00
2	1	1	Amplify; Region 18		\$0.00
2	1	2	Region 18		\$0.00
2	1	3	Professional Development		\$0.00
2	1	4	Region 18		\$0.00
2	1	6	Region 18		\$0.00

211-ESSA Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Curriculum Staff; Region 18		\$0.00
2	2	3	NWEA		\$0.00
2	2	4	Region 18		\$0.00
2	2	6	Extra Duty Pay		\$0.00
2	2	7	NWEA Map Growth, STAR Assessments (Renaissance)		\$0.00
2	2	8	Programs (NWEA, MindPlay, etc.)		\$0.00
2	3	4	Tutoring		\$0.00
2	3	5	Personnel		\$0.00
2	3	7	Personnel, Resources, Professional Learning		\$0.00
2	3	8	Personnel		\$0.00
2	3	10	Supplemental resources, Professional Learning, Tutoring, Summer School		\$0.00
2	4	6	Credit Recovery Program (Edgenuity/Imagine Learning)		\$0.00
2	4	8	Edgeunity (Imagine Learning)		\$0.00
3	1	1	Professional Learning, Region 18		\$0.00
3	1	5	Extra Duty Pay for Tutorials, Vertical Planning and Summer School		\$0.00
3	2	1	Region 18 (Professional Development & Coaching Support)		\$0.00
3	2	2	Professional Development; Teacher and Student Materials and Resources		\$0.00
3	2	3	Region 18 (Professional Development and Coaching Support)		\$0.00
3	2	5	Mindplay, Dreambox		\$0.00
3	2	6	Region 18 (Professional Development and Coaching Support)		\$0.00
4	2	1	PFE Resources and Materials; Title I Crate and Plan4Learning		\$0.00
4	2	2	PFE Resources and Materials		\$0.00
4	2	3	PFE Resources & Materials		\$0.00
4	2	4	PFE Resources and Materials		\$0.00
5	1	4	PFE Resources and Materials		\$0.00
5	2	1	Professional Development and related resources		\$0.00
5	2	2	GoGuardian		\$0.00
5	2	5	iLead and other character education resources; Professional Development		\$0.00
5	4	1	Character Education Materials		\$0.00
5	6	7	GoGuardian/Beacon		\$0.00

211-ESSA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,153,734.00
+/- Difference					\$1,153,734.00
212 ESSA Migrant (SSA with ESC 18)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	PFE activities		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,515.00
+/- Difference					\$1,515.00
255 ESSA Title II, Part A Supporting Effective Ins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Region 18 Contracted Services; Instructional Coaches		\$0.00
1	1	6	Instructional Coaches		\$0.00
1	1	7	Region 18 Professional Development		\$0.00
1	1	9	Region 18 Professional Development, Conferences to support job embedded practices/supports (Instructional Coaching)		\$0.00
1	2	4	Region 18 GT Training; On-line/Virtual GT Trainings from reliable vendors.		\$0.00
1	4	1	Region 18 Professional Development; Content/Instructional Related Conferences		\$0.00
1	4	2	Mentor Support and Training		\$0.00
1	4	3	Instructional Coaching Conference (Region 13)		\$0.00
1	4	4	Instructional Coaching Training/Conference		\$0.00
1	4	5	Instructional Coaching (to better support novice teachers)		\$0.00
2	1	1	Region 18		\$0.00
2	1	2	Instructional Coaching Conferences/Department Heads/Instructional Coaches		\$0.00
2	1	4	Instructional Coaches/Department Leads		\$0.00
2	1	6	Instructional Coaches/Department Leads		\$0.00
2	2	2	Instructional Coaching Training (PD)		\$0.00
2	2	4	Instructional Coaches/Department Leads		\$0.00
2	3	7	Personnel, Resources		\$0.00

255 ESSA Title II, Part A Supporting Effective Ins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Professional Learning; Frontline Recruitment		\$0.00
3	1	2	Mentors, Professional Learning, Materials to support adult learning		\$0.00
3	1	4	Mentors; Professional Learning; Certification study guides and other adult learning materials.		\$0.00
3	1	5	Mentor Stipends; Department Head Stipends		\$0.00
3	1	6	Frontline Recruitment		\$0.00
3	2	1	Region 18 (Coaching Support); Personnel (Lead Teachers, Instructional Specialists, Mentors)		\$0.00
3	2	2	Professional Development		\$0.00
3	2	3	Professional Development (Coaching Support)		\$0.00
3	2	4	Personnel-Lead Teachers, Instructional Specialists		\$0.00
3	2	5	Professional Learning on intervention products in use (Mindplay, Dreambox, iReady, etc.)		\$0.00
3	2	6	Professional Development, Personnel (Mentors, Instructional Specialists, Department Leads)		\$0.00
3	3	1	Personnel (Mentors, Lead Teachers, Instructional Specialists); Certification study guides and other supports, Professional Development		\$0.00
3	3	2	Professional Development, Personnel (Mentors)		\$0.00
3	3	3	Personnel; Professional Development		\$0.00
3	3	4	Personnel (Mentors); Certification study resources and professional learning.		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$182,889.00
+/- Difference					\$182,889.00
289 ESSA Title IV, Part A, Subpart 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Anchor Charts, Reading & Writing Resources		\$0.00
1	1	3	Intervention Resources such as Dreambox and Mindplay		\$0.00
1	1	5	NWEA Map Growth		\$0.00
1	1	6	Anchor charts (poster maker) - classroom activities, success criteria, data tracking		\$0.00
1	1	7	Anchor charts (poster maker) - instructional materials, success criteria, data tracking.		\$0.00

