

Big Spring Independent School District

Moss Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: September 16, 2025

Mission Statement

Moss Elementary's mission is to foster an inclusive learning environment that encourages students to explore their potential, nurture their talents, and become compassionate, lifelong learners.

Vision

Moss Elementary's vision is to inspire students to be active learners, enabling them to become responsible citizens and leaders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Moss Elementary is in its second year as an early elementary campus, composed of pre-kindergarten and kindergarten students. Our overall enrollment fluctuates between 340-380 students. We serve students in 3 year old EE classes, pre-k 4 year old classes and kindergarten classes. 52% of our student population are male and 48% are female. 74% of our student population is Hispanic/Latino, 22% is White, and 7% is African American. Less than 1% of the population falls into the following categories: Asian and Native American. 17% of our student population is currently being served through special education services. Currently 13% of the student population is classified as emergent bilingual and 2% of the population is identified as an ELL. Our overall we serve 67% of students who are economically disadvantaged.

Demographics Strengths

We are diversified and use our differences to drive our instruction. We place a focus on vocabulary development for our ELL and Special Education populations which in turn helps all of our students who have deficient vocabulary skills. This improves our reading instruction for all demographic groups. In addition, our student population is able to interact with various cognitive levels of students which in turn helps them be more empathetic to others. We also have a math and reading instructional coaches that work with our kindergarten math and reading teams during PLC daily.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): It is difficult to ensure that every student is receiving high quality instruction.

Root Cause: Due to a significant teacher shortage in Texas, which is magnified in rural areas such as Big Spring, highly qualified teachers are not available which results in the hiring of non-certified and/or non-degreed teachers.

Problem Statement 2: The vast majority of our currently enrolled students have never been in any kind of structured academic environment.

Root Cause: The students we are currently serving were born during the COVID shutdown and parents were hesitant to put their children at risk of catching COVID, leading them to stay exclusively at home.

Student Learning

Student Learning Summary

At the end of the 2024-2025 school year, our kindergarteners performed lower than anticipated on the NWEA test.

Reading	On grade level	Below grade level		
Kindergarten	43%	57%		
Math	On grade level	Below grade level		
Kindergarten	58%	42%		

On the mClass end of year reading assessment, our kindergarten students performed significantly lower than anticipated with only 27% testing on or above grade level.

Pre-K students are assessed using CLI. At the end of the 2024-2025 school year, 90% of tested pre-K students were on track for kindergarten.

Student Learning Strengths

We have integrated the pre-k campus with the kindergarten students to create a early childhood campus that can focus on basic reading, writing and math skills. We used our end of year data to develop a comprehensive overhaul of our reading block to include two dedicated RtI times to focus on foundational reading skills such as letter identification, letter sounds, blending, and writing. The district adopted the Bluebonnet reading curriculum which also focuses on foundational skills.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The number of students who start school with basic educational knowledge is low which creates a large gap for teachers to fill. Teachers feel overwhelmed when tasked with filling the gaps students enter school with.

Root Cause: We have a large number of teachers who are not only not certified, they do not have a bachelor's degree, therefore the capacity of our teachers is low and they do not know how to remediate their students in tier II and tier III intervention.

School Processes & Programs

School Processes & Programs Summary

Our pre-k classes use Frogstreet curriculum as well as structured play to help them learn not only the basics of school, but social skills as well. Classes are divided into sections that focus on social/emotional as well as educational play-based learning in addition to our Frogstreet curriculum.

Our kindergarten classes utilize Amplify reading curriculum, Eureka math curriculum, McGraw Hill Science curriculum and Social Studies Weekly. Amplify Reading and Eureka Math are both curriculums suggested by the state as they are HQIM and provide RBIS. We also utilize the computer program component of Amplify Reading to supplement any gaps in RLA. For math we utilize the computer program Dreambox to help students during their specials rotation as well as during station time during Tier I instruction. Teachers are given a 45 minute PLC time everyday to discuss the needs of students, internalize lessons, model lessons and analyze data to drive instruction.

We utilize an instructional coach for reading and another for math that helps link kinder and 1st grade curriculum.

