Big Spring Independent School District

Big Spring High School

2023-2024 Improvement Plan

Mission Statement

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

Vision

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment as of 10.21.22: 1081

Enrollment by Race/Ethnicity (TAPR 2020-2021)

African American--- 4.4% (74)

Hispanic--- 65.0% (723)

White--- 25.4% (283)

American Indian--- 0.1%   (1)

Asian--- 0.5%   (6)

Pacific Islander--- 0% (0)

Two or More Races--- 2.2% (25)

Enrollment by Student Group---Economically Disadvantaged 60.5%   (673)

English Learners---3.1%   (35)

Special Education--- 13% (145)

Mobility Rate (2019-20) 15.8% (192)

Demographics Strengths

- Diverse student population
- Committed leadership team
- Committed staff that supports all students

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Hispanic sub-pop performs between 10%-24% lower than the average passing rate in state mandated exams across Texas   **Root Cause:** Students have

weak foundational skills.

Student Achievement

Student Achievement Summary

STAAR Passing Rates

	2018	**2019**	**2021**
English I	49%	47%	54%
English II	54%	53%	63%
Algebra I	59%	65%	62%
Biology	81%	85%	78%
US History	80%	81%	73%

Student Achievement Strengths

- Biology EOC and US History EOC have seen a steady increase in scores and then dipped a little in 2021 (after Covid).
- The number of students taking CTE courses has increased.
- The number of students demonstrating college and career readiness has increased.
- CTE certifications has increased.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students continue to score low on English I and English II EOC exams, even though there was an increase in 2021. **Root Cause:** Teacher turnover rate and teachers new to the profession in conjunction with weak foundational skills hurt student achievement on these exams.

School Culture and Climate

School Culture and Climate Summary

- The high school gained 20 new-to-the campus teachers.
- Students who need extra time to stay on track in Eng I, Eng II, Math, or Science attend tutoring.
- BSHS students continue to lag behind on Eng I and Eng II EOC tests versus the other EOC tests they must pass.
- We have received more laptops and support from technology at the high school.
- We have much needed planning/reflecting time with our grade-level EOC teams.
- We continually work on courses/electives offered to better meet the needs of our students.
- Students are encouraged to participate in extra-curricular activities and school clubs.
- New-to-the-profession teachers have mentors who help acclimate them to the duties and expectations of the position while offering them other types of support as well.
- We have a strong ELL teacher this year and someone at the district level to help offer him support while keeping teachers of ELL students abreast of important information.
- Overall, we are working in a positive direction as a team.

School Culture and Climate Strengths

Some of our strengths include the following:

- We have PLC time to help us improve teaching methods.
- We have updated our security system in hopes of offering a stronger sense of security--as well as physically having a state-of-the-art security system for those on our campus.
- We offer many academic and athletic programs.
- More use of technology in the classroom has given teachers more time to focus on skills because data can be collected quickly (versus grading at home).
- Our teachers and staff are committed to giving their best to students and doing what is right for them.
- Acknowledging student achievement invovles teachers, staff, and the community.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students in English I and II classes continue to struggle with EOC tests. **Root Cause:** Stronger alignment between campuses that house 6th-12th graders would help us teach in a more consistent manner which could yield better results on state mandated tests.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

According to the TAPR report, Big Spring High School has the following staff:

- 80 teachers
- 6 of these teachers do not hold a degree
- 1 of the teachers have earned a doctorate
- 5 are new to the profession
- 30 have 1-5 years' experience
- 10 have 6-10 years' experience
- 22 have 11-20 year' experience
- 6 have over 20 years experience

Of those numbers above, 15 are new to the high school campus.

Recruitment efforts are an all-year endeavor (ads in newspapers, social media, word of mouth, job fairs, etc.)

As far as retention, some of our younger teachers do not tend to stay very long since there is not a lot of things for young professionals to do and the oil boom has also impacted the number of teachers who leave the profession (or this area) every year.

Retention efforts include partnering new teachers with a mentor teacher, offering stipends to those teaching STAAR tested subjects, adding attendance bonuses each semester, few duties outside of teaching assignments, and planning time built into the school day to name a few.