289 ESSA Title IV, Part A, Subpart 1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	Intervention programs		\$0.00
1	1	14	Anchor charts - visuals to support instruction		\$0.00
1	1	15	TEKS Resource System		\$0.00
1	1	16	Poster maker to create instructional visuals and anchor charts.		\$0.00
1	1	17	Supplemental resources, materials and professional learning		\$0.00
1	2	2	Data Charts		\$0.00
1	2	7	Poster maker to create visual aides and activity boards.		\$0.00
1	3	3	Online Resources and Programs		\$0.00
2	1	3	Professional Development		\$0.00
2	1	4	Materials to support professional development (anchor charts, data trackers, success criteria).		\$0.00
2	1	6	Resources to support TIL (anchor charts, data trackers, success criteria).		\$0.00
2	2	8	Anchor charts, data tracking charts, etc.		\$0.00
3	2	3	Region 18 (Professional Development)		\$0.00
3	2	5	Professional Development		\$0.00
3	2	6	Professional Development		\$0.00
4	2	1	Title I Crate and Plan4Learning		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$85,775.00
+/- Difference					\$85,775.00

270 Title V, RLISP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Conferences to support job embedded practice/supports (TEKSCon, FrogStreet, CAMT, TCTELA)		\$0.00
1	2	1	Extra Duty (summer schoo) pay for teachers and staff		\$0.00
1	2	7	Online Resources, Professional Learning		\$0.00
1	4	3	TCTELA, TEKSCon, FrogStreet, CAMT		\$0.00
1	4	5	FrogStreet (PreK)		\$0.00
2	1	2	Curriculum and Content Focused Conferences -TCTELA, CAMT, Frogstreet		\$0.00
3	2	1	Curriculum and Content/TEKS Based Conferences		\$0.00

270 Title V, RLISP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3	Professional Development		\$0.00
3	2	5	Professional Development		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00
244 Carl Perkins CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	6	Various resources and materials		\$0.00
2	4	3	Personnel; General supplies and materials		\$0.00
2	4	4	Personnel; General supplies and materials		\$0.00
2	4	5	Personnel; General supplies and materials		\$0.00
2	4	7	Personnel; General supplies and materials		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$52,352.00
+/- Difference					\$52,352.00
263 ESSA Title III, Part A-ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Personnel (Bilingual Curriculum Coordinator)		\$0.00
1	1	10	Bilingual Curriculum Coordinator		\$0.00
1	2	2	Bilingual Curriculum Coordinator		\$0.00
1	2	5	Staff Development; Visual Aides for Instruction; Bilingual Curriculum Coordinator		\$0.00
1	2	7	Translation devices		\$0.00
1	3	1	PFE activities - family literacy; educational visits to Howard College.		\$0.00
2	1	2	Professional Development Providers		\$0.00
2	3	4	Intervention resources and Professional Development		\$0.00
2	3	5	Bilingual Curriculum Coordinator		\$0.00
2	3	7	Professional Learning		\$0.00
2	3	10	Teacher Professional Learning		\$0.00
4	2	2	Personnel; Literacy Resources and Materials; PFE Supplies		\$0.00

263 ESSA Title III, Part A-ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	4	Personnel; PFE Resources and Materials		\$0.00
4	3	2	Extra Duty Pay for EB Parent Liaison		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$28,075.00
+/- Difference					\$28,075.00
263 ESSA Title III, Part A-Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,788.00
+/- Difference					\$2,788.00
Grand Total Budgeted					\$2,331,923.00
Grand Total Spent					\$0.00
+/- Difference					\$2,331,923.00

Addendums

Region 18 and Big Spring ISD Shared Service Agreement for Title I, Part C Migrant Education Program

Region 18 ESC Title I, Part C Migrant Education Program (MEP) is responsible for the use of MEP funds to (1) identify eligible migratory children and their needs; and (2) provide educational and support services (including, but not limited to, preschool services, professional development, advocacy and outreach, parental involvement activities, and the acquisition of equipment) that address the identified needs of the eligible children.

