

Big Spring Independent School District

Big Spring Junior High School

2020-2021 Campus Improvement Plan



Board Approval Date: October 8, 2020
Public Presentation Date: October 9, 2020

Mission Statement

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

The Vision of Big Spring ISD is "Relentlessly STEERING students toward a successful tomorrow."

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Comprehensive Needs Assessment

Demographics

Demographics Summary

For the 2019-20 school year, BSJHS had around 640 students on its roster. Demographically, the campus is approximately 66 % Hispanic and 26% white. African American students make up about 6% of the student body while the rest is made up of multi-racial, Asian, and American Indian children. Approximately 11% of the student body falls under the special education umbrella (approximately 68 students). Approximately 60% of the student body falls in the "At Risk" category at any given time. About 6% of the student body has been identified as Gifted/Talented, and there are approximately 20 ESL students at any given time. In the recent past, the campus has held less than 3 migrant students at any given time.

Demographics Strengths

The Hispanic population is by far the largest and averaged around 50% close to the over-all passing percentage of the checkpoints in most content areas (getting as high as 70% in 8th Reading). The white sub-group generally led the pack and was around 10 percentage points above the campus passing rate in most of the tested content areas.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Hispanic and ECD sub-populations perform on average 10% points lower than the Anglo population on checkpoints and priorstate testing. **Root Cause:** High levels of struggling families in the area of soci-economics lead to many At-Risk students based on factors like prior retention, home issues, and inability to assist in test taking.

Student Achievement

Student Achievement Summary

Because of Covid-19 school suspension in the spring of 2020, there is no state accountability data to review. Local assessments are archived in DMAC. BSJHS was rated a "C" on 2019 Accountability for the 2018-19 school year. For the 18-19 school year, only Index 1 or 2 had to be met. BSJHS was able to meet standard on Index 2 target (along with 3). There are no STAAR scores for the 2019-20 school year.

In Index 1, (Over-all Student Achievement) the target was 70, and BSJHS had an Index score of 64 (6 points higher than the year prior). 7th grade Math, writing and 8th grade Social Studies scores particularly affected achievement in this index being lower. Around 55% of the campus ECD and Hispanic populations passed the test. Additionally, ELL and Special Education learners struggled (but performed better than the year prior).

For Index 2 (School Progress--Academic Growth), BSJHS students far exceeded that target expectation by achieving a score of 74.

Index 3, (Closing Performance Gaps), BSJHS also did very well in this category with a score of 72. Again, writing and Social Studies scores were troublesome in our fragile sub-populations.

Student Achievement Strengths

Over-all the campus met standard for the 2018-19 school year. Based on local common assessments, we were looking to make gains based on checkpoints on the 2020 assessment. There were strong trends of student progress.

ELA scores for the campus were fairly successful over-all (as well as 8th grade math). Students showed great gains in charting Student Progress (one of the campus's stronger Indexes). Science scores rose in comparison to the year prior.

Participation rates for testing were at 100% or within only a couple of percentage points of 100.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The total over-all passing percentage for the campus falls at a 64 while the state targeted expectation is a 70. **Root Cause:** The social studies test, in particular, came in at 45% which really dropped the over all percentage for the campus. 7th grade scores stayed pretty flat.

Problem Statement 2: For index 3, closing the gaps, students in the two fragile sub-populations need to be showing more than a year's growth at the Meet's Standard. **Root Cause:** The two fragile sub-populations continue to perform well below the Anglo (and even over-all) passing percentages for the campus.

School Culture and Climate

School Culture and Climate Summary

BSJHS works to create a safe learning environment supportive of student needs. The campus has an anti-bully reporting system called Stop-It, promotes active participation in UIL/academic/robotics/sporting competitive events, and positive student-teacher relationships. With a dedication to character, the campus is incorporating and is committed to the Capturing Kid's Hearts philosophy (which encourages relationship-building with our students).

Additionally, through the premise of Fundamental 5 strategies and T-Tess expectations, the campus is devoted to utilizing high-yield teaching strategies to best deliver relevant instruction. Administrators are frequently in and out of classrooms through the process to monitor effective instructional delivery. A tutorial/enrichment period has been including in the scheduling process to provide SSI intervention for students who need it while attempting to accelerate learning for higher level students.

Students are encouraged in healthy competition by charting individual Checkpoint scores to push for new academic goals. The campus has made a conscious commitment to writing critically in core content areas 3 times weekly and using data to guide planning and instruction. The positive display of character continues to be emphasized.

School Culture and Climate Strengths

Because of the campus commitment to a safe environment and the building of character in BSJHS students, the level of behavioral expectations is naturally raising. Additionally, students/staff are making a commitment to PBIS and finding ways to recognize positive student interactions by "Riding for the Brand".

Students participate in a number of UIL activities from sports to UIL academics to the robotics and debate classes. Additionally, the musical programs of choir and band have been historically very successful.

Parents tend to be generally supportive and give positive feedback in regard to the activities on the BSJHS campus.