Staff Quality, Recruitment, and Retention Strengths

The mentor program and the campus support system help us retain teachers by offering them a safety net and a helping hand. New teachers and those new-to-the campus are paired up with an experienced colleague to help them better understand the content and the school culture. Teachers are also offered PD to help give them a stronger foundation in their content area as well as other trainings to help with conflict management or classroom management. We also try to recruit people from the area so they are already accustomed to the culture of BSHS and Big Spring, TX. Last but not least, a common planning period/PLC (Professional Learning Communities) period has helped alleviate the pressures associated with planning, teaching, re-teaching, and other stages of the teaching cycle. By allowing teachers to work alongside their peers, they all share the task of teaching skills and concepts to students in their content area.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Younger teachers seem to struggle more with the expectations and demands of being a classroom teacher, thus they leave the profession. **Root Cause:** Some of our inexperienced staff may not be comfortable asking for help and eventually feel overwhelmed and leave.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The four core subjects take checkpoints which offer data that in turn drives instruction. Department chairs/Campus Curriculum Coordinators lead their teams during PLC time together. After tests are graded and scores are given to individual teachers, they use that info to make decisions such as whether or not they should move on with the next concept or reteach the current one.

Curriculum, Instruction, and Assessment Strengths

PLCs would definitely be a strength as it allows teachers to plan and reflect together during the work day. With the availability of more laptops, teachers are also making better use the technology in the classroom for extra support to students who have gaps in learning and for mainstream activities and lessons. Student trackers has also been a useful tool.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: With the high turnover rate in the English department, it takes time for a new teacher to learn how to teach the essentials, and more importantly, how to reteach the skills when students don't understand what they should be learning.   **Root Cause:** It would be helpful to have a proven curriculum instead of piecing units together from various sources.

Parent and Community Engagement

Parent and Community Engagement Summary

We reach out to parents via automated calls, social media, notes on report cards, and teacher phone calls (not to mention parent-friendly communication apps). Local businesses do participate in activities we may have and the community steps up to help meet needs for various things, typically in the form of prizes. Parents are welcome on campus anytime as long as they've had a background check (for safety reasons).

Parent and Community Engagement Strengths

A week or so before school starts, BSHS holds a freshman orientation that is well attended by parents and students. We also hold an Open House approximately 3 weeks after the first day of school. Other school activities that are supported by family and the community would be athletic events, choir concerts, band performances, and theatre productions. Recenlty we had a FAFSA meeting for students/parents of seniors. There was a great turnout and we plan to hold one or two more this year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent/Guardian engagement is probably less than 10% of students enrolled. **Root Cause:** Lack of time plays a huge factor since many of our parents do not necessarily hold jobs with hours conducive to school activities. Lack of understanding the importance may also play a key role.

Problem Statement 2: We do not reach out to the community as often as we should. **Root Cause:** Fear of rejection may play a role in the limited times we reach out to the community. Time is also a factor in that teachers have their hands full with many mandatory aspects of the profession (grading, planning lessons, etc.)

School Context and Organization

School Context and Organization Summary

Subjects are grouped together on campus. For example, most 9th-12 grade English classes are in the same hallway. This helps teachers communicate more easily with each other and the close proximity allows them to start PLC time quickly. During PLCs, teachers explore ways to improve instruction, reflect on checkpoint data, adapt lessons to include technological components, and various other things to better serve their students. We also have CTE classes in a separate building from the main campus. In this area, students get plugged into vocational classes to help get them started on a career path right after high school. We also have built-in tutorial time called Zero period. Some students also take accelerated classes through a program called PAC. Another important part of our school is the CCC/department chair team. These leaders focus on ways to improve instruction to increase student academic success. They also take lead in mentoring new teachers in their respective subjects.

School Context and Organization Strengths

Teachers who teach EOC tested subjects look forward to the common planning/PLC period which they get in addition to their regular conference. They use the time to plan what they are going to teach/reteach. They also disaggregate data and use it to drive instruction. All teachers write daily objectives in the "We Will"/"I Will" format so students are informed as to what they will be learning on any given day as well as how they will show they've learned it. Another strength is the mentoring that evolves between teachers, new and experienced.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Even though we have some built-in systems to help teachers in the classroom, many of our younger educators leave BSHS in search of greener pastures.
Root Cause: The number of tasks a teacher must accomplish can be overwhelming, and when a new teacher feels alone, sometimes they feel a fresh start in a bigger town is the cure.