It is our goal to facilitate adjustments, eliminate barriers, provide continuity of education, and if needed, assist with securing any social/community services for the identified eligible migrant students.

Guidelines / Services / Activities:

All identified migratory students should be coded in the district's PEIMS database and should be included on the list for "Free Breakfast and Lunches" during their eligibility period. ([USDA Memo](#))

In providing services with migrant funds, priority shall be given to serving the identified Priority for Service (PFS) migratory children before addressing the needs of other migratory children.

Identification and Recruitment (ID&R)

Children are eligible to participate in the Migrant Education Program if they have made a qualifying move in the preceding 36 months –

- a) as a migratory agricultural worker or fisher; or
- b) with, or to join, a parent or spouse who is a migratory agricultural worker or fisher.

MEP staff will use ongoing procedures for identifying and recruiting eligible migrant students who are either residing or enrolled in the district.

Texas New Generation System (TX-NGS) / Migrant Student Information Exchange System (MSIX)

The Texas New Generation System (TX-NGS) is a web-based interstate network that communicates demographic, educational, and health data on migrant students to educators throughout the nation. MEP staff will accurately enter all required data on TX-NGS and work with the PEIMS data specialists to ensure that student data is 100% accurate and current. MEP staff will also generate and review TX-NGS "Priority for Service" reports monthly. Student transfer documents are generated to facilitate academic placement as students transfer from school to school. The data from TX-NGS uploads into the National database **MSIX**. This database is a depository used to promote interstate coordination and timely records exchange between the states.

Migrant Services Coordination

Migrant staff will serve as an advocate for migrant students and their families by helping students access academic and support services from enrollment into school until graduation. MEP staff will monitor the academic performance of individual PFS students through the Student Progress Review form on an ongoing basis throughout the school year. Migrant staff will make contact with parents of PFS students and active migrant students to provide individual progress information and to gain any pertinent information from parents on an ongoing basis as needed. MEP Staff will also monitor the academic progress of other eligible migrant students during the year.

Early Childhood Education

Specific efforts are made to identify preschool migratory children to determine individual educational needs; and to the extent possible, coordinate with other community resources or locate an early childhood program in the district. If no other resources are available, MEP Staff will offer the home-based program known as A Bright Beginning, as approved by TEA.

Students (Grades 3-11)

Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migratory students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate available opportunities for summer statewide student assessment remediation.

Middle School Students

Coordinate/provide the following: with available mentoring programs to develop student's learning and study skills; homework assistance and tools; increase awareness to school staff of students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and non-academic problems or concerns; school staff must notify MEP staff of referrals and interventions; supplemental information to parents on how to collaborate with school staff and how to access resources for their students.

Secondary Students / Graduation Enhancement

Coordinate to identify effective strategies to assist students in meeting high school graduation requirements. Strategies include monitoring students' academic progress, tutorial attendance, supplemental materials/resources needed, and home visits. Migrant staff will monitor academic graduation plans to ensure students are on track for graduation and will utilize outside entities and resources available for credit recovery, if necessary. Migrant scholarship information will be provided to counselors/students / parents. Referrals to the College Assistance Migrant Programs (CAMP) will be coordinated with students and counselors. All migrant students will have access to any other services deemed appropriate and reasonable.

Parent and Family Engagement (PFE) / Migrant Parent Advisory Council (PAC)

Education and support services are available for migrant families such as: providing techniques on fostering children's learning, utilizing community services, requirements for graduation, and promoting two-way communication between the home and school. Migrant staff maintain open communication and close contact via phone calls, letters, and home visits to provide parents the opportunity to stay informed of their child's needs and successes. The Migrant staff also provides ongoing opportunities for parents to attend State Migrant Conference, Parental Involvement Conference, PAC meetings, and all other parent engagement activities available. Migrant staff will organize at least two PAC meetings per school year to include parents of migrant students, district personnel, and other community stakeholders and organizations, as appropriate.

Out-of-School Youth (OSY)

The OSY Specialist will conduct identification and recruitment efforts and networking to inform identified migratory OSY and their parents about available educational opportunities, including dropout recovery programs.

Program Evaluation / Local Needs Assessment (LNA)

An evaluation of the program must be completed each year. A Local Needs Assessment (LNA) must also be conducted annually to assess the needs of migrant children who are served locally. The identified needs must be addressed in the District's Improvement Plan (DIP). The State has conducted a Comprehensive Needs Assessment (CNA) for the MEP and has identified Eight Statewide Needs, which were classified under Four Areas of Concern: Educational Continuity, School and Social Engagement, Educational Support in the home, and Instructional Time.