The level of rigor in student classrooms has been rising gradually over recent years, and expectations continue to remain high in this commitment.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: BSJHS has worked its way out of accountability issues, but it continues to ride closely into falling back into monitoring. **Root Cause:** The feeder campus and most of the elementary campuses within the district continue to struggle with accountability issues.

Problem Statement 2: BSJHS has more tardies and discipline referrals than desired. **Root Cause:** BSJHS needs to revisit its commitment to Capturing Kid's Hearts strategies to solicit good behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2020-21 school year, BSJH had to hire 12 new instructional staff (6 not certified). The trend, has for the most part, been steadily improving the past couple of years. The current strategy on retention and building capacity in staff is to attempt to locate some local applicants who can be trained and groomed with hopes of them remaining committed to BSISD.

Additionally, each new teacher has been assigned a veteran mentor to help instill best instructional practices and classroom management. Each department also has a department head who can be a go to person in a time of need. They are given a feeling of being a part of something bigger than themselves.

The district has found a way to financially reward teachers who have good daily attendance and commitment to the campus. This has made many teachers feel more valued in their efforts.

Staff Quality, Recruitment, and Retention Strengths

BSJHS has traditionally been a stop off spot for young instructionalists who were either looking for a first time job (to gain some experience) or for recruits who were eventually looking to move to the high school. It has been the mission of the current administration to look for candidates who were not only qualified, but who are dedicated to the vision and mission of the junior high (in an endeavor to create longevity in the assignment to the junior high). BSJHS also makes it a mission to instill the best training possible/afforded in its teaching staff (especially through the summer months), so that instructionalists feel the most prepared for the highs and lows of an instructional year.

BSJHS also commits to the Fundamental 5 as guiding principles for instructional best practices. Administrators attempt to make 20 T-Tess/Steer Walks weekly and provide ongoing feedback to teachers within the building in a timely, on-going manner so teachers can hone their craft.

Core teachers are allotted a common planning period for PLCs after common assessments and for weekly planning in order to strengthen the core of instruction and identify instructional holes in learning. Additionally, following every checkpoint, departments meet in a PLC to evaluate strengths, weaknesses, and mode of remediation if needed.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Recent years have required 10 or more instructional hires which has created a very young, less-experienced staff. **Root Cause:** Inexperience and young people looking for something bigger and better has created a bit of a turn-over situation in recent years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The TEKS Resource System still provides the Scope and Sequence for lessons in all core content areas. Adopted materials like HMHI for ELA and Houghton Mifflin Harcourt math, science and social studies help to supplement the needs of the sequencing. Technological supplements like Mathletics, Exploros, BrainPop, Wizer, and Writables also contribute to the delivery of instruction (especially through Google Classroom and technology). Due to Covid-19 protocol and requirements, students have the option of learning virtually or attending face to face on campus.

Classes within the instructional day at BSJHS are approximately 50 minutes per class period (with the exception of the 45 minute morning tutorial/enrichment time). Each lesson is framed with a student-friendly learning objective and a closing assessment question for the end of the lesson. Core classes participate in common planning, so lessons from room to room should vary very little.

All core classes are assessed every 3 weeks with a Common Assessment in STAAR style questions. The data from each assessment is broken apart by department in a PLC which identifies lead scores, deep holes, and how remediation should occur (as it is needed).

Data is also charted and tracked through the STAAR4Ward process which heightens awareness to Readiness, Supporting, and Process Standards. The process enables teachers to see the instructional holes and strengths through the lens of what is instructionally the most important.

Curriculum, Instruction, and Assessment Strengths

The instructional leaders on the campus are very adept in the Fundamental 5 high yield teaching strategies and share willingly with newcomers to the campus. Through the planning process, the lesson frame is solidified as well as content and lessons. Data disaggregation following common assessments has become a very effective process, as has the process of looking at the effectiveness of the question and its level of rigor.

Departments plan well together at their designated time and date. They have common planning periods (as allowed by the master schedule) and plan together as a team at least once per week. Deep holes from common assessments and the over-arching focus TEKS outlined through the summer STAAR4Ward process guide instruction.

The campus has made a commitment to bell to bell instruction, holding Prime Time (the first 30 minutes of class) as valued time, and writing critically 3 times weekly in all core classes. DMAC allows departments to easily access data on students (both current and from recent years).

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: BSJHS has many new and inexperienced staff members (due to so many hires within the past 3 years) and we are working to build capacity in management and curriculum. **Root Cause:** Younger, inexperienced or alternative certification personnel are on a learning curve to become familiar with the content and delivery of curriculum.

Problem Statement 2: The subject areas of social studies, 7th grade math, reading, and writing are performing below the state average. **Root Cause:** The social studies department continues to explore ways to engage students and have them relate to content. Math and writing are exploring ways of improvement through PLCS.

Parent and Community Engagement

Parent and Community Engagement Summary

BSJHS opens its doors frequently to parents and family of its students. The school year opens with an orientation/schedule pick-up for all enrolled 7th and 8th graders. Then, in both the fall and the spring, the campus hosts an Open House for families.