Problem Statement 2: With a strong scope and sequence, teachers may have a better chance at staying if much of the hard work/planning is based on a tried-and-true plan. **Root Cause:** Without getting the lower grades to vertically align, we are still trying to fill many gaps in addition to teaching new skills and concepts.

Technology

Technology Summary

BSHS is a 1:1 campus and all teachers have been trained to use Google Classroom. Some teachers are also equipped with ipads and all classrooms have a Promethean Board. More and more teachers are moving toward a paperless classroom (is that possible?), and they are making better use of the time they have with students.

Technology Strengths

The fact that our technology department is actively seeking ways to help us move into the digital age in meaningful ways shows just how important utilizing technology is in today's classroom. One strength that stands out is that teachers are willing to learn how to use this technology because students will need these skills once they're in the workforce. Technology is another way to engage students.

Problem Statements Identifying Technology Needs

Problem Statement 1: Not all students have access to technology at home.   **Root Cause:** Due to the socioeconomic status of some of our families, technology is not a priority when they are faced with putting food on the table and paying bills.

Problem Statement 2: Technology is wonderful until there's a glitch.   **Root Cause:** Due to unforeseen circumstances, things pop up and when technology isn't working properly, it can be frustrating.

Priority Problem Statements

Goals

Goal 1: GOAL 1: All student groups at BSHS taking state assessment exams will meet requirements to maintain an Acceptable school rating by TEA and begin growth towards Exemplary

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

Strategy 1 Details	Formative Reviews		
Strategy 1: TEKS Resources curriculum implemented in math, science in all grades and ELA and social studies; Houston ISD Scope & Sequence also used in history classes; TAG in DMAC. **Staff Responsible for Monitoring:** Curriculum Dept. Principals Dept. Heads **TEA Priorities:** Improve low-performing schools	**Formative**		
	Oct	Feb	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Fundamental 5 implemented for enriching instructional practices	**Formative**		
	Oct	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Mentoring program implemented for all teachers who are new to the campus (CCC's) and New Teacher Academy **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture	**Formative**		
	Oct	Feb	May

Strategy 4 Details	Formative Reviews

Strategy 4: PAC credit recovery program/Odysseyware	**Formative**		
	Oct	**Feb**	**May**

Strategy 5 Details	Formative Reviews

Strategy 5: Multi-tiered Systems of Support (MTSS) through AM and PM tutoring.	**Formative**		
	Oct	**Feb**	**May**

Strategy 6 Details	Formative Reviews

Strategy 6: Special Education Inclusion Model	**Formative**		
Staff Responsible for Monitoring: Special Ed. Director	**Oct**	**Feb**	**May**
TEA Priorities: Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability**			

Strategy 7 Details	Formative Reviews

Strategy 7: Enrichment at Runnels for nontraditional students	**Formative**		
Staff Responsible for Monitoring: Principals Assistant Principal of Runnels	**Oct**	**Feb**	**May**
TEA Priorities: Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 8 Details	Formative Reviews

Strategy 8: DMAC student data tool to track relevant student performance and disaggregate for teachers to use to inform/drive instruction Lead4Ward resources	**Formative**		
Staff Responsible for Monitoring: Core Dept. Heads Data Specialist Principals	**Oct**	**Feb**	**May**
ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 9 Details	Formative Reviews		
Strategy 9: Career and Tech Prep Education (CTE) program analyses to provide current and thoughtful courses to fit our clientele and offer industry certification where possible.	**Formative**		
	Oct	Feb	May
Staff Responsible for Monitoring: Principals CTE Coordinator Curriculum Director **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction			

Strategy 10 Details	Formative Reviews		
Strategy 10: Professional Learning Communities daily to increase teacher capacity and prepare instruction based on data and quality resources	**Formative**		
	Oct	Feb	May
Staff Responsible for Monitoring: Principals Dept. Heads Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 11 Details	Formative Reviews		
Strategy 11: Use solid and appropriate technology to support and enhance learning in all areas. Some examples are: OdysseyWare, Quia, Gizmo, Desmos, Google Classroom, Google Chromebooks, College Board, Quill, No Red Ink, HMH, Quizlet	**Formative**		
	Oct	Feb	May
Staff Responsible for Monitoring: Principals Curriculum Dept. Technology Specialists **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 12 Details	**Formative Reviews**		
Strategy 12: Continue to offer and encourage dual credit courses in partnership with Howard College	**Formative**		
Staff Responsible for Monitoring: Principals Counselors Curriculum Director Howard College personnel/scheduling **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Oct**	**Feb**	**May**