Plans

Under section 1304 (c) (8) of Public Law 114-95, Texas is responsible for identifying and recruiting all eligible migrant children residing in the state. For identification and recruitment (ID&R) to be effective, it must be ongoing throughout the entire year, not just the school year. A variety of resources including the school district, local community and local employers must be included in efforts to identify and recruit all migrant children and their families who reside within the school district boundaries. The information that is gathered is then compiled into the district's ID&R Plan, which outlines all facets of ID&R. An ID&R Plan helps the MEP administrator, the recruiter and other recruitment staff to organize, to prioritize recruitment activities, and to establish timelines for their completion.

NOTE: We, the ESC18 Migrant Staff as fiscal agent, will collaborate with the LEAs who are members of our Shared Service Arrangement, to meet the above requirements under Title I, Part C - Migrant.

The following plans, which stipulate the required program processes, ARE REQUIRED to be embedded into the LEAs District Improvement Plan, per the program guidelines.

Migrant Education Program (MEP)

Identification & Recruitment (ID&R) Plan for 2024-2025

Required Activities for Balanced Recruitment	Person(s) Responsible	Timeline	Recruitment Process Monthly Evaluation
I. Training for Recruiters and Designated State Education Agency (SEA) Reviewers			
A. Region 18 Education Service Center (ESC) migrant staff participate in the training of trainers (TOT) on ID&R offered by the Texas Education Agency (TEA). <ul style="list-style-type: none"> • Certified ESC 18 Migrant Staff will provide annual training on ID&R and Texas New Generation System (TX-NGS) to other MEP and District Migrant Staff. • Certificate of Eligibility (COE) for the new school year cannot be completed until the recruiter has been certified. 	Educational Consultant Specialist	Determined by TEA	
B. (Other) New Guidance Updates: ESC migrant staff attends training on TX-NGS / Updates from TEA. <ul style="list-style-type: none"> • Project Districts (Migrant Funded) should attend training as offered by ESC 18 Migrant Staff. 		As updates become available from TEA	
II. Other ESC MEP Requirements			
A. Organize a Migrant Advisory Committee (MAC) with the Shared Service Arrangement district members to develop the following: <ol style="list-style-type: none"> 1. Local Needs Assessment 2. PFS Action Plan 3. Review Statewide Service Delivery Plan 4. ID&R Plan B. Organize a Migrant Parent Advisory Council (PAC) and hold at least (2) official meetings per year and provide Parent Family Engagement (PFE) activities.	Educational Consultant Specialist	Before the BEGINNING of the new school year, and Ongoing within the school year Before the END of the current school year	Gather data & input to provide sessions/support to students/parents

III. Identification & Recruitment (ID&R)			
<p>A. Plan: Migrant Staff meet to brainstorm and plan recruitment strategies to include in the ID&R Plan. Steps for recruitment strategies:</p> <ol style="list-style-type: none"> 1. Update email memo to all districts in regards to ID&R 2. Update designated Migrant District Contacts for Shared Service Arrangement (SSA)/Project/Non-Project Districts 3. Contact SSAs / Non-Project Districts to review ID&R process 4. Review received “Family Surveys” 5. Make Contact with Potential Migrant Families (Contact Form) 6. Schedule Interviews for home visit with eligible families 7. Employer and Community Outreach 8. Network with other local agencies to promote MEP 	<p>Educational Consultant Specialist</p>	<p>Before the beginning of the new school year and Ongoing within the Community</p>	
<p>B. Documentation: Finalize all forms that will be used by MEP Staff:</p> <ol style="list-style-type: none"> 1. Family Survey 2. Emails to Districts (updated for current school year) 3. Phone contact log (possible eligible family) 4. Prepare “Recruiter Packets” <ol style="list-style-type: none"> a. Screening Tool b. COE/Supplemental Documentation Form (SDF)/Continuation of COE SDF c. Preliminary Family Needs Checklist d. Family Educational Rights and Privacy Act (FERPA) e. Community Resources list 5. Recruiter log for visits 6. Grower / Employer Survey 7. MEP Brochure 	<p>Educational Consultant Specialist</p>	<p>Before the beginning of the new school year</p>	
<p>C. Recruiter Responsibilities Review: Ensure year-round, ongoing recruitment efforts within the schools, the community, and with growers.</p> <ul style="list-style-type: none"> • To also include the recruitment of pre-school aged children and • Out-of-school youth (OSY) 	<p>Educational Consultant Specialist</p>	<p>Ongoing</p>	<p>Employer/ Grower Survey and Community Outreach Memo</p>
<p>D. Conduct ID&R as articulated in the ID&R Manual: Potential Eligible Migrant Children: Make contact with families that have completed a family survey, which has been submitted to ESC 18 MEP Staff by school districts; targeting both enrollees and non-enrollees (0 - 21 yrs of age).</p>	<p>Educational Consultant Specialist</p>	<p>By August 29 - Current Eligible Children Continue efforts throughout</p>	