Family and community are also frequently engaged in activities on campus like ball games, NJHS, ESports, Parent Advisory, plays, STUCO, UIL academic activities and choir/band concerts. BSJHS has a Parent Advisory council in place who meets once per month.

Finally, the campus partners with a number of community businesses for PBIS (positive behavior) prizes, awards, and activities as well as Open House Door prizes.

Our Facebook page has over 1,300 followers, and this seems to be assisting in getting word out more effectively about upcoming events and student achievements.

Parent and Community Engagement Strengths

On Open House nights and Orientation, we have a very good turn out in general for a junior high setting. For Open Houses, about 1/3 of our students come out with families. For Orientation, about 65-75% show up on average. This is when they initially receive schedules and meet teachers for the first time.

Activities where kids perform like sporting events, music and band performances, or theatre productions are also very well attended.

The PBIS business partners we have established this year have also been a valuable asset and allow students to earn prizes while we link into the community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Consistent partnerships with parents and businesses in the community are difficult to establish and keep going long-term. **Root Cause:** Everyone is so busy and active in so many things. Also, there are times when parents honestly have not felt comfortable at some of the activities we feature on campus.

School Context and Organization

School Context and Organization Summary

There is a pre-K, four elementaries, an intermediate school, a junior high, an alternative campus, and a high school in the BSISD system. The first time students come together from across the city is at the 3rd grade level. Our BSJHS campus is 7th-8th and includes just over 600+ students. There are approximately 50 instructionalists on campus. There is one principal, one associate principal, and one assistant principal. The campus has two counselors full time and a librarian.

This campus is the first one to offer UIL competitive activities and travel for students coming up through BSISD (other than academic UIL). We have committed our campus to strive for 98% teacher attendance and to encourage 97% student attendance over the course of the year.

The facility is 20 years old and in good over-all shape. Every department has a common conference and leadership team is off together in the schedule to allow for planning and preparation needs.

School Context and Organization Strengths

The campus is well-maintained, and staff is committed to keep it that way. We actively strive to put this same pride of facility in the students to encourage them to take ownership and further help maintain the building.

The retention rate of staff has drastically improved in recent years, and many of the new teacher hires have been local ones (whom we hope will stay and remain committed to the campus). Mentors are in place to advise and assist any new teachers on the campus-- at least through the first year. This will only allow instruction to get stronger in the long haul. The district (and the campus) offer incentives for teacher attendance.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Because teacher retention has been a problem in recent years, many of our teachers have 3 years of less or experience. **Root Cause:** Junior highs are traditionally a stop-over place for teachers who often are looking for something bigger and better. Coaches often begin their careers in a junior high setting to move up as well.

Problem Statement 2: BSJHS has not had many community partners over the past years to help support its endeavors. **Root Cause:** BSJHS has not worked outside of its walls to build relationships like it should. Additionally, it's hard to ask businesses (who you know get asked all the time for help), but many are willing.

Technology

Technology Summary

BSJHS has 3 computer labs, 1 new laptop cart for Robotics, and 1-to-1 Chromebooks for every student. One lab is designated for the 8th grade Tech Apps class(which all 8th graders shuffle through to get their initial technology credit). The other 2 labs are available for classes to reserve. Most technology assignments are done through Google Classroom for both virtual and face-to-face learners.

Additionally, all teachers are issued laptops for daily usage in the classroom. The teachers work on a Wi-Fi within the building that was upgraded 3 summers ago. Data is kept and retrieved through a number of programs, a few of which are: Ascender, TxEIS, DMAC, and AESOP. Each program has a unique function to meet the needs of student data archives, student contact/tracking information, and teacher attendance.

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

Technology Strengths

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

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

Problem Statements Identifying Technology Needs

Problem Statement 1: We have 1 to 1 capabilities, however sometimes the WiFi connection can be spotty in certain areas of the building. **Root Cause:** The campus has upgraded part of the campus, but is slated to upgrade the rest this year.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data

Employee Data




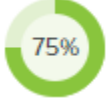




- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: All student groups at BSJHS will perform at or above the Approaches and/or Meets Standard on the STAAR.

Performance Objective 1: BSJHS will utilize Fundamental 5, T-Tess walk throughs and appraisals, and the Effective Schools Framework instructional best practices to increase the number of students performing at Meets/Masters in all content areas. Specifically, in Domain 1, our goals are 65% approaches, 35% meets, and 17% masters to move from an F to a C rating.