School Processes & Programs Strengths

We have systematic approaches in place to grow students. Through vertical and horizontal alignment, the kids see the same programs and each program has a defined start and stop point for each level. MTSS time is used to enrich the learning of students who are beyond the general scope and sequence and to remediate the students who are having difficulties.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our students are having difficulties being on grade level by the end of kindergarten. We want to ensure that all students are reading on grade level before they move to the third grade campus.

Root Cause: The inability to find and hire highly qualified teachers leads creates a teaching gap for students.

Perceptions

Perceptions Summary

The culture and climate of Moss for staff and faculty is positive and vision driven. The faculty understand that our goal is to treat students equitably and to ensure that they are reading on or above grade level.

The community embraces Moss and we have several business supporters who will help to fund or manage events. In turn, Moss is dedicated to helping the community at large through donations and functions.

Perceptions Strengths

We routinely give back to the community and are well received by parents and community members.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While Moss is well received by both parents and community members, we do not have a large number of businesses that partner with the campus.

Root Cause: Many consider Moss an affluent campus which therefore does not need the same type of business and community support that other campuses in the district may need.

Priority Problem Statements

Problem Statement 1: It is difficult to ensure that every students is receiving high quality instruction.

Root Cause 1: Due to a significant teacher shortage in Texas, which is magnified in rural areas such as Big Spring, highly qualified teachers are not available which results in the hiring of non-certified and/or non-degreed teachers.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The number of students who start school with basic educational knowledge is low which creates a large gap for teachers to fill. Teachers feel overwhelmed when tasked with filling the gaps students enter school with.

Root Cause 2: We have a large number of teachers who are not only not certified, they do not have a bachelor's degree, therefore the capacity of our teachers is low and they do not know how to remediate their students in tier II and tier III intervention.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our students are having difficulties being on grade level by the end of kindergarten. We want to ensure that all students are reading on grade level before they move to the third grade campus.

Root Cause 3: The inability to find and hire highly qualified teachers leads creates a teaching gap for students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: While Moss is well received by both parents and community members, we do not have a large number of businesses that partner with the campus.

Root Cause 4: Many consider Moss an affluent campus which therefore does not need the same type of business and community support that other campuses in the district may need.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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


Goals

Goal 1: Moss Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 1: Moss Elementary will support comprehensive district-wide implementation of Big Spring ISD Curriculum.

Evaluation Data Sources: PLC Agendas, Lesson Plans, TTESS Walkthroughs, Observation Feedback, Amplify

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide opportunities through PLCs to strengthen content knowledge and lesson planning for math, science, reading, language arts, and social studies.</p> <p>Strategy's Expected Result/Impact: Improved student achievement in all content areas</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Moss Elementary will regularly evaluate our academic and supplemental programs for effectiveness in improving student performance.</p> <p>Strategy's Expected Result/Impact: Improved use of available resources</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May





Strategy 3 Details	Reviews		
<p>Strategy 3: Moss Elementary will use peer observations, mentor teachers, new teacher academy activities, reading academy and Teacher Instructional Leadership (TIL) practices.</p> <p>Strategy's Expected Result/Impact: Improved teacher content and pedagogy knowledge; increased student engagement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p>Strategy 4: Moss Elementary will include in the master schedule dedicated time for foundational reading skills.</p> <p>Strategy's Expected Result/Impact: Increased student performance. Increased number of students who are ready for subsequent grades. Provide a solid foundation of reading skills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
			

Goal 1: Moss Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 2: Moss Elementary will promote a systematic and effective use of data to improve instruction.

Evaluation Data Sources: PLC Meeting Notes, Checkpoint Data, DMAC reports, Lead4Ward Reports

Strategy 1 Details	Reviews		
<p>Strategy 1: Moss PLC collaborations will review daily, weekly, and module ending assessments to ensure rigor and student growth. Strategy's Expected Result/Impact: Adjustments made to instruction to address student learning issues. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Moss Elementary will utilized Texas Instructional Leadership (TIL) along with PLC practices to obtain and discuss data findings. Strategy's Expected Result/Impact: Increased teacher awareness of student learning Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May





Strategy 3 Details	Reviews		
<p>Strategy 3: Utilize the daily 45 minute PLC collaboration time to analyze data and determine individual student needs.</p> <p>Strategy's Expected Result/Impact: Improved vertical/horizontal alignment in content and instruction; improved instruction resulting in better student scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	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: Moss Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 3: The number of Pre-K students who are on target for kindergarten will be 85% by the end of the 2025-2026 school year based on CLI testing data.