<ul style="list-style-type: none"> Respond to move notifications within 48 hrs of family being in our region. (Document attempts made.) Current Eligible Migrant Children: Make contact with current eligible migrant families to determine if new qualifying moves have occurred. 		<p>the year for Potential Eligible Children</p> <p>Make initial outreach efforts by September 30</p>	
<p>E. Complete Certificate of Eligibility (COE): Certified Recruiter must complete a COE and accompanying COE SDF for all families with new Qualifying Arrival Date (QAD).</p> <ul style="list-style-type: none"> Submit completed COE and SDF to designated SEA Reviewer for second signature. Address any questions the SEA Reviewer may have, within the 7-day review process. 	<p>Educational Consultant</p> <p>Specialist</p>	<p>Within 5 working days of the parent's signature</p>	
<p>F. Review of COEs: Designated SEA Reviewer must review for accuracy on the COE and accompanying SDF for all families with new QADs, and return COE and SDF to the recruiter if additional information is needed.</p> <ul style="list-style-type: none"> Reviewer submits to NGS Terminal Site after eligibility review is completed for data entry. TX-NGS Specialist is to enter data from COE in TX-NGS per timeline and provide copies as indicated on the COE. 	<p>Educational Consultant</p> <p>Specialist</p>	<p>Within 7 working days of the parent's signature</p>	
<p>G. Conduct Residency Verification: Verification of residency for all current eligible migrant children, must be completed through school records or home visits.</p>	<p>Specialist</p>	<p>Between September 1 - November 1 (for 2 yr olds turning 3 on or after their 3rd birthday)</p>	
IV. Maps and Intra-Regional Networking			
<p>A. Make contact with potential growers: Contact growers within the region boundaries regarding hiring practices, crops and growing seasons.</p>	<p>Educational Consultant</p> <p>Specialist</p>	<p>November 1</p>	<p>Employer/ Grower Survey</p>
<p>B. Develop calendar and map: Develop profiles / calendar reflecting major crops, seasons, hiring practices by growers, etc.</p>	<p>Educational Consultant</p> <p>Specialist</p>	<p>December 1</p> <p>Update ongoing throughout the year</p>	
V. Inter-Agency Coordination			

<p>A. Network with agencies that serve migrant families: Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information.</p>	<p>Educational Consultant Specialist</p>	<p>Make initial outreach efforts by September 30 Continue ongoing efforts throughout the year</p>	<p>Community Outreach Memo</p>
<p>VI. Program Checklist</p>			
<p>A. ID&R: Develop written procedures that outline ID&R activities by the ESC MEP staff to include all districts within ESC 18.</p>	<p>Educational Consultant Specialist</p>	<p>By August 31</p>	
<p>B. Eligibility Process: Twenty percent of COEs from each Project District within ESC 18 must be reviewed by the ESC 18 MEP staff.</p> <ul style="list-style-type: none"> ● Project Districts must forward COEs with more than one comment to the ESC 18 MEP staff for review. ● ESC 18, as the fiscal agent, forwards COEs with more than one comment to TEA for review. 	<p>Educational Consultant Specialist</p>	<p>Ongoing throughout the year</p>	
<p>C. Monitor and address ongoing training needs for ID&R: Regional ESC Recruiter provides training support to MEP Recruiters, designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.</p>	<p>Specialist</p>	<p>As needed throughout the year</p>	
<p>D. Maintain up to date records on file: Updated active and inactive records are maintained by ESC 18 MEP staff.</p> <ul style="list-style-type: none"> ● COEs are filed in alphabetical order, by mother's last name. ● Retain records for 7 years from the date eligibility ends. 	<p>Specialist</p>	<p>Ongoing throughout the year</p>	
<p>E. Eligibility Validation: ESC coordinates with LEA (randomly selected by TEA) for annual eligibility validation.</p> <ul style="list-style-type: none"> ● Validate eligibility through a re-interview process according to instructions set forth by TEA. 	<p>Educational Consultant Specialist</p>	<p>January - April</p>	
<p>VII. Evaluation</p>			
<p>A. Subsequent Planning: Evaluate ID&R efforts for subsequent planning.</p> <ul style="list-style-type: none"> ● Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R Plan for continuous improvement. 	<p>Educational Consultant Specialist Parent</p>	<p>By July 30</p>	

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

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

<p style="text-align: center;">Priority for Service Criteria (revised)</p>	
<p>Students who have made a qualifying move during the previous or current reporting years (within the previous 1-year period);</p>	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<p><u>AND</u></p> <ul style="list-style-type: none"> ● Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<p><u>AND</u></p> <ul style="list-style-type: none"> ● Have been designated EB/EL (Emergent Bilingual/English Learners) in the Student Designation section of the TX-NGS Supplemental Program Component; or ● For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