Evaluation Data Sources: 2021 STAAR Data for the campus will show an improvement in Meets/Masters Level performers

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| <p>Strategy 1: Our campus will utilize Enrichment classes (Conditioning) opposite tutorials to push students over learning thresholds Strategy's Expected Result/Impact: Final STAAR performance Staff Responsible for Monitoring: Department heads and principals Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> | Formative Reviews | | |
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| <p>Strategy 2: BSJHS makes a commitment to encourage students to participate in academic and athletic UIL, TMSCA, ESports, Spanish I, Spelling Bee, Robotics, and debate competitions Strategy's Expected Result/Impact: Competition rosters and results Staff Responsible for Monitoring: Department heads and principals Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative Reviews | | |
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| <p>Strategy 3: BSJHS administrators will utilize T-Tess and Steer Walks to monitor instruction and give teachers constructive feedback (ESF 1.1) Strategy's Expected Result/Impact: Summative teacher feedback and End of year STAAR performance Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> | Formative Reviews | | |
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| <p>Strategy 4: BSJHS has made a commitment to not only work with struggling learners, but to push GT and/or Masters level performers to continue to improve by supplying certified GT teachers in every core content. (Ex.: TMSCA, UIL, and Robotics.) (ESF 5.3) Strategy's Expected Result/Impact: Level III performers will increase and/or hold their status Staff Responsible for Monitoring: Teachers and Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> | Formative Reviews | | |
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| <p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |


Goal 1: All student groups at BSJHS will perform at or above the Approaches and/or Meets Standard on the STAAR.


Performance Objective 2: BSJHS will provide instructional interventions or strategies for all students to increase performance and close gaps in all content areas/demographic categories.

Evaluation Data Sources: STAAR end of year performance will reflect a higher over-all passage rate.

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| <p>Strategy 1: The writing department will utilize Gretchen Bernabei and Holt & Mifflin Adoption curriculum in writing (which will also strengthen the reading/writing in all content areas) (ESF 5.1)</p> <p>Strategy's Expected Result/Impact: Progress on 3 week content exams</p> <p>Staff Responsible for Monitoring: ELA department head/Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> | Formative Reviews | | |
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| <p>Strategy 2: The BSJHS campus will utilize Strength classes (opposite enrichment) to offer tutorials and SSI intervention to students who struggled on the checkpoints or STAAR in the year prior for math and reading (ESF 5.3)</p> <p>Strategy's Expected Result/Impact: STAAR performance for At-Risk students</p> <p>Staff Responsible for Monitoring: Principals and Department Heads</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199-General Fund, - 211-ESEA Title I, Part A</p> | Formative Reviews | | |
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| <p>Strategy 3: One source of intervention will be through the use of technology based programs like Mathletics, ReadTheory, Exploros and ExactPath</p> <p>Strategy's Expected Result/Impact: Content based check points through the year and ultimate scores on the STAAR</p> <p>Staff Responsible for Monitoring: Teachers, Central Office staff, and Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> | Formative Reviews | | |
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| <p>Strategy 4: BSJHS is committed to supplying training to core teachers to address academic holes like E-Trainings and Region 18 interventions for ELA and 7th Math (ESF 5.1)</p> <p>Strategy's Expected Result/Impact: STAAR performance</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy</p> | Formative Reviews | | |
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| <p>Strategy 5: BSJHS offers an Open House in the fall and an Academic Open House in the spring to involve parents.</p> <p>Strategy's Expected Result/Impact: 6 week grade progress and STAAR end-of-year performance</p> <p>Staff Responsible for Monitoring: Teachers, Admin, and District personnel</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative Reviews | | |
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| |  | | |

 No Progress

 Accomplished









 Continue/Modify

 Discontinue

Goal 1: All student groups at BSJHS will perform at or above the Approaches and/or Meets Standard on the STAAR.

Performance Objective 3: The BSJHS campus will provide Special Education services as required by ARD for those who qualify in order to increase performance (meeting passing standard on the STAAR testing) in all content areas.








Evaluation Data Sources: Final STAAR performance

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|---|---|------------|------------|
| Strategy 1: The campus operates as an inclusion setting with built in SSI tutorials during the day as needed (ESF 5.3) Strategy's Expected Result/Impact: End of Year STAAR performance Staff Responsible for Monitoring: Administration, Sped personnel, teachers Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative Reviews | | |
| | Oct | Feb | May |
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| Strategy 2: Technology interventions include Mathletics, Exploros and ExactPath Strategy's Expected Result/Impact: Success of on end of year STAAR performance Staff Responsible for Monitoring: Special Education Staff and administrators Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative Reviews | | |
| | Oct | Feb | May |
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| Strategy 3: BSJHS stresses effective implementation of IEP and ARD recommendations Strategy's Expected Result/Impact: Academic success and STAAR performance, therapy logs Staff Responsible for Monitoring: Special Education Staff and administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199-General Fund: Special Education, - 224-IDEA B, Special Education | Formative Reviews | | |
| | Oct | Feb | May |
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| Strategy 4: Structure Life Skills in such a way as to encourage success on State Alternative Testing Strategy's Expected Result/Impact: End of year testing Staff Responsible for Monitoring: Special education Staff and administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199-General Fund: Special Education, - 224-IDEA B, Special Education | Formative Reviews | | |
| | Oct | Feb | May |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: All student groups at BSJHS will perform at or above the Approaches and/or Meets Standard on the STAAR.