Strategy 13 Details	**Formative Reviews**		
Strategy 13: Continue to offer a high-quality summer school program for at-risk students	**Formative**		
Staff Responsible for Monitoring: Principals Counselors Data Specialist Dept. Heads Curriculum Director **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Oct**	**Feb**	**May**

Strategy 14 Details	**Formative Reviews**		
Strategy 14: Continue to offer AP courses in core areas for students desiring to prepare for college and, perhaps, gain college credit	**Formative**		
Staff Responsible for Monitoring: Counselors Principals Dept. Heads AP teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Oct**	**Feb**	**May**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: BSHS will reduce the number of drop-outs and increase the completion rate.

Performance Objective 1: BSHS will maintain a drop-out rate of 1.0% or less.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue using credit recovery programs in an effort to reduce the number of drop-outs and also increase our completion rate: * PAC Program * AM and PM Tutorials * Summer School * MTSS * Thursday night School * PRS (Pregnant Related Services) * Runnels & RJC	**Formative**		
	Oct	Feb	May
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Utilize Community Student Mentorship (CSM) programs: * Drug-testing counselors * TRIO representative * SOAR group **Staff Responsible for Monitoring:** Principals, Counselors, TRIO Representative, SOAR representative	**Formative**		
	Oct	Feb	May
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Utilize Howard County character mediation program. **Staff Responsible for Monitoring:** Principals and Counseling Staff	**Formative**		
	Oct	Feb	May
Strategy 4 Details	**Formative Reviews**		
Strategy 4: Utilize other programs and avenues to help keep students on track and engaged: -Communities In Schools -Career Prep	**Formative**		
	Oct	Feb	May

-CTE Certifications
-Student/Parent Portal
-Credit Recovery (to assist those with attendance issues)

Staff Responsible for Monitoring: CIS Representative
CTE Director
Principals
Counseling Staff

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Recruit, employ and maintain a highly qualified staff.

Performance Objective 1: BSHS will maintain a highly qualified staff according to NCLB standards.

Strategy 1 Details	Formative Reviews		
Strategy 1: Assist paraprofessionals in obtaining teacher certification through the Texas Aide Exemption Program.	**Formative**		
Staff Responsible for Monitoring: Curriculum and Instruction Department	**Oct**	**Feb**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Participate in regional job fairs and distribute a recruiting folder that includes district and community information.	**Formative**		
Staff Responsible for Monitoring: HR/Personnel Department	**Oct**	**Feb**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Post job opportunities on TASA and Region 18 websites.	**Formative**		
Staff Responsible for Monitoring: Personnel Department	**Oct**	**Feb**	**May**

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide quality staff development that is aligned with campus and district goals.	**Formative**		
Staff Responsible for Monitoring: Mr. Ritchey Mrs. Bancroft Curriculum Department	**Oct**	**Feb**	**May**

Strategy 5 Details	Formative Reviews		
Strategy 5: New Teacher Academy	**Formative**		
Staff Responsible for Monitoring: Mr. Ritchey Mrs. Bancroft	**Oct**	**Feb**	**May**

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide opportunities for core content teachers to receive continuing education from local experts.	**Formative**		
Staff Responsible for Monitoring: Administrators	**Oct**	**Feb**	**May**

Strategy 7 Details	Formative Reviews		
Strategy 7: Principles in Education/Grow Your Own (GYO)	**Formative**		
Tech Teach Program Dept. Chair mentoring i-Teach and other alternative certification programs	**Oct**	**Feb**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: BSHS graduates will achieve scores higher than the national average on their ACT/SAT.

Performance Objective 1: BSHS will increase percentage of students taking the ACT/SAT exam and scores will exceed the national average.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide links to online resources to study for college entrance exams:	**Formative**		
* Facebook posts	**Oct**	**Feb**	**May**
* YouTube Channel			
* Video Announcements			
* Counselors			
* High School Page			
* Remind Messages			

Strategy 2 Details	Formative Reviews		
Strategy 2: Collect study guides and store them in a centralized location for easy access.	**Formative**		
Staff Responsible for Monitoring: Principals	**Oct**	**Feb**	**May**
Counselors			
CTE Director			

Strategy 3 Details	Formative Reviews		
Strategy 3: We will provide funding for ACT/SAT fee for qualified students.	**Formative**		
Staff Responsible for Monitoring: Principals	**Oct**	**Feb**	**May**
Counseling Staff			
CTE Director			

Strategy 4 Details	Formative Reviews		
Strategy 4: Offer PSAT/PACT and ACT testing at BSHS.	**Formative**		
Staff Responsible for Monitoring: CTE Director	**Oct**	**Feb**	**May**
Counseling Staff			
Administrators			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 5: BSHS will provide a safe and secure environment conducive to learning for students and staff.

