Big Spring Independent School District

District Improvement Plan

2016-2017

Mission Statement

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.

Vision

Instill respect and pride in all by empowering our community of learners, staff, and students, to unite and commit to educational excellence.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Big Spring Independent School District (BSISD) serves approximately 4, 134 students with diverse backgrounds that include approximately 28.8% Caucasian students, 62% Hispanic students, and 6% African American Students. In the past two years, enrollment as increased due to the increased activity in the oil and gas industry in Howard County. Early education services within BSISD are very important but only makes up .2% of the enrollment.

Demographics Strengths

BSISD serves several special programs within many of the district campuses. Some of these programs are: Advanced Placement (AP), Pre-AP, dual credit courses, a wide variety of electives, Success School, and a disciplinary alternative campus. Additionally, BSISD serves approximately 9.8% of its students requiring special services and an ever-increasing population of English Language Learners (ELL) 1.7%.

Demographics Needs

- We have a significant achievement gap between student populations.
- distict has not served its fastest growing and largest sub-population adequately.
- District lacks a district-wide positive behavior support system (PBIS) that plainly states expectations for behavior with common language among all campuses.

Student Achievement

Student Achievement Summary

The 2012-2013 school year was the first year of accountability under the new Texas Education Agency's accountability rating system. Big Spring ISD has struggled in the previous few years but BSISD received a state rating of "Met Standard" in the 2015 school year. The new accountability system encompasses four Index ratings based upon overall student achievement, individual student progress (only at campus level), closing the performance gaps, and post secondary readiness. BSISD met the standard for indices 2, 3, and 4.

Although the district met the standard for 3 indices in 2014-2015 and narrowly missed Index 1 by 1 point, the district will work to increase scores district-wide through an emphasis on teaching strategies supported at the district level. The district will also use the System Safeguard report which provides information by subject and student subgroup of areas that do not meet the criteria of 50% of tests submitted meeting standard. This information will be utilized by the district and each campus in addressing specific areas of academic needs.

Student Achievement Strengths

The district continues a focus on improving students achievement through data analysis conducted through 3 week checkpoints at all grade levels. These assessments are to be analyzed based upon student achievement in correlation with the readiness, supporting, and process standards that are covered in classes each assessment period. Interventions for students who do not meet the level of performance to show continued and spiraled success should be applied immediately to assist in meeting deficiencies and to make sure that the TEKS are covered appropriately.

The district uses Data Management for Assessment and Curriculum (DMAC) to analyze data within the district. Information can be analyzed from district, campus, class, and sub-population levels. Additionally, the data can be analyzed down to the student expectations and students can be placed into intervention groups to assist teachers in tracking their data on a continual basis throughout the school year.

Student Achievement Needs

- Sub-populations performance is still significantly lower than that of our students overall performance in the content areas.
- Economically Disadvantaged students are still significantly lower than that of our students overall performance in the content areas.
- The district has lacked a consistent data analysis process to help ensure student success.

District Culture and Climate

District Culture and Climate Strengths

1a. The majority of students enjoy attending school, feel a strong sense of belonging, and believe they are treated with respect by the teachers; therefore, BSISD students feel great pride.

1b. The culture and morale of our teachers mirrors that of our students. There is a growing sense of pride and high expectations for teachers and students alike.

2. Survey results indicate that students and staff members are in agreement when it comes to the district's vision and mission. The majority of stakeholders are in agreement with the high expectations established by the district.

3. Most students and staff feel respected, supported, and a sense of belonging.

4. A decrease in major discipline infractions which often resulted in students being pulled from instruction.

5. Students and staff strongly believe BSISD provides are caring and safe environment for all stakeholders.

6. Overall, students and staff both feel that our district maintains high expectations for all stakeholders in all areas: academic, behavioral, and social. Secondary students are extremely involved and successful in extracurricular activities.

7. K-5 students seem to be more satisfied with the school's culture and climate based on the higher attendance rate for elementary students. This is also evident due to the smaller number of ISS, OSS, and expulsions in elementary campuses. Within this, students who are fairly successful in school and have parents/guardians who have a positive few of education are definitely more satisfied with our schools.

8. When PLC's are functioning well, continuity in classroom management and organization becomes more uniform. Student achievement increases as quality practices are implemented.

9. The number of incident reports have remained relatively low. Data reveals that students involved with substance abuse peaks between grades 8-9. We know that transitioning from junior high to high school can be a time of identity crisis. The district uses local agencies to provide ongoing support to students involved in substance abuse.

10. Generally, secondary students are more consistently involved in extracurricular activities and clubs. These students are usually students who are more successful academically and socially and who usually have more parental support.

11. Student and staff perceptions of facilities and physical environments are positive and complimentary. This perception instills pride in the BSISD community.

District Culture and Climate Needs

- Low attendance is a concern throughout the district.
- The district does not have a consistent discipline program.
- Teachers and students are not adequately surveyed for input.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

With the current situation in the oil field and in Howard County it is becoming increasingly more difficult to recruit and retain highly qualified teachers. The turnover rate has steadily increased over the last several years but dropped by 4% this last year. We feel that we are making strides to recruit and retain highly qualified teachers.

Staff Quality, Recruitment, and Retention Strengths

1. Teachers must have a bachelor's degree. We prefer to hire certified teachers, but frequently the market makes it necessary for us to hire individuals with bachelor's degrees and help them affiliate themselves with an alternative certification program. As for paraprofessionals, we require them to have 60 college hours or to complete a training program at the service center. All teachers and paraprofessionals must pass a criminal background check.

2. The general data reflects that we have a very inexperienced teaching staff. The majority of our teaching faculty has less than five years experience.

3. In addition to the formal PDAS conferences, teachers are provided with periodic feedback from Steer-walks. Any time a teacher satisfies three of five criteria during a Steer-walk, an email to the teacher is generated, congratulating them on their performance. After 15 Steer-walks, a teacher receives an email identifying instructional trends.

4. The district will utilize job fairs, radio appeals, newspaper articles, Social Media, newspaper ads, and multiple teacher net based job boards to recruit.

5. We averaged approximately 4, non-school related, absences/per teacher/year. Our retention has averaged 19% for the last ten years. 2013-2014 was 29%. We believe our retention rate will improve slightly this year.

6. We have typically put our strongest teachers in classrooms with the greatest need. We have an additional certified special education teacher or paraprofessional provide support for special education students in inclusion classrooms.

7. We have a new teacher orientation. We also had a gathering of all of our new teachers where we provided a meal for them and their families. We surveyed our new teaches twice during the year. The curriculum department also supported the new teachers with one-on-one visits and teacher playbooks.

8. We have recently purchased Edivate, a web-based staff development tool that provides differentiated support based on individual teacher needs. Prior to this acquisition, we provided staff development opportunities after school and weekend opportunities.

9. The PD committee formulated a survey and prioritized staff development needs for the 2015-2016 school year.

10. We look carefully at student assessment data and teacher surveys to determine our professional development needs.

11. We have several programs and processes that are used to increase the ability of our teachers such as Randy Whitney for writing, balanced literacy, Saxon Phonics, Lead Forward, Eric Jensen, and CMPT for math teachers. Additionally, the dsitrict is engaged in Project Reach, an innovative staffing strategy intended to reach more students with our best teachers within the confines of the budget.   Implementation is monitored through PLCs and Steer-walks. Early indications are mixed. We are currently evaluating assessment data to determine which programs should be continued and which programs should be discontinued.

Staff Quality, Recruitment, and Retention Needs

- Differentiated teacher development/mentoring program.
- Efficient staff development opportunities that are specific to district and individual needs.
- Recruiting efforts were limited to job fairs only.
- Lack of a Future Educators of America program at the high school.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

1) The district utilizes the TEKS Resource system to lay out a Scope and Sequence for the curriculum by grade level/subject area.   Elementary schools have a play-book designed by curriculum to vertically and horizontally align instruction, keep track of studeny achievement, performance, document lessons plans and planning documents.   High school, junior high, and intermediate school utilize common planning periods to plan lessons and assessments together.

2) Data is pulled from DMAC at least in 3 week increments from Check Points. Additionally, end of year STAAR scores can be broken down in a number of ways from DMAC. Istation and Think Through Math provides ongoing feedback throughout the year as well (for tiered intervention tracking). RTI tracking data is uploaded to DMAC. Formative assessments should be ongoing throughout the year through instruction and observations.   Lead4Ward supplies a map of highs and lows in data (Heat Map).