Evaluation Data Sources: Kindergarten enrollment rates, CLI testing data, checkpoint reports

Strategy 1 Details	Reviews		
<p>Strategy 1: Moss Elementary will use data and instructional best practices.</p> <p>Strategy's Expected Result/Impact: Increased number of student meeting target growth on CLI</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Moss will utilize a daily 45 minute PLC collaboration to analyze data to determine the individual needs of students.</p> <p>Strategy's Expected Result/Impact: Improved small group instruction, Improved vertical alignment, Improved identification for MTSS</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Moss Elementary will partner with Head Start and other early childhood centers to coordinate services, meetings, and events that support a smooth and successful transition for students entering our school.</p> <p>Strategy's Expected Result/Impact: Partnering with Head Start and other early childhood centers will ensure students experience a smooth transition into Moss Elementary, leading to greater school readiness, reduced adjustment challenges, and stronger family-school connections.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Moss Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 4: 55% of kindergarten students will perform within the 41st-60th percentile for Tier I Focused Instruction Level in reading.

Evaluation Data Sources: NWEA Map growth reports, Amplify Reports, Guided Reading Levels, mClass progress monitoring, Intervention plans, Amplify progress

Strategy 1 Details	Reviews		
<p>Strategy 1: Consistent implementation of balanced literacy/best practices. Strategy's Expected Result/Impact: Improved student performance on NWEA. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Use of exit tickets in kindergarten to monitor student understanding. Strategy's Expected Result/Impact: Data use for immediate intervention; improved planning for students who struggle Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Utilize 45 minute intervention periods during the week for Tier 2 instruction in math for TEKS not yet mastered by identified students.</p> <p>Strategy's Expected Result/Impact: Lessening of learning gaps, improved scores</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: Moss Elementary will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 5: Moss Elementary will support initiatives to improve district performance within all indicators of the Performance Based Monitoring System.

Evaluation Data Sources: Ascender Discipline Reports, Counselor Reports, TAPR Reports





Strategy 1 Details	Reviews		
<p>Strategy 1: Moss Elementary will implement social contracts in managing student behavior.</p> <p>Strategy's Expected Result/Impact: iLead, Student shout-outs, Walk-through data, TTESS Observations, Teacher self-evaluations and action plans, Classroom environment surveys</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Moss Elementary will implement and follow a master schedule focused on tiered instruction and opportunities for tiered support.</p> <p>Strategy's Expected Result/Impact: Master schedule</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Moss Elementary will use social studies curriculum to provide information regarding a variety of career choices and higher education as well as having career day for kindergarten students.</p> <p>Strategy's Expected Result/Impact: Increased interest in a wider range of career options, reduction of student leavers/dropouts in higher grade levels</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 2: Moss Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 1: Attendance rate at Moss Elementary will meet predetermined thresholds each 6 weeks as measured by reports generated by TxEIS.





Evaluation Data Sources: Average daily attendance reports, TAPR reports

Strategy 1 Details	Reviews		
<p>Strategy 1: Moss Elementary will establish an attendance committee that will meet each six weeks to look at attendance rates for students and staff and develop incentives to improve attendance.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, committee minutes, improved attendance averages among students and staff</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Committee</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Moss Elementary will continue to follow local and state guidelines for truancy and compulsory attendance.</p> <p>Strategy's Expected Result/Impact: Parent communications, reduction in student absences</p> <p>Staff Responsible for Monitoring: Principal, Assistance Principal, Attendance Committee</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Moss Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 2: Moss Elementary will continue to implement campus safety committees and district-wide discipline management policies and procedures.