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

School District: Big Spring ISD SSA Member
Region: 18

**Migrant Education Program
 (MEP)
 Priority for Service
 (PFS) Action Plan**

School Year: 2024 - 2025

Filled Out By: Angie Balderrama and Anna Minjarez
Date: August 1, 2024

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Pan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Goal(s): To Coordinate services with Region 18 ESC, your Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement.	Objective(s): 100% of Priority for Services (PFS) students will have access to supplemental instructional and support services.		
Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			

<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly Beginning in July	Migrant Specialist	-TX-NGS Reports -PFS Timeline Report Checklist
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August	Migrant Consultant	-PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	By September 30 th	Migrant Consultant Migrant Specialist (MEP Staff) delivers to District Contact *Note: District Contact disseminates information to appropriate campus staff	-escWorks -SSA Fulfilling Grant Requirements / MEP Overview Sessions
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	By September 30 th	MEP Staff	-PAC Agendas -PAC Minutes
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, phone or home visits to update parents on the academic progress of their children. 	Ongoing throughout the year (as needed)	MEP Staff	-Family Contact Log -Preliminary Needs Assessment
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in missing subjects or migrant education program activities. 	Ongoing throughout the year	MEP Staff will collaborate with District Staff	-MEP Activities Sign In Sheets
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional 	Ongoing throughout the year	MEP Staff will collaborate with District Staff	-PFS Student Progress Review Form

services as well as social workers and community social services/agencies.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Ongoing throughout the year	MEP Staff will collaborate with District Staff	-Correspondence

LEA Signature

Date

ESC Signature

Date Received

Coordination between School Systems with Title I, Part A Programs and Agencies with Early Childhood Development Programs

LEA Name: Big Spring ISD

Early Childhood Development Agency Name: Greater Opportunities of The Permian Basin Inc.

School Year: 2025-2026

PROCEDURES FOR RECEIVING RECORDS

The local educational agency (LEA) will implement the following procedure for receiving records regarding children who are served by the early childhood program and who will attend the schools of the LEA, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program:

- **The LEA will:** Contact Bauer Head Start to inquire about records for incoming students. Meet with Head Start staff and Early Childhood Intervention (ECI) staff to ensure transition of children with disabilities beginning six months prior to the transition into Head Start.
- **The Early Childhood Development Agency will:** Bauer Head Start will arrange meetings between Head Start staff and Big Spring ISD staff, and notify Big Spring ISD special education staff and meet with ECI staff to ensure transition of children with disabilities beginning six months prior to the transition into Head Start. Bauer Head Start will transfer transition packets with any pertinent records that would facilitate the transition of Head Start children into the Big Spring ISD.

CHANNELS OF COMMUNICATION

The LEA and the early childhood program agency will establish the following channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs:

- **The LEA will:** Call Bauer Head Start to notify students and staff of any activities or programs occurring at Moss Elementary that would benefit students participating in the Head Start program.
- **The Early Childhood Development Agency will:**

MEETINGS TO DISCUSS DEVELOPMENTAL AND OTHER NEEDS OF INDIVIDUAL CHILDREN

The LEA and the early childhood program agency will conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children:

- **The LEA will:** Invite Bauer Head Start staff and parents to ARDs involving individual students. Moss Elementary will reach out to Bauer Head Start regarding incoming pre-K and Kindergarten students. Review all screening information when receiving referrals from Head Start to determine if there is a need for an evaluation. Head Start will receive confirmation of the need for an evaluation or no need for an evaluation within 15 days of receiving referral from Bauer Head Start.

Coordination between School Systems with Title I, Part A Programs and Agencies with Early Childhood Development Programs

- **The Early Childhood Development Agency will:** Coordinate screening of all Head Start children according to Performance Standards and Program Policy and Procedures and share with the parent/guardian the screening information and screening results.

JOINT TRANSITION-RELATED TRAINING

The LEA and the early childhood program agency will organize and participate in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff:

- **The LEA will:** Invite Bauer Head Start staff, students and parents to open house events at Moss Elementary and tours of Moss Elementary. Invite Head Start staff to participate in agency in-service training when applicable.
- **The Early Childhood Development Agency will:** Invite Big Spring ISD staff to participate in agency in-services training when applicable. Invite Big Spring ISD for visits to Head Start School Readiness Academy Sites.

LINKING EDUCATIONAL SERVICES

The LEA and the early childhood program agency will link the educational services provided by the LEA and the agency:

- **The LEA will:** Provide speech services to qualifying students at Bauer Head Start. Share resources and equipment as need arises as documented in the IEP.
- **The Early Childhood Development Agency will:** Share resources and equipment as need arises as documented in the IEP.