3) The district made large gains last year in the Progress measure over all. Secondary science was one of our stronger areas.   Reading was one point above the state average in the district for all passing (Met Standard) and 2% above in those who Exceeded Expectations.   3 Week common assessments hold teachers to the sequencing and help ensure instruction is aligned. Pre-K campus is now able to serve around 100 students.

4) The Scope and Sequence of the TEKS Resource system provides a framework and working knowledge on the academic vocabulary required by subject/grade levels.   There is a district-wide common assessment calendar to keep everyone on track.

5) 3 weeks common assessments and the PLCs that follow each should pinpoint areas of weakness and strength in learners.   Data is compiled through DMAC so that it is easily accessed and broken down.

6) A centralized curriculum department disseminates and coaches other teachers on the campuses. Curriculum support specialists help with especially reading and math teachers in aligned instruction and activities across the district. Requiring PD common across the district has given staff a common vocabulary and vision for instructional delivery. The team also creates district wide checkpoints.

7) RTI/enrichment interventions with retired teachers, secondary tutorials are built into the schedules (double blocking as a possibility), after school interventions, summer school, extended school year, before school interventions, and computer support programs.   Most of these interventions are designed for struggling learners, and over time, the mission is to assist students in closing the gaps in learning.

8) A well designed lesson should include hands-on, minds-on, purposeful learning. When the learning is relevant to the student, they will retain and learn better.

9) Assessment questions are pulled from a number of resources (including STAARONE, TEKS Resource System, and TAG).   Students are becoming more accepting of common assessments.

10) Using lead4ward to gain insight into how to utilize data from STAAR and checkpoints as well as intentional test review.

11) Utilize on demand professional development, including instructional strategies for reteaching.

Curriculum, Instruction, and Assessment Needs

- Lack of understanding and utilization of student data.
- Lack of rigor in daily instrution.
- Lack of understanding of TRS Curriculum including but not limited to TEKS, SE's, supporting standards, and readiness standards.

Family and Community Involvement

Family and Community Involvement Strengths

1. A. We had approximately 200 fathers/father figures volunteer for the Watch-DOGS program. Each of these volunteers participates on campus in a variety of activities including instruction. The Watch-DOGS program was implemented at all of the elementary campuses and at the junior high school. In addition to the Watch-DOGS program, our student performances are very well attended across the district. Both athletics and the arts are sources of pride for our community. Part of our reasoning for starting the Watch-DOGS program is that we'd like to transfer the enthusiasm our community has for sports and the arts to the classroom.

In addition to the Watch-DOGS initiative, each of our elementary campuses held academic nights. During these events parents and community members were encouraged to serve in leadership roles.

1. B. Activities relative to our community engagement efforts include but are not limited to reading to students, participating in PE classes, monitoring drop-off and pickup periods. Parents who volunteer are also encouraged to be present in the cafeteria during lunch periods.

1. C - Defer to information from the principal.

1. D - Participation as audience members at performances has always been strong and continues to be strong.

2. We have campus level and district level Site Based Committees.

   We also conducted two surveys of our parents this year.

3. We work with a local 501c3, Food 2 Kids to provide meals to approximately 380 children on weekends.

   We also have a summer breakfast and lunch program that provides free meals to our students and inexpensive meals for our parents.

4. Some of our families speak Spanish in the home. We also have three or four families with hearing impaired family members. who speak sign language. As for communicating with those families, we provide sign language interpreters at school functions. Many of our written communications with parents are sent home in English and Spanish.

5. We make referrals to local social agencies ie. MHMR and CPS. In addition to relationships with these local government agencies, we also make referrals to local licensed family counselors when appropriate.

6. Food 2 Kids, The Boys and Girls Club, the YMCA, and the city of Big Spring are all community organizations the district works with to serve families.

We also work closely with local media to keep the community informed.   Each of our campuses also distributes a weekly newsletter to parents. The weekly newsletters provide tips for helping students with school work.

Family and Community Involvement Needs

- Lack of a Parental Involvement Policy (PIP).
- Lack of an active PTO on all campuses.
- Lack of a Parental Advisory Committee.

District Context and Organization

District Context and Organization Strengths

1. The district provides operational flexibility to campus leaders to ensure campus leaders take ownership of their campus and are afforded the autonomy to lead their campus in a common district direction. The district curriculum team is structured to support campus leaders with professional development based upon observational and instructional data. Each campus within the district is equipped with technology in the classrooms designed to promote student engagement and increase instructional rigor. The district has positioned itself in a very competitive position, as compared to area districts with regard to teacher and instructional support salaries.

2. Data provides information on breakdown of students' academic achievement, grade levels, ethnicity, socioeconomic status, teacher experience, teacher salaries, etc.

3. An awareness of individual student needs has resulted in the creation of schedules that incorporate additional instructional assessment time for teachers. The increased awareness of individual student needs also resonates in schedules that allow for increased intervention periods for struggling learners.

4. Each campus has a site-based decision committee and a campus leadership team that is composed primarily of teachers. Teachers also participate in district site-based decisions and serve on the district site-based committee. Teachers are regularly polled for input regarding instructional programs and program evaluations.

5. The role of the teacher is to create classroom assessments designed to measure student growth and conceptual understanding of concepts taught. Teachers have full autonomy to create classroom assessments designed to gain this insight.

6. Committees are scheduled after school hours to allow for participation of staff and community members normally unavailable during the regular workday.

7. The perceptions would vary greatly among the individuals listed. Most parents and community members would agree that the district is focused on the best interest of the students and that the district is continually improving based upon student and faculty needs.

8. School expectations reveal a sense of urgency and a focus on a goal-oriented environment, utilizing data-driven instruction to increase school/district effectiveness.

District Context and Organization Needs

1. A common platform for communication from central office to campus leaders. Additional funding to support instructional objectives without reducing

instructional payroll. Professional development aligned to true instructional needs with regard to instructional usage of technology.

2. A data source for collecting information regarding classes and schedules.

3. Increase electives in the elementary settings to allow for excelling students to receive enrichment activities or select additional electives such as art, etc.

4. Better communication with teachers as to how their voice impacts the instructional decisions of the campus and district. Teachers need to see their ideas come to fruition if plausible.

5. Professional development aligned to increase teacher understanding of how to create assessments and measure student understandings of concepts in multiple assessment designs.

6. A limit on number of committees and more autonomy given to department leaders to make decisions.

7. The district must be cognizant of both the positive and the negative voices and be educated to respond and not react to negatives in the media.

8. Expectations reveal an increased need in professional development aligned with the actual needs of the teacher.

Technology

Technology Summary

Data infrastructure upgrades are underway district-wide and the installation and full utilization of instructional technology tools in the elementary classrooms are proceeding.

Technology Strengths

BSISD has a very strong data infrastructure which is standardized which includes all electronics. All professionals have a dedicated computing device with access to Wi-Fi.

Technology Needs

- Lack of a short and long range technology plan.
- Lack of a plan to better incorporate technology into the classroom.
- Lack of student used technology devices throughout the district.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional Learning Communities (PLC) data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: All student groups at BSISD will perform at or above the Phase II,Level 2 Standard on the STAAR.

Performance Objective 1: BSISD will use data and instructional best practices to increase the number of students passing and also increase the number of students receiving Level III(Advanced Recognition) Performance Standard in each subgroup on the State of Texas Assessments of Academic Readiness.

Evaluation Data Source(s) 1: District Assessments and STAAR Data

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	May
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 CSF 7	3, 4	Campus Administration, Department Heads, Counselors, School Improvement	STAAR results, Steer Walk Data, Checkpoint Data, Instruction based on fundamental five	◕		
1) BSISD will continue to use Lead Your School processes to improve instruction and ultimately increase performance on state standardized tests.	Funding Sources: 199-General Fund: SCE, 211-ESEA Title I, Part A					
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7		Campus Administration, Assistant Superintendent	STAAR results, War Room, PLC Data, Lesson plans, check points, mile markers	◕		
2) BSISD will continue to use Lead4ward planning and strategies to increase the rigor and relevance of lessons to ultimately increase performance on state standardized tests.	Funding Sources: 199-General Fund: SCE, 211-ESEA Title I, Part A					
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4	10	Campus Administration, Special Programs Coordinator	STAAR results, RtI reports, isolation think through math	◕		
3) BSISD will continue to provide enrichment and Response to Intervention (RtI) to students to ultimately increase performance on state standardized test.	Funding Sources: 199-General Fund: SCE, 211-ESEA Title I, Part A, 199-General Fund: Special Education, 224-IDEA B, Special Education					
✔ = Accomplished ◕ = Considerable ◖ = Some Progress ● = No Progress ✘ = Discontinue						

Goal 2: BSISD will determine the professional development and support needs of our workforce to ensure the goals of our district are met.