Performance Objective 4: BSJHS will provide instruction to improve English Language proficiency for EL students to increase performance and meet Progress Measure in all content areas.









Evaluation Data Sources: Final STAAR performance

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|---|---|------------|------------|
| Strategy 1: Use of LPAC recommendations to provide an effective intervention program (ESF 5.3) Strategy's Expected Result/Impact: STAAR performance and TELPAS scores Staff Responsible for Monitoring: ESL teacher, Administrators, and district Special Programs Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative Reviews | | |
| | Oct | Feb | May |
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| Strategy 2: ESL Pull-Out as needed and remediation through pull-out or tutorial built into schedule (ESF 5.3) Strategy's Expected Result/Impact: STAAR performance and TELPAS scores Staff Responsible for Monitoring: ESL Teacher, Administrators. district special programs director Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: - 199-General Fund, - 211-ESEA Title I, Part A | Formative Reviews | | |
| | Oct | Feb | May |
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| Strategy 3: Bilingual Office Communications will be sent home whenever possible Strategy's Expected Result/Impact: Parental involvement logs Staff Responsible for Monitoring: Administrators and office staff Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture | Formative Reviews | | |
| | Oct | Feb | May |
| |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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

Performance Objective 1: BSJHS will attempt to hire a highly qualified staff in order to increase student performance to the passing standard and meet Progress Measure in all content areas.





Evaluation Data Sources: End of year STAAR results, staff information and data

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|--|---|------------|------------|
| Strategy 1: BSJHS or district representative will attend area teacher job fairs in order to target recruitment of qualified personnel Strategy's Expected Result/Impact: Retention and location of HQ teachers Staff Responsible for Monitoring: District level and campus level administrators Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers | Formative Reviews | | |
| | Oct | Feb | May |
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| Strategy 2: BSJHS job postings on the district website will remain current and specific Strategy's Expected Result/Impact: Retention and location of HQ teachers and staff Staff Responsible for Monitoring: BSJHS Administrators and Personnel employees at Central Office Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers | Formative Reviews | | |
| | Oct | Feb | May |
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| Strategy 3: Alternative programs will be accessed to locate, mentor and develop new teachers in the field Strategy's Expected Result/Impact: Retention and location of HQ teachers Staff Responsible for Monitoring: Administrators and Personnel employees Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers | Formative Reviews | | |
| | Oct | Feb | May |
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| Strategy 4: BSJHS commits to seek out qualified staff (ESF 2.1) Strategy's Expected Result/Impact: Staff gradually becomes highly qualified across the board. Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers | Formative Reviews | | |
| | Oct | Feb | May |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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

Performance Objective 2: BSJHS will retain highly qualified staff and mentor/model to set them up for success in dealing with the diverse needs of the BSJHS student body.






Evaluation Data Sources: Retention rate of BSJHS and end-of-year STAAR results






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|--|--------------------------|------------|------------|
| <p>Strategy 1: Staff development will be targeted to meet the needs of the staff in identifying and meeting the needs of students</p> <p>Strategy's Expected Result/Impact: Teacher surveys and STAAR results</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> | Formative Reviews | | |
| | Oct | Feb | May |
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| <p>Strategy 2: BSJHS new teachers will be mentored by the campus and district levels and the community atmosphere of the campus will be emphasized</p> <p>Strategy's Expected Result/Impact: Teacher surveys and feedback, STAAR results</p> <p>Staff Responsible for Monitoring: Administrators, mentors, mentees, staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> | Formative Reviews | | |
| | Oct | Feb | May |
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| <p>Strategy 3: BSJHS will ensure a system is in place to relay information: calling trees, department chairs, faculty meetings, e-mail, etc.</p> <p>Strategy's Expected Result/Impact: Teacher retention and feedback</p> <p>Staff Responsible for Monitoring: Administrators, Department chairs, teachers</p> <p>Title I Schoolwide Elements: 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> | Formative Reviews | | |
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| <p>Strategy 4: As the campus is made aware of them, teachers, counselors, students, and parents will be relayed information about higher education, grants, and financial aid opportunities</p> <p>Strategy's Expected Result/Impact: Dissemination of information</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> | Formative Reviews | | |
| | Oct | Feb | May |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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

Performance Objective 1: BSJHS will provide parents opportunities for parent involvement in order to increase student performance on STAAR.