Evaluation Data Sources: Sign in sheets, agendas, Ascender discipline reports, weekly door checks report completion, emergency drill planning calendar and completion

Strategy 1 Details	Reviews		
<p>Strategy 1: Moss Elementary will enhance campus safety by conducting monthly safety drills that comply with state requirements and district policies, covering multiple emergency scenarios.</p> <p>Strategy's Expected Result/Impact: Conducting monthly safety drills and providing training and guidance will enhance campus safety and improve preparedness for multiple emergency scenarios, reduce safety-related concerns, and ensure a secure and well-coordinated learning environment for students, faculty, and staff.</p> <p>Staff Responsible for Monitoring: Campus Safety Coordinator</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Moss Elementary will implement social contracts and iLead strategies to promote positive behavior choices.</p> <p>Strategy's Expected Result/Impact: Principal shout-outs, Social contracts, improved student behaviors, reduction of inappropriate behavior such as bullying, name calling, and hitting/fighting.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Moss Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 3: Moss Elementary will maintain a zero-tolerance approach to any form of bullying on campus to ensure a safe and respectful environment for all students.

Evaluation Data Sources: Anonymous Alert Reporting System, Counselor Reports, Discipline Reports

Strategy 1 Details	Reviews		
<p>Strategy 1: Moss Elementary will continue to investigate and respond to any allegations or incidents related to or concerning the act of bullying.</p> <p>Strategy's Expected Result/Impact: Reduction of bullying behaviors</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			


Goal 2: Moss Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.


Performance Objective 4: The campus will develop plans that provide for coordinated school health including physical fitness and nutrition.

Evaluation Data Sources: Nurse's records, master schedule, weekly menu

Strategy 1 Details	Reviews		
<p>Strategy 1: Moss Elementary will be represented on the District School Health Advisory Counsel (SHAC) Strategy's Expected Result/Impact: Sign-in sheets and minutes from District SHAC meets Staff Responsible for Monitoring: School Nurse, Principal</p> <p>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Moss Elementary will include physical education into the master schedule in accordance with Texas Education Code Chapter 116. Strategy's Expected Result/Impact: Compliance with grade level expectations Staff Responsible for Monitoring: Principal, Coaches</p> <p>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 3 Details	Reviews		
<p>Strategy 3: In conjunction with the district's food service department, the cafeteria will offer a variety of nutritious food options. Strategy's Expected Result/Impact: Breakfast and lunch menus Staff Responsible for Monitoring: Food Service Director</p> <p>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 3: Moss Elementary will determine the professional development and support needs of our workforce to ensure the goals of our campus are met.

Performance Objective 1: Moss Elementary will recruit and maintain a highly qualified staff according to ESSA and/or SBEC standards, and will provide relevant professional development.

HB3 Goal

Evaluation Data Sources: SBEC Certification Records, Teacher progress/completion of teacher preparation programs, professional development sign in sheets/certificates of completion, PLC sign in sheets & agendas.





Strategy 1 Details	Reviews		
<p>Strategy 1: Moss Elementary administration will obtain names and resumes highly qualified candidates from Frontline application system.</p> <p>Strategy's Expected Result/Impact: Prioritizing the hiring of degreed, certified teachers</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide a systemic, job-embedded framework for offering continuous learning opportunities of content and pedagogy of successful practices that supports the needs of teachers.</p> <p>Strategy's Expected Result/Impact: Improved content and pedagogy knowledge; improved instructional practices.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Elementary Curriculum Coordinator</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Moss Elementary will actively participate ongoing professional development through the 45 minute PLC.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to better facilitate the adopted curriculum in the classroom and therefore lead to higher results on the NWEA.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Moss Elementary will determine the professional development and support needs of our workforce to ensure the goals of our campus are met.

Performance Objective 2: Campus administrators will participate in ongoing professional development based on best instructional practices, such as Texas Instructional Leadership, that have proven to improve instruction and to effectively impact student learning.