Performance Objective 1: BSISD will recruit and maintain a highly qualified staff according to ESSA and/or SBEC standards, and will actively participate in professional development.

Evaluation Data Source(s) 1: ESSA Report

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	May
Critical Success Factors CSF 7 1) Principals and Human Resources will attend job fairs to recruit highly qualified professional staff.	3, 5	Principals, Human Resources Coordinator	Sign-in sheets, budget records			
	Funding Sources: 255-ESEA Title II, Part A TPTR					
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 3 CSF 7 2) Directors, Supervisors, and Instructional Support Specialist will provide additional instructional support for first or second year teachers and teachers of focus.	3, 4	Curriculum Department, Campus Administration, School Improvement	Steer Walk data, Peer observations, PLC data, mentoring program, opportunity culture			
	Funding Sources: 199-General Fund					
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 3 CSF 7 3) BSISD will utilize Edivate, a web-based professional development program, to support teachers in continuing their education.	3, 5	Curriculum Department, Campus Administration, School Improvement	Edivate reports, teacher surveys, campus administration surveys			
	Funding Sources: 255-ESEA Title II, Part A TPTR, 199-General Fund					
Critical Success Factors CSF 7 4) A district created mentoring system will be implemented for teacher assistance and teacher development.	3, 4	Curriculum Department, School Improvement, Campus Administration	Documentation of meetings, Peer observations, minutes of meetings, monthly logs showing improvement and growth, end of year survey evaluating the program, and opportunity culture.			
	Funding Sources: 199-General Fund					

Critical Success Factors CSF 7 5) The Career and Technical Education staff will attend appropriate conferences and workshops to provide appropriate services to CTE students.	3, 4	CTE Coordinator, Assistant Superintendent	Conference and workshop attendance, Professional development evaluations and records.	◕		
		Funding Sources: 244-CTE, 199-General Fund
6) BSISD will assist paraprofessionals in obtaining teacher certification through alternative teaching programs.	4	Human Resources, Campus Administration	Participation logs, certificates	⚪		
		Funding Sources: 255-ESEA Title II, Part A TPTR
Critical Success Factors CSF 7 7) BSISD will offer attractive salary and benefit packages in order to retain staff members.	5	Superintendent, Chief Financial Officer, Assistant Superintendent	Teacher retention, highly qualified staff, contracts	✔	✔	✔
		Funding Sources: 199-General Fund, 211-ESEA Title I, Part A, 224-IDEA B, Special Education
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 3 CSF 7 8) BSISD will implement opportunity culture to retain highly qualified teachers and utilize their expertise as lead teachers.	3, 4	Principals, School Improvement, Assistant Superintendent	Staff survey, retention numbers of the BSISD staff.	◕		
		Funding Sources: 211-ESEA Title I, Part A
✔ = Accomplished ◕ = Considerable ◓ = Some Progress ⚪ = No Progress ✖ = Discontinue

Goal 2: BSISD will determine the professional development and support needs of our workforce to ensure the goals of our district are met.

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	May
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7 1) Provide support through campus professional development programs that increase effectiveness of Tier 1 instruction.	3, 4	Campus Administration, Curriculum Department, School Improvement	STAAR results, Steer Walks data, Edivate Data			
			Funding Sources: 199-General Fund, 255-ESEA Title II, Part A TPTR			
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7 2) Provide targeted professional development that addresses the awareness of students social and emotional needs.	3, 4	Campus Administration, Curriculum Department, School Improvement	STAAR results, Steer Walks data, Edivate data, staff trainings to promote teacher/student relationships, and counselor logs			
			Funding Sources: 199-General Fund: SCE, 211-ESEA Title I, Part A, 224-IDEA B, Special Education			
Critical Success Factors CSF 1 CSF 7 3) Establish and provide continuous opportunities for professional development in order to increase proficiency in content specific TEKS	3, 4	Campus Administration, Curriculum Department, School Improvement	Teacher surveys,Professional Develeopment attendance, Assessment Data			
			Funding Sources: 255-ESEA Title II, Part A TPTR, 224-IDEA B, Special Education, 199-General Fund			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 2: BSISD will determine the professional development and support needs of our workforce to ensure the goals of our district are met.

Performance Objective 3: Develop leadership systems, and have our district pledge to ensure student success.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	May
Critical Success Factors CSF 1 CSF 3 1) Continue to develop and encourage a collaborative learning community that provides professional development and support customized to the leaders' needs. (Summer Leadership Academy, Monthly meetings)	4	Assistant Superintendent	Survey of campus principals, Agendas, Attendance to professional conferences, monthly meetings	◔		
		Funding Sources: 199-General Fund, 211-ESEA Title I, Part A, 255-ESEA Title II, Part A TPTR, 224-IDEA B, Special Education				
Critical Success Factors CSF 3 2) Develop an annual plan that delivers professional development to meet the needs of campus principals.	4	Assistant Superintendent, Curriculum Department	Survey of campus principals	◯		
		Funding Sources: 199-General Fund				
Critical Success Factors CSF 3 3) Assistant Principal Workshops led by the Assistant Superintendent will provide new and experienced Assistant Principals with skills and knowledge preparing for the role of principal.	4	Superintendent, Assistant Superintendent	Documentation of content of academy sessions, evaluations of assistant principals	◯		
		Funding Sources: 199-General Fund				
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

Goal 3: BSISD will develop partnerships with Big Spring business organizations, parents, and community members.

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	May
Critical Success Factors CSF 5 CSF 6		Directors	Performance and participation	🟠		
1) BSISD performing arts groups, CTE, and science fair groups will participate in community events and contests sponsored by civic organizations.	Funding Sources: 199-General Fund					
Critical Success Factors CSF 5 CSF 6		Campus administration	Participation	🟠		
2) Campus student organizations will participate as volunteers at civic events.						
Critical Success Factors CSF 5	10	Campus administration, Community Relations Coordinator	Tracking the number of community partners	🟠		
3) The district will build a network of community partners through a business recognition program (TASB)						
Critical Success Factors CSF 5	10	Community Relations Coordinator	Annual event	✓	✓	✓
4) Continue the Memorial Tree Project.						
Critical Success Factors CSF 5 CSF 6		Community Relations Coordinator	Articles, Radio broadcasts, number of followers on Facebook, BSISD website, and Twitter	✓	✓	✓
5) Use local news media and social media as a venue to promote district projects and successes.	Funding Sources: 199-General Fund					
✓ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue						

Goal 3: BSISD will develop partnerships with Big Spring business organizations, parents, and community members.

Performance Objective 2: BSISD will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	May
Critical Success Factors CSF 5	6	Federal Programs Director	Sign in sheets	✓	✓	✓
1) Train campus principals and school contacts on requirements for campus parent involvement policy and School/Parent Compact.	Funding Sources: 211-ESEA Title I, Part A					
Critical Success Factors CSF 5 2) Coordinate and integrate parent involvement strategies in Part A with parental existing involvement strategies under the following programs: Bilingual/ESL; Guidance/Counseling; Homeless; Dyslexia; and Gifted and Talented by: Providing program descriptions and opportunities for parents to learn more about them. Provide information on advisory committees, community programs, transitioning activities, and health and safety.		Campus Administration, teachers, counselors, Campus Contacts, Federal Programs Director	Sign in Sheets, Agendas, Minutes	🟠		
	Funding Sources: 199-General Fund, 211-ESEA Title I, Part A					
✓ = Accomplished 🟠 = Considerable 🔘 = Some Progress ⚪ = No Progress ❌ = Discontinue						

Goal 3: BSISD will develop partnerships with Big Spring business organizations, parents, and community members.

Performance Objective 3: Parents and community members will perceive a positive relationship with the district and its schools as evidenced by data (including but not limited to) district disseminated Parent Involvement Survey.