Performance Objective 1: Discipline referrals, tobacco, incidences of violence, alcohol, vapes, and drug offenses will decrease.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Anti-bullying activities and training for all campus employees.	**Formative**		
Staff Responsible for Monitoring: Administrators Counseling Staff Asst. Superintendent	**Oct**	**Feb**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: We will utilize the district truant officer to help us reach students and their parents/guardians when a student has missed too many days of school.	**Formative**		
Staff Responsible for Monitoring: Assistant Superintendent Truant Officer	**Oct**	**Feb**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: The CIS representative will counsel with at-risk students.	**Formative**		
Staff Responsible for Monitoring: SPED Director	**Oct**	**Feb**	**May**

Strategy 4 Details	Formative Reviews		
Strategy 4: The Technology Department has purchased a comprehensive surveillance camera system as a safety measure for all students and faculty/staff.	**Formative**		
Staff Responsible for Monitoring: Assistant Superintendent Technology Director	**Oct**	**Feb**	**May**

Strategy 5 Details	Formative Reviews		
Strategy 5: The front office uses Raptor Ware to document when visitors are in the building.	**Formative**		
Staff Responsible for Monitoring: Assistant Superintendent Technology Department	**Oct**	**Feb**	**May**

Strategy 6 Details	Formative Reviews		
Strategy 6: Anonymous alert system for students, faculty, staff, parents, and community members which allows anyone to relay information to administration without fear of retribution.	Formative		
	Oct	Feb	May

Strategy 7 Details	Formative Reviews		

Strategy 7: Access control (security features on exterior doors) is another level of keeping possibly dangerous intruders from entering the building and causing harm to others.
    Staff Responsible for Monitoring: Administrators
    Counseling Staff
	Formative		

	Oct	Feb	May

Strategy 8 Details	Formative Reviews		
Strategy 8: Safety and Security Committee	Formative		
	Oct	Feb	May

Strategy 9 Details	Formative Reviews		
Strategy 9: We will randomly drug test students and have a drug dog available from time to time.	Formative		
	Oct	Feb	May

Strategy 10 Details	Formative Reviews		
Strategy 10: Go Guardian will be utilized to help us keep our kids safe while on the information superhighway.	Formative		
	Oct	Feb	May

Strategy 11 Details	Formative Reviews		
Strategy 11: Drills (fire, lockdown, tornado, intruder in the building) will help acquaint faculty, staff, and students with protocols to help keep us all safe in time of need.	Formative		
	Oct	Feb	May

Strategy 12 Details	Formative Reviews		
Strategy 12: The Guardian Program	Formative		
	Oct	Feb	May

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 6: BSHS will increase parental and community involvement

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize parent/teacher conferences with emphasis on building relationships to foster family participation in the education/ graduation process.	**Formative**		
	Oct	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will help deter potential dropouts Better attendance Higher academic achievement More access to higher education Break the pattern of generational poverty **Staff Responsible for Monitoring:** Principals Teachers Counselors **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews

Strategy 2: Develop and maintain social media sites as well as traditional media with timely and relevant information for parents/families:	Formative		
	Oct	**Feb**	**May**

Digital methods - BSHS website, Parent Portal, BSHS Facebook, BSHS YouTube channel, Alert Now, Remind messages, BlackBoard texts/emails, Google Classroom, etc.

Traditional methods - printed brochures/flyers, radio announcements, newspaper notifications, TV, etc.

Strategy's Expected Result/Impact: Ensuring that timely information is available allows parents/families to support their children in the school community, which keeps kids involved and fosters a culture of inclusion and completion.

Staff Responsible for Monitoring: Principals
Counselors
Club sponsors or anyone in charge of certain activities
Technology personnel

Title I:
2.5, 4.1, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture

Strategy 3 Details	Formative Reviews

Strategy 3: Parent and community volunteer opportunities will be increased: Texas Public Schools' Week activities, extra-curricular events;	Formative		
	Oct	**Feb**	**May**

campus and community pep rallies, club activities/travel, etc.