LEA Contacts:

Moss Elementary, Campus Principal: Carman Wommack

Signature: Carman Wommack Date: 9/5/2025

Big Spring ISD, Director of Special Education: Gina Slover

Signature: Gina Slover Date: 9/5/25

Early Childhood Development Agency Authorized Official Name: Connie Lesser

Signature: Connie Lesser Date: 9/15/25

Big Spring ISD Statutorily Required Assurances

The District Improvement Plan (DIP) serves as the LEA plan required for ESSA purposes. **Big Spring ISD ensures all children receive a high-quality education and works to close any achievement gap and provides assurances that the district will:**

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children.
 - Big Spring collaborates with Region 18 in a Shared Service Agreement (SSA) to assist with the following:
 - Implementation in compliance with all applicable statutory and regulatory provisions pertaining to the Migrant Education Program.
 - Consistence with the basic objectives of Title I, Part C, and as described in the Instructions to the Consolidated Application for Federal Funding.
 - Records that TEA may request and use to verify correctness and accuracy of information submitted.
 - Improvement of the effectiveness of the migrant program to enable all migratory children to meet the same challenging State academic standards that all Texas children are expected to meet.
2. Provide services to eligible children attending private schools and timely and meaningful consultation with private school officials.
 - The Director of State and Federal Programs for Big Spring ISD manages all Private Nonprofit processes related to ESSA program funds.
 - The Director of State and Federal Program serves as the PNP liaison throughout the year and ensures that PNPs who meet the eligibility requirements are allocated required funds for Title I, II, III, and IV. Additionally, the PNP liaison advertises annually to identify PNPs through certified mail to ensure all eligible PNPs have access to engage in the consultation process.
 - Big Spring ISD complies with all assurances related to Private Nonprofit entities and engages in timely and meaningful consultation with appropriate private school officials through the designated district PNP liaison. Identified children enrolled in designated PNPs gain the benefit of the ESSA funds on an equitable basis, individually or in combination, as requested by the officials to best meet the needs of such children.
3. Participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and math in grades 4 and 8.
 - The National Assessment of Educational Progress (NAEP) provides important information about student achievement and learning experiences in various subjects. Campuses are notified in July of NAEP selections. TEA communicates directly with campuses and includes the District Testing Coordinator on correspondences. TEA and NAEP select the testing dates, with testing occurring in early spring. The district and selected campuses do not receive any BSISD specific data from the assessments.
4. Coordinate and integrate services with other services for students in foster care, English learners, children with disabilities, migratory children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation.
 - The BSISD Curriculum Department collaborates with the departments of Special Education, Special Programs, Career and Technical Education, Early Childhood, and others to establish a process to ensure that our students have access to comparable

- educational services. The district already has processes in place to ensure enrollment in the school nutrition program and to coordinate with Title I, Part A educational programs and support services for qualifying students. Transportation is also provided to homeless and foster care students so they can continue to attend their school of origin. There is ongoing implementation of support and intervention activities for identified students in special populations to ensure student progress.
- The district Comprehensive Needs Assessment and District Improvement Planning processes also strive to involve representatives from related organizations and community resources along with all departments in the district in order to ensure collaboration across programs when identifying needs and establishing strategies for improvement annually.
 - All legally required stakeholders are involved in planning for the annual submission of the ESSA application either through participation in the District Planning Committee or through other means such a digital surveys and scheduled meetings intended to obtain parent, family, community, and business feedback and suggestions.
5. Collaborate with State or local child welfare agencies.
 - BSISD has designated an appropriate staff person as the district's foster care liaison to perform duties as evidenced by identification on the district, AskTed, and ESC websites. The district foster care liaison collaborates with the State and local child welfare agencies to ensure enrollment and withdrawal of students in foster care. BSISD has established a process to ensure that school of origin transportation services are provided in a timely manner to foster care students. The foster care liaison has a process to track, monitor and review school of origin transportation services. The foster care liaison regularly collaborates with DFPS case workers as part of to support best-interest decision making for foster care students.
 6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements.
 - The Curriculum Department in collaboration with the HR specialist and school principals is responsible for ensuring campuses are verifying and collecting all certificates for every professional and paraprofessional. Certificates are kept on file in the Curriculum Office.
 7. Big Spring ISD does not use Title I, Part A funds to provide early childhood services to low-income children. We do, however, work with our local Head Start center to coordinate services and to coordinate the transition into kindergarten.
 8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents Right to Know.
 - The Director of State and Federal Programs is responsible for ensuring BSISD Title I campuses are regularly sending home the Parent Rights to Know letter. Additionally, the Director of State and Federal Programs verifies the letter has been sent and reviews uploaded evidence in the Title I Crate for each Title I campus on a monthly basis.
 9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency.
 - Each designated BSISD Title I campus holds a Title I parent night on at least 2 separate times including in the fall. Each campus is provided with a presentation for Title I Night explaining testing transparency requirements. In the template, the testing page is left blank, and each school enters their campus testing plan. Additionally, each campus is provided with an agenda and sign-in sheets. These items once completed are uploaded into the Title I Crate by each campus principal. The Director of State and Federal

Programs verifies/approves the uploaded information in the Title I Crate for each Title I school.