      Evaluation Data Source(s) 3:

      Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	May
Critical Success Factors CSF 5 CSF 6 1) Annually review the systemic plan for communication between parents, community and district personnel, with 100% of campuses utilizing the system.	2, 6	Campus Administration, Assistant Superintendent, Community Relations Coordinator	Blackboard Connect Reports , website, newsletters, Facebook, Twitter	◓		
Funding Sources: 199-General Fund						
2) District-wide events that impact students at multiple campuses will be scheduled on a common calendar that is easily accessible to all staff.	2	Community Relations Coordinator	Calendar of events	✔	✔	✔
Funding Sources: 199-General Fund						
Critical Success Factors CSF 5 CSF 6 3) Deploy strategic communications from the Office of the Superintendent and/or Community Relations Coordinator, for example: Twitter/Facebook, written messages, press releases, community memberships (Chamber of Commerce, United Way, Rotary etc.)	6	Superintendent, Community Relations Coordinator	Memberships, communications	✔	✔	✔
			Funding Sources: 199-General Fund			
Critical Success Factors CSF 5 CSF 6 4) BSISD campuses will help to create and maintain an active PTO (Parent/Teacher Organization).	6	Campus Administration, Community Relations Coordinator	Active memberships	◓		

Critical Success Factors CSF 1 CSF 5 CSF 6 5) BSISD campuses will help to create and maintain an active Parent Advisory Council.	6	Campus Administration, Community Relations Coordinator, Special/Federal Programs Director	Agendas, Sign in sheets,	◔
Funding Sources: 199-General Fund				
Critical Success Factors CSF 5 6) BSISD will develop and maintain a parent and community involvement committee. The composition of this committee will comply with federal directives.		Superintendent, Community Relations Coordinator	Agendas, Sign in sheets	◔
Funding Sources: 199-General Fund				
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue				

Goal 4: BSISD 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: BSISD will support comprehensive district-wide implementation and evaluation of BSISD Curriculum Management Plan

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	May
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7 1) District Professional Development for new teachers	3, 4	Curriculum Department, Director for School Improvement, Campus Administration	Peer Observations; Data Collected from Campus Visits; Professional Development Calendar;			
Funding Sources: 199-General Fund, 211-ESEA Title I, Part A, 255-ESEA Title II, Part A TPTR, 224-IDEA B, Special Education						
Critical Success Factors CSF 1 CSF 7 2) Mentoring support for new teachers	3, 4	Campus Administration, Curriculum Department	Implementation of mentoring plan; Data collected from classroom visits; Documented discussions from mentoring visits; Survey;			
Funding Sources: 199-General Fund						
Critical Success Factors CSF 4 CSF 6 3) Elementary, BSI, and Junior High staffs will set high campus expectations based on PBIS. High School will continue with using positive behavior support techniques.	2	Campus Administration, Assistant Superintendent	PBIS posters; Ride for the Brand forms; reduction in discipline referrals			
Funding Sources: 199-General Fund						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7 4) Professional development in content knowledge and lesson planning for math, science, reading, language arts, and social studies.	3, 4, 10	Curriculum Department, Campus Administrators	PD evaluations; STAAR; EOC; Principal monitored lesson plans			
Funding Sources: 199-General Fund, 199-General Fund: SCE						

State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 7 5) Staff will use TEKS Resource System (TRS) as a resource for what is taught, written, and assessed.	1, 3, 4, 8, 9	Campus Administration, Curriculum Department, Director of School Improvement	Lesson plans, PLC data, Professional Development Agenda	🟠		
	Funding Sources: 199-General Fund, 211-ESEA Title I, Part A					
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 4 CSF 6 CSF 7 6) District personnel will use strategies out of, "The Fundamental 5: The Formula for Quality Instruction."	2, 3, 4, 9	Campus Administration, Curriculum Department, Director for School Improvement	Steer Walk data, PLC data,	✔	✔	✔
	Funding Sources: 199-General Fund					
Critical Success Factors CSF 1 CSF 7 7) District professional development for teachers focusing on strategies and standards.	1, 2, 3, 4, 8, 9, 10	Campus Administration, Curriculum Department, School Improvement	Professional Development Calendar, State Assessment Results, Steer Walk data	🟠		
	Funding Sources: 199-General Fund					
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 8) BSISD and Lead4Ward will ensure comprehensive district-wide understanding of readiness, supporting, and process standards.	3, 4, 8, 9, 10	Campus Administration, Curriculum Department, School Improvement	Lesson Plans, STAAR results	🟠		
	Funding Sources: 199-General Fund: SCE, 211-ESEA Title I, Part A					
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7 9) All elementary schools will continue to use "Saxon Phonics" as a resource for reading.		Campus Administration, Curriculum Department	Reading scores, Istation Data	✔	✔	✔
	Funding Sources: 199-General Fund, 211-ESEA Title I, Part A					
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 10) BSISD will utilize Eric Jensen Brain Based Strategies to reach our children of poverty	3, 4, 7, 9	Campus Administration, School Improvement	Increase in scores, Lesson plans, Steer Walk data	🟠		
	Funding Sources: 211-ESEA Title I, Part A, 199-General Fund: SCE					

State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7	3, 4, 9	Campus Administration, Curriculum Department, School Improvement	STAAR results, Power Walk data, Lesson plans, and "Empowering Writers."
11) BSISD ELA teachers will utilize the "empowering writers" curriculum to help our students reach Phase II, Level 2 in writing.	Funding Sources: 211-ESEA Title I, Part A, 199-General Fund: SCE		
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7	3, 4, 9	Campus Administration, Curriculum Department, School Improvement	STAAR results, certificate of attendance
12) Core teachers will attend trainings that will benefit students within their specific content areas: CAMT, CAST, PBIS	Funding Sources: 199-General Fund, 211-ESEA Title I, Part A		
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7	4, 9	Campus Administration, Curriculum Department, School Improvement	STAAR results, lesson plans
13) BSISD will use a balanced literacy approach when teaching students to read and write.	Funding Sources: 199-General Fund, 211-ESEA Title I, Part A		

✔ = Accomplished ◑ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue

Goal 4: BSISD 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: BSISD will promote a systematic and effective use of data to improve instruction.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	May
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 7	4, 8, 9, 10	Curriculum/Testing Department, Campus Administration	Professional Learning Communities (PLC's); DMAC reports which changes instruction	✔	✔	✔
1) Principals and/or a campus representative will be trained in DMAC (Data Management for Assessment and Curriculum).		Funding Sources: 199-General Fund				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2	4	Director for School Improvement, Curriculum Department	Heat Maps; PLC's; STAAR results; EOC's	◔		
2) Campuses will be trained in STAAR4WARD processes through webinars and curriculum department presentations.		Funding Sources: 199-General Fund				
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 4: BSISD 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: Each campus will develop plans that provide for coordinated school health

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	May
1) Provide Fitnessgram data for instructional planning	10	Athletic Director, Campus Administration, Physical Education teacher	Analysis of Fitnessgram data	⬤		
Funding Sources: 199-General Fund						
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 4: BSISD 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: BSISD will support initiatives to improve district performance within all indicators of the Performance Based Monitoring System.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	May
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Continued focus on the reduction of disciplinary out-of-placements for students receiving special services through the use of district level behavior programs and campus level Behavior Intervention Teams.	1, 2	Director of Special Services, Campus Administration, Curriculum Director, Assistant Superintendent	PEIMS discipline reports and six week in-district discipline placement data reports			
Funding Sources: 199-General Fund, 211-ESEA Title I, Part A, 224-IDEA B, Special Education						
Critical Success Factors CSF 1 CSF 4 CSF 6 2) PBIS and positive behavior support techniques will be implemented to focus on student behavior expectations.	1, 2	Director of Special Services Campus administration Assistant Superintendent	Reduction of PEIMS reportable discipline placements; Less students missing instructional time			
Funding Sources: 199-General Fund, 224-IDEA B, Special Education						
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 3) Campuses will appropriately schedule Secondary English Language Learners by reviewing students' historical educational background.	1, 2, 8, 9, 10	Federal Programs Director, Campus Administration, Counselors	4 year graduation plan			
Funding Sources: 199-General Fund, 211-ESEA Title I, Part A						