Evaluation Data Sources: Success on the STAAR to Meet the passing standard or above and sign in sheets for parent nights,







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|---|---|------------|------------|
| <p>Strategy 1: BSJHS/District Facebook, Mail/Fliers, Remind 101, Newsletters, Parent Portal, Google Classroom, Blackboard and Web pages set up to send out alerts and recognize students for activities and accomplishments</p> <p>Strategy's Expected Result/Impact: Parent survey feedback and activity attendance</p> <p>Staff Responsible for Monitoring: Principal, sponsors, teachers</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative Reviews | | |
| | Oct | Feb | May |
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| <p>Strategy 2: 6 week parent/student BSJHS newsletter and monthly calendars are sent home and posted</p> <p>Strategy's Expected Result/Impact: Parent survey to assess effectiveness at the end of the year</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p> <p>Title I Schoolwide Elements: 2.4, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> | Formative Reviews | | |
| | Oct | Feb | May |
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| <p>Strategy 3: Use of parent chaperons for, but not limited to: UIL, NJHS, STUCO, Cheer, Choir, Band, etc.</p> <p>Strategy's Expected Result/Impact: Parent survey and Parent Advisory Council feedback</p> <p>Staff Responsible for Monitoring: Principal, Sponsors, teachers</p> <p>Title I Schoolwide Elements: 2.5, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> | Formative Reviews | | |
| | Oct | Feb | May |
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| <p>Strategy 4: Assemble a Parent Advisory Council</p> <p>Strategy's Expected Result/Impact: Parent survey, meeting attendance, and number of participants</p> <p>Staff Responsible for Monitoring: Administrator, Sponsor, teachers</p> <p>Title I Schoolwide Elements: 2.5, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> | Formative Reviews | | |
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| <p>Strategy 5: BSJHS will offer Orientation, Title I meeting, and Fall/Spring Open Houses</p> <p>Strategy's Expected Result/Impact: Participation logs and parent surveys</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative Reviews | | |
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| Strategy 6: BSJHS will encourage student and staff participation in accelerated academics by hosting the district JH UIL meet. Strategy's Expected Result/Impact: Encouraged participation in Academic UIL Staff Responsible for Monitoring: All staff Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative Reviews | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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

Performance Objective 2: BSJHS will develop community partners to assist in PBIS, attendance incentives and representation at Open Houses









Evaluation Data Sources: Survey feedback at the end of the year, number of partners, PBIS lists

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| <p>Strategy 1: As part of PBIS attendance incentive process, community businesses will be encouraged to partner with BSJHS for 6 week rewards</p> <p>Strategy's Expected Result/Impact: Number of community partners and prize availability</p> <p>Staff Responsible for Monitoring: Administrators and PBIS team</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative Reviews | | |
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| <p>Strategy 2: To encourage attendance at Open Houses, community partners will be sought for door prizes, etc.</p> <p>Strategy's Expected Result/Impact: Log-in parent attendance sheets and number of partners</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative Reviews | | |
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Goal 4: BSJHS will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 1: BSJHS will provide all students with quality technology programs to increase performance to the Meets Standard (at minimum) in all content areas.



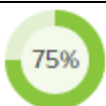




Evaluation Data Sources: STAAR Performance, student log-in data and program tracking, teacher/student surveys

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| <p>Strategy 1: Offer Mathletics, Exploros ReadTheory and Wizer interventions along with Chromebook usage, 8th grade Tech Apps classes, Promethean Active Display TVs, Brain POP and Discovery Education for the classroom</p> <p>Strategy's Expected Result/Impact: STAAR Success, computer lab logs, iPad and computer cart logs</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, and technology/curriculum departments</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative Reviews | | |
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| <p>Strategy 2: Adoptions of math, ELA, science and social studies textbooks have on-line versions available</p> <p>Strategy's Expected Result/Impact: STAAR and STAAR A performance</p> <p>Staff Responsible for Monitoring: Curriculum department, teachers, and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative Reviews | | |
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| <p>Strategy 3: Tardy Calculator system and callouts utilized to log tardies and absences to increase attendance and time-on-task</p> <p>Strategy's Expected Result/Impact: Daily attendance and tardy averages</p> <p>Staff Responsible for Monitoring: Administrative, attendance, and secretarial</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative Reviews | | |
| | Oct | Feb | May |
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| <p>Strategy 4: BSJHS features a Robotics, TMSCA, ESports, and UIL classes program to enrich students</p> <p>Strategy's Expected Result/Impact: Technology engagement for those who apply and are allowed to participate in the program</p> <p>Staff Responsible for Monitoring: Administration and sponsor teacher</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative Reviews | | |
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| <p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Goal 4: BSJHS will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 2: BSJHS will provide instruction to improve English Language proficiency for EL students to increase performance on the STAAR in all content areas.









Evaluation Data Sources: TELPAS scores and STAAR performance, DuoLingo and Ballard & Tighe tracking Info

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|--|---|------------|------------|
| Strategy 1: BSJHS will offer ESL pull-out instructional services and remediation to students who need it Strategy's Expected Result/Impact: STAAR performance and progress on TELPAS Staff Responsible for Monitoring: ESL coordinator, teachers, administrators, counselor Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative Reviews | | |
| | Oct | Feb | May |
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| Strategy 2: Students with ESL services receive ELA instruction by an ESL certified teacher Strategy's Expected Result/Impact: STAAR performance and progress on TELPAS Staff Responsible for Monitoring: ESL teacher, administrator, and District ESL representative Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative Reviews | | |
| | Oct | Feb | May |
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| Strategy 3: Office communications will be bilingual when at all possible Strategy's Expected Result/Impact: Parent feedback and attendance at school activities Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative Reviews | | |
| | Oct | Feb | May |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: BSJHS will support high academic standards and improve academic performance of students by providing a strong system of tiered instruction in a structured environment of accountability and support.