10. Implement an effective means of outreach to parents of English learners and all parents of students enrolled in Big Spring ISD schools.
 - Big Spring ISD has established procedures for translation and interpretation of key communications into languages other than English.
 - The district reserves an amount over 1% of the Title I, Part A district allocation to be used for parent and family engagement activities.

Big Spring ISD 2024-2025 ESSA Consolidated Grant Funds

Title I

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

fund	func	obj	sobj	org	fscf_yr	pgm	ed_span	proj_dtl	Description	Appr
211	13	6119	26	999	6	30	0	00	Curriculum & Instructional Support	\$77,512.98
211	13	6141	26	999	6	30	0	00	Medicare	\$123.94
211	13	6142	26	999	6	30	0	00	Insurance	\$0.00
211	13	6146	26	999	6	30	0	00	Teacher Retirement	\$12,040.85
211	21	6119	26	999	6	30	0	00	Instructional Leadership	\$392,694.52
211	21	6141	26	999	6	30	0	00	Medicare	\$5,694.07
211	21	6142	26	999	6	30	0	00	Insurance	\$22,950.00
211	21	6146	26	999	6	30	0	00	Teacher Retirement	\$33,379.03
211	13	6219	26	999	6	30	0	00	Professional Services (TEKS Resource)	\$12,000.00
211	13	6239	26	999	6	30	0	00	Professional Services (Region 18)	\$100,000.00
211	11	6399	26	999	6	30	0	01	Instructional Supplies - Elementary	\$47,000.00
211	11	6399	26	999	6	30	0	00	Instructional Supplies - Secondary	\$58,000.00
211	11	6399	26	999	6	30	0	02	District Software Renewals	\$4,500.00
211	32	6499	26	999	6	30	0	01	Homeless Reservation	\$2,000.00
211	32	6499	26	999	6	30	0	00	Parent/Family Engagement	\$1,241.00

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	6219	26	999	6	24	0	01	Professional Services	\$12,000.00
255	13	6239	26	999	6	24	0	00	Professional Services (Region 18)	\$20,000.00
255	13	6219	26	999	6	24	0	00	Professional Services/Consulting	\$3,000.00
255	13	6399	26	999	6	11	0	00	General Supplies	\$14,148.00
255	13	6411	26	999	6	24	0	00	Travel - Professional Development	\$5,000.00
255	13	6411	26	999	6	24	0	01	Travel - Transportation, Lodging, Meals	\$5,000.00
255	23	6411	26	999	6	24	0	00	Travel - Professional Development	\$1,970.00

255	23	6411	26	999	6	24	0	01	Travel - Transportation, Lodging, Meals	\$1,970.00
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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
263	13	6119	26	999	6	25	0	00	Bilingual Curriculum	\$17,923.85
263	13	6141	26	999	6	25	0	00	Medicare	\$259.90
263	13	6142	26	999	6	25	0	00	Insurance	\$1,350.00
263	13	6146	26	999	6	25	0	00	Teacher Retirement	\$1,905.00
263	13	6219	26	999	6	25	0	00	Professional Services - ELA	\$100.00
263	13	6219	26	999	6	25	0	03	Professional Services - Immigrant	\$800.00
263	13	6399	26	999	6	25	0	00	Supplies - ELA	\$100.00
263	13	6399	26	999	6	25	0	03	Supplies - Immigrant	\$800.00
263	13	6499	26	999	6	25	0	00	Parent/Family Engagement - ELA	\$155.00
263	13	6499	26	999	6	25	0	03	Parent/Family Engagement - Immigrant	\$139.00

Title IV

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

fund	func	obj	sobj	org	fscf_yr	pgm	ed_ span	proj_ dtl	Description	Appr
289	11	6119	26	999	6	30	0	00	IT Curriculum	\$35539.89
289	11	6141	26	999	6	30	0	00	Medicare	\$515.33
289	11	6142	26	999	6	30	0	00	Insurance	\$2,700.00
289	11	6146	26	999	6	30	0	00	Teacher Retirement	\$3,020.89
289	13	6239	26	999	6	24	0	00	Professional Services (Region 18)	\$11,000.00
289	13	6219	26	999	6	30	0	00	Professional Services	\$4,000.00
289	13	6399	26	999	6	30	0	00	Supplies	\$22,875.00
289	13	6411	26	999	6	30	0	00	Teacher Travel	\$200.00