State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 6	1, 2, 8, 9, 10	Federal Programs Director Campus Administration, Counselors	Improved performance by LEP students on state assessments in reading, math, science, social studies, writing, TELPAS and Idea Proficiency Test (IPT)--Language Proficiency Assessment.	✓	✓	✓
4) Students who have been denied Bil/ESL services by their parents will be granted appropriate interventions and monitoring and scheduling through campus and district oversight.		Funding Sources: 199-General Fund, 211-ESEA Title I, Part A				
Critical Success Factors CSF 2 CSF 7 5) Targeted TELPAS training will be provided for teacher raters, verifiers, and campus administration.	3, 9, 10	Federal Program Director, Campus Administration, Special Programs Coordinator, Curriculum Director	Documentation of improved TELPAS rates and evaluation of training	⬤		
		Funding Sources: 199-General Fund				
Critical Success Factors CSF 1 CSF 2 6) Students who are identified as special education, ELL, economically disadvantaged , and advanced academic students will be recruited for possible participation in CTE courses in grades 7-12.	1	CTE Coordinator, Campus Administration	Course completion by special population students in CTE courses.	◓		
		Funding Sources: 199-General Fund: SCE, 199-General Fund, 224-IDEA B, Special Education, 244-CTE				
Critical Success Factors CSF 6 7) Gender specific recruitment will occur for enrollment of students in non-traditional CTE courses as identified by TEA.		CTE Coordinator, Campus Administration, Counselors	Course completion reports by gender based upon PEIMS reports	◓		
		Funding Sources: 244-CTE				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 7 8) The curriculum department will provide professional development and continuous support to teachers.	2, 3, 4	Curriculum Director, Director for School Improvement, Assistant Superintendent	Evaluations of professional development opportunities.	◓		
		Funding Sources: 199-General Fund, 255-ESEA Title II, Part A TPTR				
Critical Success Factors CSF 1 9) Distinguished High School, Foundation with endorsements graduation rates will be monitored for special education, ELL, as well as CTE students.	1, 2, 3, 9, 10	Federal Programs Director, Special Education Director, CTE Coordinator, Campus Administration, Counselors	Graduation rates and diploma rates in comparison to general student population graduation rates.	◓		
		Funding Sources: 224-IDEA B, Special Education, 211-ESEA Title I, Part A, 244-CTE				

State System Safeguard Strategy Federal System Safeguard Strategy **Critical Success Factors** CSF 1	9	Campus Administration, Special Education Director	STAAR results, STAAR A results, STAAR Alt. results			
10) BSISD will provide special education services to all students who qualify to increase performance on state accountability exams.	Funding Sources: 199-General Fund, 224-IDEA B, Special Education					

✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✘ = Discontinue

Goal 4: BSISD 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: The district's academic and supplemental programs will be regularly evaluated for effectiveness in improving student performance.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	May
Critical Success Factors CSF 1 CSF 2 1) Monitor and evaluate the effectiveness and fidelity of use of intervention programs: iStation, Think Through Math: also used as universal screeners.	2, 8, 10	Curriculum Department, School Improvement	Data and use of programs, program evaluations	◕		
		Funding Sources: 199-General Fund: SCE, 211-ESEA Title I, Part A, 224-IDEA B, Special Education				
Critical Success Factors CSF 1 CSF 2 2) A systematic rotation of program evaluation will be developed and implemented to evaluate the effectiveness of supplemental and academic programs: Accelerated Reader	2, 8, 10	Curriculum Department, School Improvement	Program evaluations, STAAR results	◕		
		Funding Sources: 199-General Fund, 199-General Fund: SCE, 211-ESEA Title I, Part A, 224-IDEA B, Special Education				
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 4: BSISD 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 6: BSISD will prepare students for higher education or career choices by increasing participation and completion rate while decreasing the drop-out rate

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	May
Critical Success Factors CSF 1 1) BSISD will increase percentage of students taking the ACT/SAT exam and scores will exceed the national average by offering online study sessions, providing study guides, and providing funding for ACT/SAT fee for qualified students.		Counselors, Campus Administration	Log of sessions, ACT/SAT scores, number of student who qualify,	◔		
		Funding Sources: 199-General Fund: High School Allotment				
Critical Success Factors CSF 1 2) BSISD will continue providing the Personal Achievement Center (PAC) to serve students during the school day who are struggling or behind in their studies.	10	Campus Administration, Counselors, PAC Teacher	EOC scores, Final exams	✓	✓	✓
	Funding Sources: 211-ESEA Title I, Part A, 199-General Fund: SCE					
Critical Success Factors CSF 1 3) BSISD will continue providing the Internet Personal Achievement Center (IPAC) to serve students after school who are in danger of not graduating.		Campus Administration, Counselors	Graduation rate, EOC's	✓	✓	✓
	Funding Sources: 211-ESEA Title I, Part A, 199-General Fund: SCE					
Critical Success Factors CSF 1 CSF 7 4) BSISD students will receive rigorous instruction through Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) courses for core classes.	3, 10	Campus Administration, Counselors	PEIMS, AP Scores	◑		
	Funding Sources: 199-General Fund, 199-General Fund: High School Allotment					
Critical Success Factors CSF 1 CSF 5 CSF 7 5) Student development will continue partnership with Howard College through dual credit opportunities.	3, 10	Counseling Department	List of students participating in dual credit courses	◕		
	Funding Sources: 199-General Fund: High School Allotment					

6) BSISD will actively recruit students, both male and female, to participate in CTE programs.	10	CTE Coordinator, Campus Counselors, Campus Administration	PEIMS reports demonstrating students in a coherent sequence of CTE courses, program participation	🟠		
Funding Sources: 244-CTE						
Critical Success Factors CSF 1 7) BSISD will completely reconfigure the CTE registration process with an updated course catalog which will include the career pathways so students will be more informed.		CTE Coordinator, Counselors	Consistency in coherence sequence, four year plans	🟠		
		Funding Sources: 244-CTE, 199-General Fund				
8) BSISD students will complete coherent sequence for career pathways and endorsements		CTE Coordinator, Counselors	Student Certifications, Accountability reports	🟠		
Funding Sources: 244-CTE, 199-General Fund						
Critical Success Factors CSF 1 9) BSISD will continue to offer the junior high students who are far behind an opportunity to stay on track with "Success School"	1, 9	Junior High Campus Administrators, Success School Administrator	Promotion of students,	✓	✓	✓
Funding Sources: 199-General Fund: SCE						

✓ = Accomplished 🟠 = Considerable 🟡 = Some Progress ⚪ = No Progress ✗ = Discontinue

Goal 5: BSISD will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 1: Attendance rate at 100% of BSISD campuses will meet predetermined thresholds each 6 weeks as measured by reports generated by TxEIS.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	May
Critical Success Factors CSF 1 CSF 4 CSF 6 1) High school and junior high school will implement campus-based activities and incentives to promote student attendance and decrease truancy/drop out rate.	2	Campus administration, Assistant Superintendent	Increase in attendance rate, drop in truancy, and reduction in the number of drop outs.			
Funding Sources: 199-General Fund: SCE						
Critical Success Factors CSF 1 CSF 4 CSF 6 2) Each elementary school will implement campus-based activities and incentives to promote student attendance.	2	Campus administration, Assistant Superintendent	Increase in attendance rates			
Funding Sources: 199-General Fund						
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

Goal 5: BSISD will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 2: 100% of BSISD instructional staff members will receive professional development on supporting topics which must be completed by designated time line.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	May
Critical Success Factors CSF 6 1) Complete HIPPA, FERPA, Suicide Prevention, Bullying Prevention, Internet Safety, Blood Borne Pathogens, Sexual Harassment and Copyright trainings by October 3, 2016.	4	Assistant Superintendent, Curriculum Department	Edivate Certificates	✔	✔	✔
		Funding Sources: 199-General Fund				

✔ = Accomplished	= Considerable	= Some Progress	= No Progress	✖ = Discontinue

Goal 5: BSISD will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 3: 100% of BSISD campuses will continue to implement campus safety committees and district-wide discipline management policies and procedures.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	May
Critical Success Factors CSF 6 1) Each campus will conduct monthly safety drills following district requirements.	2	Campus Administration, Safety Director	Required safety logs	◕		
Funding Sources: 199-General Fund						
Critical Success Factors CSF 6 2) Campus administration will communicate identified safety procedures and concerns to staff, students, and parents specific to the campus		Campus Administration, Safety Director	Safety documentation	◕		
Critical Success Factors CSF 1 CSF 6 3) All campuses will implement positive and preventative discipline management programs including: Conscious Discipline, Positive Behavior Intervention System (PBIS), and the Student Code of Conduct. Faculty and staff will be trained on these programs and will communicate to stakeholders procedures and expectations.	2	Campus Administration, Assistant Superintendent	Discipline referrals, tobacco, alcohol, drug offenses, and incidents of violence will decrease documented in PEIMS reports.	◕		
Funding Sources: 199-General Fund, 224-IDEA B, Special Education						
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Goal 5: BSISD will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 4: BSISD campuses will increase student achievement and academic success by strengthening educational programs and opportunities for all students and staff.