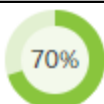
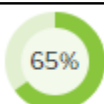
Performance Objective 3: BSJHS will provide dyslexia, migrant and 504 services to all students who qualify to increase success in school and on the STAAR at all passing standards.


Evaluation Data Sources: STAAR and over-all academic performance, dyslexia progress tracking, 504 meeting notes

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| Strategy 1: Dyslexia services (along with Take Flight pull-outs) are offered as needed to students who qualify Strategy's Expected Result/Impact: Progress and performance on STAAR Staff Responsible for Monitoring: Dyslexic teacher, 504 representatives, Administrator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative Reviews | | |
| | Oct | Feb | May |
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| Strategy 2: 504 meetings will be held, documented and interventions shared for qualifying students Strategy's Expected Result/Impact: Progress and/or performance on the STAAR Staff Responsible for Monitoring: 504 team representatives, counselor, teachers, and Administrator Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative Reviews | | |
| | Oct | Feb | May |
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| Strategy 3: Migrant students will be tracked and interventions supplied as needed Strategy's Expected Result/Impact: Progress and/or STAAR performance Staff Responsible for Monitoring: Teachers and administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative Reviews | | |
| | Oct | Feb | May |
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| Strategy 4: Daily Strength tutorials will be supplied in math or reading for students as needed Strategy's Expected Result/Impact: STAAR performance, attendance logs Staff Responsible for Monitoring: Administrators, counselors, and teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative Reviews | | |
| | Oct | Feb | May |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

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

Performance Objective 1: BSJHS will provide all students with quality counseling services, morale boosting activities, and safe/drug free schools to benefit a positive campus culture.

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| <p>Strategy 1: Students will apply to and participate in the SOAR, TRIO, character building and the campus will make the Stop-It reporting system available to students.</p> <p>Strategy's Expected Result/Impact: Formative: Office referrals related to and summative student survey</p> <p>Staff Responsible for Monitoring: Administrative, teachers, community partners</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative Reviews | | |
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| <p>Strategy 2: Success for Teens/7 Habits of Highly Effective Teens utilized for character focus weekly and Capturing Kid's Hearts is a staff initiative</p> <p>Strategy's Expected Result/Impact: Formative: Over all office referrals and summative student survey</p> <p>Staff Responsible for Monitoring: Teachers and administrators</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative Reviews | | |
| | Oct | Feb | May |
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| <p>Strategy 3: BSJHS will utilize District UIL random drug testing</p> <p>Strategy's Expected Result/Impact: Formative: Documentation of positives</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative Reviews | | |
| | Oct | Feb | May |
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| <p>Strategy 4: 3 week progress report counseling for failing and/or at-risk grades</p> <p>Strategy's Expected Result/Impact: Formative: Year end failures/successes</p> <p>Staff Responsible for Monitoring: Counselor and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> | Formative Reviews | | |
| | Oct | Feb | May |
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| <p>Strategy 5: Students will be exposed to CTE curriculum through Robotics, Tech Apps and Career Portals classes</p> <p>Strategy's Expected Result/Impact: Students will have basic knowledge of all the graduation tracks and will have a working knowledge of word processing/computer applications</p> <p>Staff Responsible for Monitoring: Administration, counselors, and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative Reviews | | |
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| Strategy 6: The Guardian Program is in place to increase student safety Strategy's Expected Result/Impact: The feeling of safety on campus leads to a healthier learning environment Staff Responsible for Monitoring: Guardians and administrators Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative Reviews | | |
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  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 2: BSJHS will increase the overall attendance rate of students in order to set them up for success on the STAAR.








Evaluation Data Sources: Attendance rate documentation and STAAR performance

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| <p>Strategy 1: Attendance will be tracked weekly and students with habitual absences will be met with and assigned seat time make-ups</p> <p>Strategy's Expected Result/Impact: Attendance rate and Saturday school make-up day logs</p> <p>Staff Responsible for Monitoring: Attendance committee, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative Reviews | | |
| | Oct | Feb | May |
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| <p>Strategy 2: Attendance incentives utilized along with positive recognition strategies</p> <p>Strategy's Expected Result/Impact: Attendance rate and PBIS awards</p> <p>Staff Responsible for Monitoring: Attendance and PBIS committee, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative Reviews | | |
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| <p>Strategy 3: Students with excessive absences will be required to attend Friday night or Saturday school to make up seat time or charged with truancy through the court system</p> <p>Strategy's Expected Result/Impact: Attendance rate, number of citations</p> <p>Staff Responsible for Monitoring: Attendance committee and Administrators</p> <p>Title I Schoolwide Elements: 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> | Formative Reviews | | |
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| <p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

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

Performance Objective 3: BSJHS will coordinate health and wellness activities to ensure that students participate in/are allowed to meet state requirements.