Evaluation Data Sources: Impact Team meetings, agendas, clearly communicated processes and procedures, clear job duties and responsibilities

Strategy 1 Details	Reviews		
<p>Strategy 1: Campus administration will "turn-around" professional development during PLC's and other opportunities of professional learning.</p> <p>Strategy's Expected Result/Impact: Shared vision and goals; Clear communication of teaching/learning expectations; improved instruction and student learning</p> <p>Staff Responsible for Monitoring: Principal, Elementary Curriculum Coordinator</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Develop leadership systems that are driven by the school's mission, vision and motto.</p> <p>Strategy's Expected Result/Impact: clearly communicated processes and procedures, clear job duties and responsibilities</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Moss Elementary will determine the professional development and support needs of our workforce to ensure the goals of our campus are met.

Performance Objective 3: 100% of Moss Elementary instructional staff members will receive professional development on required topics which must be completed by a designated time line.





Evaluation Data Sources: Sign In Sheets, Certificates of Completion, Professional Development Reports

Strategy 1 Details	Reviews		
<p>Strategy 1: Moss Elementary staff members will complete required compliance training by the end of October. Compliance training must be completed on staff members' time.</p> <p>Strategy's Expected Result/Impact: 100% of campus staff compliant with local, state and federal law and regulation</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Moss Elementary staff will receive continuous training through Reading Academy, Texas Instructional Leadership, Balanced Literacy and Bluebonnet implementation support.</p> <p>Strategy's Expected Result/Impact: Completing Reading Academy, implementing TIL strategies, Balanced Literacy strategies and Bluebonnet strategies.</p> <p>Staff Responsible for Monitoring: Campus Administration, Curriculum, Instructional Coaches</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Moss Elementary will continue to develop partnerships with local businesses and civic organizations to benefit the students of the district.

Evaluation Data Sources: Community participation through appearances or donations; recognition of organizations and community members of social media and website.





Strategy 1 Details	Reviews		
<p>Strategy 1: Moss Elementary will build a network of community partners such as Howard College, Greater Rotary Club of Big Spring, H-E-B, and Complex Community Federal Credit Union.</p> <p>Strategy's Expected Result/Impact: Increasing community involvement, increases the community awareness of our educational needs.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Use local news media and social media as a venue to promote campus projects and successes.</p> <p>Strategy's Expected Result/Impact: Increasing the positive media output, helps the community to see the positive impact that the education at Moss is having on students social and emotional growth.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: Parents and community members will perceive a positive relationship with the campus.

Evaluation Data Sources: Parent and Family Surveys, Parent and Family Participation rates.





Strategy 1 Details	Reviews		
<p>Strategy 1: Moss Elementary will host, virtually when needed, multiple programs encouraging parental involvement.</p> <p>Strategy's Expected Result/Impact: Allowing the community at large to come and learn about what is happening at Moss, allows for them to be more involved in our educational endeavors.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Moss Elementary will implement a Parent Advisory Council or Parent Community Group.</p> <p>Strategy's Expected Result/Impact: Increased parent participation and input in the decision making process.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Moss Elementary will offer programs and activities to encourage the involvement of parents and families.</p> <p>Strategy's Expected Result/Impact: Increased parent/family involvement, improve parent knowledge and understanding of school processes and procedures, improved relationships between the school and home</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
Strategy 4 Details	Reviews		
<p>Strategy 4: Moss Elementary will utilize parent digital and print newsletters and informational pamphlets (in English & Spanish) to provide parents and families information and strategies to support student learning.</p> <p>Strategy's Expected Result/Impact: Providing bilingual digital and print newsletters will help families stay informed and give them strategies to support learning at home, leading to stronger family engagement and improved student success.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Moss Elementary will utilize technology as a tool to foster improvement in academic achievement, curriculum integration, and increased accessibility and innovation.

Performance Objective 1: The campus will strive to have 100% of students achieve technology proficiency and academic success.





Evaluation Data Sources: Student data in accessing Clever, NWEA, Google Classroom, Amplify Reading, and Dreambox located on student Chromebooks.