      Evaluation Data Source(s) 4:

      Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	May
Critical Success Factors CSF 6 1) Bully prevention training will be conducted for teachers, PK-12, and students will be exposed to bully prevention through various programs PK-12.		Campus Counselors, Curriculum Department, Assistant Superintendent	Student and parent feedback, Stay Alert reports, Edivate Data	✔	✔	✔
Funding Sources: 199-General Fund						
Critical Success Factors CSF 5 CSF 6 2) Counselors will increase teacher, student, and parent awareness and warning signs of issues regarding sexual abuse (K-12) and dating violence (8-12) using resources developed by TEA on prevention of sexual abuse.	6	Campus Administration, Counselors	Observations, Student Surveys, Parent Surveys	🥧		
		Funding Sources: 199-General Fund				
Critical Success Factors CSF 6 3) Behavior intervention counseling with at-risk students on all campuses.		Campus Administration, Special Education Director	Log of activity.	🥧		
Funding Sources: 199-General Fund, 224-IDEA B, Special Education						
✔ = Accomplished 🥧 = Considerable 🥧 = Some Progress ⚪ = No Progress ❌ = Discontinue						

Goal 6: BSISD will coordinate with Region 18 ESC, the 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.

Performance Objective 1: 100% of PFS students will have access to supplemental instructional and support services.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	May
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 1) Provide training to all Migrant Education Program administrators and other staff on the significance and requirement by TEA to generate, print, and share Priority for Services Reports with all instructional personnel working with migrant students.	10	All Migrant Education Program (MEP) Staff	Participants List	✓	✓	✓
		Funding Sources: 212-ESEA Migrant (ESC 18)				
Critical Success Factors CSF 7 2) Conduct a presentation at the districts beginning of the school year required staff development to inform all district personnel of the definition of PFS students and significance of prioritizing all instructional services for these students for compliance issues.	4, 10	District Migrant Contact	Participants List	✓	✓	✓
		Funding Sources: 199-General Fund				
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 5 3) Determine individual needs of every migrant identified student and family for instructional and support services; identify available resources to address said needs; coordinate with campus administrators, other district staff, and local entities to ensure that each child and family has access to the appropriate services; and follow-up to monitor and document progress.	9, 10	All MEP Staff District Migrant Contact	Preliminary Family Needs Assessment Form, PFS Migrant Student Assessment, Migrant Student Monitoring	✓	✓	✓
		Funding Sources: 199-General Fund				

State System Safeguard Strategy **Federal System Safeguard Strategy**	3, 4, 10	District Migrant Contact	Contact Log, Participants List	✓	✓	✓
Critical Success Factors CSF 1 4) Coordinate training for migrant students,teachers, and campus administrators to inform them of individual needs of migrant students in their class and on their campus. Stress the significance of prioritizing all instructional services for these students to meet specific needs.	Funding Sources: 199-General Fund					
Critical Success Factors CSF 5 5) Make periodic home visits to update parents on the academic progress of their children.	6, 10	All MEP Staff, District Migrant Contact	Contact Log	◑		
	Funding Sources: 199-General Fund					
Critical Success Factors CSF 1 6) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework, which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes.	10	All MEP Staff, District Migrant Contact	Migrant Student checklist with Resources provided Migrant Student Monitoring	◑		
	Funding Sources: 199-General Fund					
7) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS	10	All MEP Staff, District Migrant Contact	Graduation Plan, School Records	◑		
	Funding Sources: 199-General Fund: SCE					
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 8) Monitor academic progress of migrant students while working cooperatively with district administrators and staff to implement a total instructional and supportive program that addresses the specific needs of migrant students. Maintain documentation of services provided for Compliance Reporting.	10	All MEP Staff, District Migrant Contact	Migrant Student Monitoring, Counseling Notes, PFS Student Assessment	◑		
	Funding Sources: 199-General Fund					
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 9) Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed TAKS/STAAR in any content area are accessing local, intrastate, remediation.	9, 10	All MEP Staff, District Migrant Contact	TMIP Student Referral Form (if applicable)	◑		
	Funding Sources: 199-General Fund: SCE					
10) Generate PFS report for every SSA district in the region on a monthly basis and submit and/or mail to the SSA district migrant contact.	10	Migrant Specialists	NGS PFS Reports	✓	✓	✓
	Funding Sources: 199-General Fund					

11) SSA district disseminates a copy of the PFS report to the appropriate campus personnel.	10	District Migrant Contact	NGS PFS Reports			
Funding Sources: 199-General Fund						
12) Provide campus administrators, appropriate campus staff, and parents the PFS criteria and updated PFS reports.	10	All MEP Staff District Migrant Contact	NGS PFS Reports			
Funding Sources: 199-General Fund						
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	BSISD will continue to use Lead Your School processes to improve instruction and ultimately increase performance on state standardized tests.
1	1	2	BSISD will continue to use Lead4ward planning and strategies to increase the rigor and relevance of lessons to ultimately increase performance on state standardized tests.
1	1	3	BSISD will continue to provide enrichment and Response to Intervention (RtI) to students to ultimately increase performance on state standardized test.
2	1	2	Directors, Supervisors, and Instructional Support Specialist will provide additional instructional support for first or second year teachers and teachers of focus.
2	1	3	BSISD will utilize Edivate, a web-based professional development program, to support teachers in continuing their education.
2	1	8	BSISD will implement opportunity culture to retain highly qualified teachers and utilize their expertise as lead teachers.
2	2	1	Provide support through campus professional development programs that increase effectiveness of Tier 1 instruction.
2	2	2	Provide targeted professional development that addresses the awareness of students social and emotional needs.
4	1	1	District Professional Development for new teachers
4	1	4	Professional development in content knowledge and lesson planning for math, science, reading, language arts, and social studies.
4	1	5	Staff will use TEKS Resource System (TRS) as a resource for what is taught, written, and assessed.
4	1	6	District personnel will use strategies out of, "The Fundamental 5: The Formula for Quality Instruction."
4	1	8	BSISD and Lead4Ward will ensure comprehensive district-wide understanding of readiness, supporting, and process standards.
4	1	9	All elementary schools will continue to use "Saxon Phonics" as a resource for reading.
4	1	11	BSISD ELA teachers will utilize the "empowering writers" curriculum to help our students reach Phase II, Level 2 in writing.
4	1	12	Core teachers will attend trainings that will benefit students within their specific content areas: CAMT, CAST, PBIS
4	1	13	BSISD will use a balanced literacy approach when teaching students to read and write.
4	2	1	Principals and/or a campus representative will be trained in DMAC (Data Management for Assessment and Curriculum).
4	2	2	Campuses will be trained in STAAR4WARD processes through webinars and curriculum department presentations.
4	4	3	Campuses will appropriately schedule Secondary English Language Learners by reviewing students' historical educational background.

Goal	Objective	Strategy	Description
4	4	4	Students who have been denied Bil/ESL services by their parents will be granted appropriate interventions and monitoring and scheduling through campus and district oversight.
4	4	8	The curriculum department will provide professional development and continuous support to teachers.
4	4	10	BSISD will provide special education services to all students who qualify to increase performance on state accountability exams.
6	1	1	Provide training to all Migrant Education Program administrators and other staff on the significance and requirement by TEA to generate, print, and share Priority for Services Reports with all instructional personnel working with migrant students.
6	1	3	Determine individual needs of every migrant identified student and family for instructional and support services; identify available resources to address said needs; coordinate with campus administrators, other district staff, and local entities to ensure that each child and family has access to the appropriate services; and follow-up to monitor and document progress.
6	1	4	Coordinate training for migrant students,teachers, and campus administrators to inform them of individual needs of migrant students in their class and on their campus. Stress the significance of prioritizing all instructional services for these students to meet specific needs.
6	1	8	Monitor academic progress of migrant students while working cooperatively with district administrators and staff to implement a total instructional and supportive program that addresses the specific needs of migrant students. Maintain documentation of services provided for Compliance Reporting.
6	1	9	Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed TAKS/STAAR in any content area are accessing local, intrastate, remediation.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	BSISD will continue to use Lead Your School processes to improve instruction and ultimately increase performance on state standardized tests.
1	1	2	BSISD will continue to use Lead4ward planning and strategies to increase the rigor and relevance of lessons to ultimately increase performance on state standardized tests.
1	1	3	BSISD will continue to provide enrichment and Response to Intervention (RtI) to students to ultimately increase performance on state standardized test.
2	1	2	Directors, Supervisors, and Instructional Support Specialist will provide additional instructional support for first or second year teachers and teachers of focus.
2	1	3	BSISD will utilize Edivate, a web-based professional development program, to support teachers in continuing their education.
2	1	8	BSISD will implement opportunity culture to retain highly qualified teachers and utilize their expertise as lead teachers.
2	2	1	Provide support through campus professional development programs that increase effectiveness of Tier 1 instruction.
2	2	2	Provide targeted professional development that addresses the awareness of students social and emotional needs.
4	1	1	District Professional Development for new teachers
4	1	4	Professional development in content knowledge and lesson planning for math, science, reading, language arts, and social studies.
4	1	5	Staff will use TEKS Resource System (TRS) as a resource for what is taught, written, and assessed.
4	1	6	District personnel will use strategies out of, "The Fundamental 5: The Formula for Quality Instruction."
4	1	8	BSISD and Lead4Ward will ensure comprehensive district-wide understanding of readiness, supporting, and process standards.
4	1	9	All elementary schools will continue to use "Saxon Phonics" as a resource for reading.
4	1	11	BSISD ELA teachers will utilize the "empowering writers" curriculum to help our students reach Phase II, Level 2 in writing.
4	1	12	Core teachers will attend trainings that will benefit students within their specific content areas: CAMT, CAST, PBIS
4	1	13	BSISD will use a balanced literacy approach when teaching students to read and write.
4	2	1	Principals and/or a campus representative will be trained in DMAC (Data Management for Assessment and Curriculum).
4	2	2	Campuses will be trained in STAAR4WARD processes through webinars and curriculum department presentations.
4	4	3	Campuses will appropriately schedule Secondary English Language Learners by reviewing students' historical educational background.