Evaluation Data Sources: Student schedules and nutritional documentation during the school day, SHAC participation and activities

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| Strategy 1: All BSJHS students will participate in physical education a minimum of 225 minutes weekly Strategy's Expected Result/Impact: Student Schedules Staff Responsible for Monitoring: Counselor, administrator, teachers Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative Reviews | | |
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| Strategy 2: BSJHS students will receive nutritious meals that meet state nutritional guidelines daily Strategy's Expected Result/Impact: Weekly/daily menus Staff Responsible for Monitoring: Food Service staff and Administrators Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative Reviews | | |
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| Strategy 3: BSJHS will have a representative on the District level SHAC advisory council who will relay information and updates to the campus level. Strategy's Expected Result/Impact: Follow through on SHAC policies/recommendations Staff Responsible for Monitoring: Campus representative, Administrators Title I Schoolwide Elements: 2.5, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative Reviews | | |
| | Oct | Feb | May |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 4 | BSJHS has made a commitment to not only work with struggling learners, but to push GT and/or Masters level performers to continue to improve by supplying certified GT teachers in every core content. (Ex.: TMSCA, UIL, and Robotics.) (ESF 5.3) |
| 1 | 2 | 2 | The BSJHS campus will utilize Strength classes (opposite enrichment) to offer tutorials and SSI intervention to students who struggled on the checkpoints or STAAR in the year prior for math and reading (ESF 5.3) |
| 1 | 2 | 3 | One source of intervention will be through the use of technology based programs like Mathletics, ReadTheory, Exploros and ExactPath |
| 1 | 2 | 4 | BSJHS is committed to supplying training to core teachers to address academic holes like E-Trainings and Region 18 interventions for ELA and 7th Math (ESF 5.1) |
| 1 | 4 | 2 | ESL Pull-Out as needed and remediation through pull-out or tutorial built into schedule (ESF 5.3) |

Additional Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 4 | BSJHS has made a commitment to not only work with struggling learners, but to push GT and/or Masters level performers to continue to improve by supplying certified GT teachers in every core content. (Ex.: TMSCA, UIL, and Robotics.) (ESF 5.3) |
| 1 | 2 | 2 | The BSJHS campus will utilize Strength classes (opposite enrichment) to offer tutorials and SSI intervention to students who struggled on the checkpoints or STAAR in the year prior for math and reading (ESF 5.3) |
| 1 | 2 | 3 | One source of intervention will be through the use of technology based programs like Mathletics, ReadTheory, Exploros and ExactPath |
| 3 | 1 | 6 | BSJHS will encourage student and staff participation in accelerated academics by hosting the district JH UIL meet. |

State Compensatory

Budget for Big Spring Junior High School

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|-----------------------|---|---------------------|
| 6100 Payroll Costs | | |
| 19911611200043830000 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$500.00 |
| 19923611901043130000 | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$64,027.00 |
| 19911611800043830000 | 6118 Extra Duty Stipend - Locally Defined | \$500.00 |
| 19911611900043830000 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$130,000.00 |
| 19931611900043130000 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$34,759.00 |
| 19911612100043830000 | 6121 Extra Duty Pay/Overtime - Support Personnel | \$5,000.00 |
| 19911612200043830000 | 6122 Salaries or Wages for Substitute Support Personnel | \$200.00 |
| 19923612900043130000 | 6129 Salaries or Wages for Support Personnel | \$19,090.00 |
| 19923612900043830000 | 6129 Salaries or Wages for Support Personnel | \$50,000.00 |
| 19911614100043130000 | 6141 Social Security/Medicare | \$2,400.00 |
| 19911614100043824000 | 6141 Social Security/Medicare | \$1,000.00 |
| 19923614100043130000 | 6141 Social Security/Medicare | \$1,000.00 |
| 19931614100043130000 | 6141 Social Security/Medicare | \$498.00 |
| 19911614200043830000 | 6142 Group Health and Life Insurance | \$25,000.00 |
| 19923614200043130000 | 6142 Group Health and Life Insurance | \$8,478.00 |
| 19931614200043130000 | 6142 Group Health and Life Insurance | \$1,620.00 |
| 19911614300043830000 | 6143 Workers' Compensation | \$2,000.00 |
| 19911614600043130000 | 6146 Teacher Retirement/TRS Care | \$6,100.00 |
| 19923614600043130000 | 6146 Teacher Retirement/TRS Care | \$3,800.00 |
| 19931614600043130000 | 6146 Teacher Retirement/TRS Care | \$1,290.00 |
| 6100 Subtotal: | | \$357,262.00 |

Personnel for Big Spring Junior High School

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------|------------------------|-----------------------|------------|
| Cecili Acosta | Tech Teacher candidate | ESEA, Title II Part A | 1 |
| Mark Lozano | Tech Teach Candidate | ESEA, Title II Part A | 1 |
| Shandria Scott | Chromebook Tech | Esser Grant | 1 |

Addendums