Strategy 1 Details	Reviews		
<p>Strategy 1: The campus technology personnel will ensure that all student devices remain operational throughout the year.</p> <p>Strategy's Expected Result/Impact: Consistent use of technology to support instruction.</p> <p>Staff Responsible for Monitoring: Campus Technology Personnel, Principal</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Moss Elementary will utilize a variety of on-line and computerized platforms to support learning such as Dreambox, Amplify, Eureka, Frogstreet, etc.</p> <p>Strategy's Expected Result/Impact: Improved student learning, consist instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Elementary Curriculum Coordinator</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

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





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

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

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

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

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

Strategy 3 Details	Reviews		
<p>Strategy 3: During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, phone or home visits to update parents on the academic progress of their children.</p> <p>Strategy's Expected Result/Impact: Family Contact Log, Preliminary Needs Assessment</p> <p>Staff Responsible for Monitoring: MEP Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Apr	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 3: Provide services to PFS migrant students.

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

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

Strategy 3 Details	Reviews		
<p>Strategy 3: The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</p> <p>Strategy's Expected Result/Impact: Increased awareness of programs used to support PFS students</p> <p>Staff Responsible for Monitoring: MEP Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Apr	May



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for Moss Elementary

Total SCE Funds: \$207,900.00

Total FTEs Funded by SCE: 7.6

Brief Description of SCE Services and/or Programs

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

Personnel for Moss Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Arriaga, Heidi	Kindergarten Teacher	0.5
Castaneda, Isabel	Bilingual Pre-K Teacher	1
Cypert, Richard	Elementary Counselor	0.3
Friar, Cicely	Classroom Aide	1
Gonzalez, Olga	Bilingual Kindergarten Teacher	1
Hyatt, Samantha	Assistant Principal	0.3
Lowery Magallanes, Krista	Pre-K Teacher	0.5
Moreno, Rosalinda	Intervention Aide	1
Valbuena, Ivana	Classroom Aide	1
Zubiate, Kelly	Classroom Aide	1

Title I

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

1.1: Description of CNA Process

Please see Title1Crate for the following documentation.

1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

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

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

Please see Title1Crate for the following documentation.

2.2: Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

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

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Saracho, Mia	Instructional Aide	Title I	1

Campus Leadership Team

Committee Role	Name	Position
Counselor	Richard Cypert	School Counselor
Teacher	Krista Lowery	Pre-K Teacher
Teacher	Meagan Mundell	Pre-K Inclusion Teacher
Teacher	Heidi Arriaga	Pre-K Lead Teacher
Teacher	Taylor Acosta	Lead Kinder Reading Teacher
Teacher	Carla Bryant	Kinder Math Teacher
Teacher	Dania Rocha	PE Teacher
Administrator	Samantha Hyatt	Assistant Principal
Administrator	Carman Wommack	Principal

Addendums

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

Moss Elementary 2025-2026 ESSA Consolidated Grant Funds

Title I

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

fund	func	obj	sobj	org	fsc_l_yr	pgm	ed_ span	proj_ dtl	Description	Appr
211	11	6129	26	111	6	30	0	00	Intervention Aide	\$15,348.96
211	11	6118	26	111	6	30	0	00	Extra Duty Pay (Tutoring/Vertical Alignment)	\$2800.00
211	11	6141	26	111	6	30	0	00	Medicare	\$272.56
211	11	6142	26	111	6	30	0	00	Insurance	\$5,400.00
211	11	6146	26	111	6	30	0	00	Teacher Retirement	\$1,579.66
211	13	6219	26	111	6	30	0	01	Professional Services	\$2,000.00
211	61	6499	26	111	6	30	0	00	Parent/Family Engagement	\$1861.00

Title II

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

fund	func	obj	sobj	org	fsc_l_yr	pgm	ed_ span	proj_ dtl	Description	Appr
255	13	6119	25	111	5	24	0	00	Dept. Heads, Instructional Coaches/Mentors	\$12,925.00
255	13	6141	25	111	5	24	0	00	Medicare	\$125.00
255	13	6146	25	111	5	24	0	00	Teacher Retirement	\$500.00

Title III

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

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

Title IV

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

fund	func	obj	sobj	org	fsc_l_yr	pgm	ed_ span	proj_ dtl	Description	Appr
289	12	6329	25	111	5	24	0	00	Instructional Resources/MediaServices	\$182.00