Goal	Objective	Strategy	Description
4	4	4	Students who have been denied Bil/ESL services by their parents will be granted appropriate interventions and monitoring and scheduling through campus and district oversight.
4	4	8	The curriculum department will provide professional development and continuous support to teachers.
4	4	10	BSISD will provide special education services to all students who qualify to increase performance on state accountability exams.
6	1	1	Provide training to all Migrant Education Program administrators and other staff on the significance and requirement by TEA to generate, print, and share Priority for Services Reports with all instructional personnel working with migrant students.
6	1	3	Determine individual needs of every migrant identified student and family for instructional and support services; identify available resources to address said needs; coordinate with campus administrators, other district staff, and local entities to ensure that each child and family has access to the appropriate services; and follow-up to monitor and document progress.
6	1	4	Coordinate training for migrant students,teachers, and campus administrators to inform them of individual needs of migrant students in their class and on their campus. Stress the significance of prioritizing all instructional services for these students to meet specific needs.
6	1	8	Monitor academic progress of migrant students while working cooperatively with district administrators and staff to implement a total instructional and supportive program that addresses the specific needs of migrant students. Maintain documentation of services provided for Compliance Reporting.
6	1	9	Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed TAKS/STAAR in any content area are accessing local, intrastate, remediation.

State Compensatory

Budget for District Improvement Plan:

Account Code	Account Title	Budget
6100 Payroll Costs		
199-11-6112-00-XXX-6-30000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$7,500.00
199-11-6118-00-XXX-6-30000	6118 Extra Duty Stipend - Locally Defined	$25,000.00
199-11-6119-00-XXX-6-30000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$442,381.00
199-11-6119-03-xxx-6-24000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$154,039.00
199-13-6119-00-999-6-24000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$9,042.00
199-23-6119-01-XXX-6-30000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$315,273.00
199-31-6119-00-999-6-24000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$100,000.00
199-31-6119-00-XXX-6-30000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$141,462.00
199-32-6119-00-999-6-24090	6119 Salaries or Wages - Teachers and Other Professional Personnel	$62,350.00
199-11-6121-00-XXX-6-30000	6121 Extra Duty Pay/Overtime - Support Personnel	$9,500.00
199-11-6121-03-001-6-24000	6121 Extra Duty Pay/Overtime - Support Personnel	$500.00
199-11-6122-XX-XXX-6-30000	6122 Salaries or Wages for Substitute Support Personnel	$3,500.00
199-23-6122-00-XXX-6-30000	6122 Salaries or Wages for Substitute Support Personnel	$300.00
199-11-6129-XX-XXX-6-30000	6129 Salaries or Wages for Support Personnel	$124,878.00
199-13-6129-00-999-6-24000	6129 Salaries or Wages for Support Personnel	$40,326.00
199-23-6129-00-XXX-6-30000	6129 Salaries or Wages for Support Personnel	$51,314.00
199-32-6129-00-999-6-24090	6129 Salaries or Wages for Support Personnel	$16,600.00
199-23-6141-00-XXX-6-30000	6141 Social Security/Medicare	$4,810.00
199-31-6141-00-999-6-24000	6141 Social Security/Medicare	$2,642.00
199-31-6141-00-XXX-6-30000	6141 Social Security/Medicare	$1,848.00
199-31-6142-00-XXX-6-30000	6141 Social Security/Medicare	$8,820.00
199-32-6141-00-999-6-24000	6141 Social Security/Medicare	$1,059.00

199-11-6141-00-XXX-6-24000	6141 Social Security/Medicare	$1,141.00
199-11-6141-00-XXX-6-30000	6141 Social Security/Medicare	$7,981.00
199-13-6141-00-999-6-24000	6141 Social Security/Medicare	$1,107.00
199-11-6142-00-XXX-6-24000	6142 Group Health and Life Insurance	$4,242.00
199-11-6142-00-XXX-6-30000	6142 Group Health and Life Insurance	$38,261.00
199-13-6142-00-999-6-24000	6142 Group Health and Life Insurance	$1,950.00
199-23-6142-00-XXX-6-30000	6142 Group Health and Life Insurance	$19,590.00
199-32-6142-00-999-6-24000	6142 Group Health and Life Insurance	$8,100.00
199-11-6143-00-XXX-6-24000	6143 Workers' Compensation	$350.00
199-11-6143-00-XXX-6-30000	6143 Workers' Compensation	$7,650.00
199-13-6143-00-999-6-24000	6143 Workers' Compensation	$1,900.00
199-23-6143-00-XXX-6-30000	6143 Workers' Compensation	$1,350.00
199-31-6143-00-XXX-6-30000	6143 Workers' Compensation	$695.00
199-32-6143-00-999-6-24000	6143 Workers' Compensation	$640.00
199-11-6145-00-XXX-6-30000	6145 Unemployment Compensation	$350.00
199-11-6146-00-XXX-6-24000	6146 Teacher Retirement/TRS Care	$1,975.00
199-11-6146-00-XXX-6-30000	6146 Teacher Retirement/TRS Care	$16,459.00
199-13-6146-00-999-6-24000	6146 Teacher Retirement/TRS Care	$3,452.00
199-23-6146-01-XXX-6-30000	6146 Teacher Retirement/TRS Care	$11,230.00
199-31-6146-00-999-6-24000	6146 Teacher Retirement/TRS Care	$1,907.00
199-31-6146-00-XXX-6-30000	6146 Teacher Retirement/TRS Care	$4,309.00
199-32-6146-00-999-6-24000	6146 Teacher Retirement/TRS Care	$1,844.00
	6100 Subtotal:	**$1,659,627.00**

6200 Professional and Contracted Services

199-11-6219-10-999-6-24000	6219 Professional Services	$30,000.00
199-13-6219-00-999-6-24000	6219 Professional Services	$10,000.00
199-32-6219-00-XXX-6-30000	6219 Professional Services	$2,000.00

199-32-6219-01-999-6-24090	6219 Professional Services	$450.00
199-11-6239-01-999-6-24000	6239 ESC Services	$15,000.00
199-13-6239-02-999-6-24000	6239 ESC Services	$26,918.00
	6200 Subtotal:	**$84,368.00**

6300 Supplies and Services

199-11-6399-10-001-6-24000	6399 General Supplies	$11,650.00
199-21-6399-01-999-6-24000	6399 General Supplies	$1,500.00
199-21-6399-25-999-6-24000	6399 General Supplies	$5,900.00
199-32-6399-00-999-6-24090	6399 General Supplies	$2,000.00
199-32-6399-10-999-6-24090	6399 General Supplies	$900.00
	6300 Subtotal:	**$21,950.00**

6400 Other Operating Costs

199-21-6411-01-999-6-24000	6411 Employee Travel	$1,500.00
199-32-6411-00-999-6-24090	6411 Employee Travel	$2,000.00
199-13-6411-00-999-6-24000	6411 Employee Travel	$10,000.00
199-13-6411-03-999-6-24000	6411 Employee Travel	$5,000.00
	6400 Subtotal:	**$18,500.00**

Personnel for District Improvement Plan:

Name	Position	Program	FTE
Alecia Hancock	Asst. Principal		.3
Ashley Morgan	Secondary Writing		.15
Bert Otto	Asst Secondary Principal		1.
Carmen Ritchey	Secondary Math		.5
Caroline Williams	ISS Teacher		1.
Chandra Brooks	Secondary Counselor		.3
Cheryl Tannehill	PAC Teacher		.85
Dana Rodriguez	Asst. Principal		.3
Dana Tompkins	Dyslexia Teacher		1.
Dicky Stone	DMAC		.75
Elfi Tucker	Dyslexia Teacher		1.
Gary Newton	Secondary Science Teacher		.5
Genie Vega	ISS Aide		1.
Gina Slover	Asst. Principal		.3
Jack Tonn	PAC Teacher		1.
Jim Wommack	Assoc. Principal		.3
Joyce Brawley	ISS Aide		1.
Kaitlin Jeffrey	Asst. Principal		.3
Kevin Hathaway	ISS Teacher		.5
Kristi Fontana	Secondary Counselor		.3
Kristin Tubb	Elementary Counselor		.3
Lana Piercefield	Vocational VOE		.16
Lance Hamilton	Asst. Principal		.3
Leasa Lowery	Secondary Counselor		.3

Linda Light	Secondary PRS Teacher		1.
Melissa Miller	Asst. Principal		.3
Melissa Morales	ISS Aide		1.
Michael Neal Roberts	Success School Aide		1.
Mitchell Woodard	ISS Teacher		.5
Nicole Woodard	Asst. Principal		.3
Pamela Billick-Gonzalez	Success School Teacher		1.
Patricia Salinas	Dyslexia Teacher		1.
Porsha Bryant	Secondary Science Teacher		.5
Richard Cypert	Elementary Counselor		.3
Ricky Fleckenstein	Asst. Principal		.3
Sheila Hall	Elementary Counselor		.3
Taylor Osborn	Secondary Counselor		.3
Tim Merki	Asst. Principal		.3
Tim Tannehill	Asst. Principal		.3
Wendy Osborne	Secondary Health		.2

Title I Personnel

Name	Position	Program	FTE
Amanda Cavazos	Computer Lab Aide	Federal	1
April Kretzmeier	Computer Lab Aide	Federal	1
Belinda Garcia	Computer Lab Aide	Federal	1
Brittney Marin	Computer Lab Aide	Federal	1
Carol Walston	Director	Special Education/Federal	.45
Chelsea Wells	Curriculum Support Specialist	Federal	.75
Darrell Ryan	Director of School Safety	Federal	.5
Holly Barfield	Curriculum Support Specialist	Federal	.75
Kristen Joslin	Director of Curriculum	Federal	.5
Marca Wright	Elementary Curriculum Coordinator	Federal	1
Maria Martinez	Teacher-6th Grade	Federal	.5
Maria Ortega	Title I Aide	Federal	1
Marva Forman	Computer Lab Aide	Federal	1
Michelle Howard	Coordinator	Federal	1
Sandra Martinez	Computer Lab Aide	Federal	1
Sharon Chancy	Elementary Curriculum Coordinator	Federal	1
Velma Flores	Computer Lab Aide	Federal	1

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	George Bancroft	Community Relations Coordinator
Administrator	Susan Bryan	Chief Financial Officer
Administrator	Kari Eggleston	Washington Principal
Administrator	Alecia Hancock	Marcy Principal
Administrator	Michelle Howard	Federal Programs Coordinator
Administrator	Rosie Lain	Moss Principal
Administrator	Jay McWilliams	Assistant Superintendent
Administrator	Becky Otto	Junior High Principal
Administrator	Debbie Park	School Improvement Director
Administrator	Darrell Ryan	Safety Director
Administrator	Patsy Sanchez	BSI Principal
Administrator	Michelle Shreiner	Goliad Principal
Administrator	Raemi Thompson	Curriculum Director
Administrator	Carol Walston	Federal Programs Director
Administrator	Erin White	High School Principal
Administrator	Kelli Wigington	Kentwood Principal
Administrator	Chris Wigington	Superintendent
Business Representative	Kim Phinney	Business
Community Representative	Isaac Miramontes	Community
District-level Professional	Porsha Bryant	Teacher
District-level Professional	Samantha Hyatt	Teacher
District-level Professional	Kandi Lane	Teacher
District-level Professional	Pat Ray	Teacher
District-level Professional	Robin Ritchey	Junior High Librarian
District-level Professional	Tiffany Ruiz	Teacher

District-level Professional	Lisa Thompson	Teacher
District-level Professional	Sheila Ward	Teacher
District-level Professional	Corey Wood	Technology Director
Parent	Emily McLann	Parent

District Funding Summary

199-General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	1	7			$0.00
2	2	1			$0.00
2	2	3			$0.00
2	3	1			$0.00
2	3	2			$0.00
2	3	3			$0.00
3	1	1			$0.00
3	1	5			$0.00
3	2	2			$0.00
3	3	1			$0.00
3	3	2			$0.00
3	3	3			$0.00
3	3	5			$0.00
3	3	6			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
4	1	4			$0.00
4	1	5			$0.00
4	1	6			$0.00

4	1	7			$0.00
4	1	9			$0.00
4	1	12			$0.00
4	1	13			$0.00
4	2	1			$0.00
4	2	2			$0.00
4	3	1			$0.00
4	4	1			$0.00
4	4	2			$0.00
4	4	3			$0.00
4	4	4			$0.00
4	4	5			$0.00
4	4	6			$0.00
4	4	8			$0.00
4	4	10			$0.00
4	5	2			$0.00
4	6	4			$0.00
4	6	7			$0.00
4	6	8			$0.00
5	1	2			$0.00
5	2	1			$0.00
5	3	1			$0.00
5	3	3			$0.00
5	4	1			$0.00
5	4	2			$0.00
5	4	3			$0.00
6	1	2			$0.00
6	1	3			$0.00

6	1	4			$0.00
6	1	5			$0.00
6	1	6			$0.00
6	1	8			$0.00
6	1	10			$0.00
6	1	11			$0.00
6	1	12			$0.00
				Sub-Total	$0.00

199-General Fund: High School Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	6	1			$0.00
4	6	4			$0.00
4	6	5			$0.00
				Sub-Total	$0.00

199-General Fund: SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
2	2	2			$0.00
4	1	4			$0.00
4	1	8			$0.00
4	1	10			$0.00
4	1	11			$0.00
4	4	6			$0.00
4	5	1			$0.00
4	5	2			$0.00
4	6	2			$0.00

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	6	3			$0.00
4	6	9			$0.00
5	1	1			$0.00
6	1	7			$0.00
6	1	9			$0.00
				Sub-Total	$0.00

199-General Fund: Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			$0.00
				Sub-Total	$0.00

211-ESEA Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
2	1	7			$0.00
2	1	8			$0.00
2	2	2			$0.00
2	3	1			$0.00
3	2	1			$0.00
3	2	2			$0.00
4	1	1			$0.00
4	1	5			$0.00
4	1	8			$0.00
4	1	9			$0.00
4	1	10			$0.00
4	1	11			$0.00
4	1	12			$0.00

4	1	13			$0.00
4	4	1			$0.00
4	4	3			$0.00
4	4	4			$0.00
4	4	9			$0.00
4	5	1			$0.00
4	5	2			$0.00
4	6	2			$0.00
4	6	3	Computers, Internet, Classroom, Odysseyware Program		$0.00
				Sub-Total	$0.00

212-ESEA Migrant (ESC 18)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1			$0.00
				Sub-Total	$0.00

224-IDEA B, Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			$0.00
2	1	7			$0.00
2	2	2			$0.00
2	2	3			$0.00
2	3	1			$0.00
4	1	1			$0.00
4	4	1			$0.00
4	4	2			$0.00
4	4	6			$0.00
4	4	9			$0.00
4	4	10			$0.00
4	5	1			$0.00

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	5	2			$0.00
5	3	3			$0.00
5	4	3			$0.00
				Sub-Total	$0.00

244-CTE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			$0.00
4	4	6			$0.00
4	4	7			$0.00
4	4	9			$0.00
4	6	6	Pamphlets, Posters, Course Catalog		$0.00
4	6	7			$0.00
4	6	8			$0.00
				Sub-Total	$0.00

255-ESEA Title II, Part A TPTR

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Vehicle, hotel rooms, recruiting materials		$0.00
2	1	3			$0.00
2	1	6			$0.00
2	2	1			$0.00
2	2	3			$0.00
2	3	1			$0.00
4	1	1			$0.00
4	4	8			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00