Staff Responsible for Monitoring: Principals
Teachers
Sped Staff
Extra-curricular personnel

Title I:
4.1, 4.2
 - **ESF Levers:**
Lever 3: Positive School Culture

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 7: BSHS will increase the attendance rate.

Performance Objective 1: BSHS will increase the attendance rate from the previous year.

    High Priority

    Evaluation Data Sources: Daily, weekly, and monthly attendance reports
Trend reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Attendance Review Committee (ARC) meetings throughout the school year	**Formative**		
Strategy's Expected Result/Impact: Higher attendance rate; higher student achievement	**Oct**	**Feb**	**May**
Staff Responsible for Monitoring: Principals Attendance Clerks Attendance Committee **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Have parent information and orientation meetings to inform parents of the importance of school attendance and provide updates/reminders using all media sources available.	**Formative**		
	Oct	**Feb**	**May**
Strategy's Expected Result/Impact: Higher attendance rate Higher student academic performance Better working relationships with parents/families Higher graduation rate/fewer dropouts **Staff Responsible for Monitoring:** Principals Attendance clerks Truant Officer **Title I:** 2.6, 4.2 - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide incentives for students and parents in an effort to increase attendance:	**Formative**		
No Tardy/Absences Party	**Oct**	**Feb**	**May**
Free Route 44 drinks			
Semester Exam Exemptions			
Staff Responsible for Monitoring: Principals			
Attendance clerks			
Title I:			
2.6			
- **TEA Priorities:**			
Improve low-performing schools			
- **ESF Levers:**			
Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: Coordinate and work with Howard County juvenile and probation department in an effort to increase attendance	**Formative**		
Staff Responsible for Monitoring: Principals	**Oct**	**Feb**	**May**
Attendance clerks			
Truant officer			
Title I:			
2.6			
- **TEA Priorities:**			
Improve low-performing schools			
- **ESF Levers:**			
Lever 3: Positive School Culture			

Strategy 5 Details	Formative Reviews		
Strategy 5: Homebound Services for students unable to attend due to health restrictions	**Formative**		
Strategy's Expected Result/Impact: To offer continuity of services to prevent students from falling behind during challenging health issues; prevent drop outs	**Oct**	**Feb**	**May**

Staff Responsible for Monitoring: Counselors
Principals
PRS Staff

Title I:
2.6
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 8: To coordinate services with Region 18 ESC, our Migrant Fiscal Agent (Misty Henson), in order to provide 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 Sources: Participants' List
Preliminary Migrant Student Assessment
PFS Student Assessment/NGS PFS Reports
Migrant Student Monitoring
Contact Log
Migrant Student Checklist with Resources provided
Migrant Student Monitoring Counseling Notes
Graduation Plan
School Records

Strategy 1 Details	Formative Reviews		
Strategy 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.	**Formative**		
	Oct	Feb	May
Strategy's Expected Result/Impact: Raise graduation rate for migrant students **Staff Responsible for Monitoring:** All MEP Staff **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct a presentation at the district's beginning of the school year required staff development to inform all district personnel of the definition of PFS students and the significance of prioritizing all instructional services for these students for compliance issues	**Formative**		
	Oct	**Feb**	**May**
Staff Responsible for Monitoring: District Migrant Contact **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Determine the 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 the follow-up to monitor and document progress.	**Formative**		
	Oct	**Feb**	**May**
Staff Responsible for Monitoring: All MEP Staff District Migrant Contact **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: Coordinate training for migrant students' teachers and campus administrators to inform them of the individual needs of migrant students in their classes and on their campus. Stress the significance of prioritizing all instructional services for these students to meet specific needs. **Staff Responsible for Monitoring:** District Migrant Contact **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	**Formative**		
	Oct	Feb	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Make periodic home visits to update parents on the academic progress of their children. **Staff Responsible for Monitoring:** All MEP Staff District Migrant Contact **Title I:** 2.6, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	**Formative**		
	Oct	Feb	May

Strategy 6 Details	Formative Reviews		
Strategy 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 to make up coursework, which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. **Staff Responsible for Monitoring:** All MEP Staff District Migrant Contact **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Formative**		
	Oct	Feb	May

Strategy 7 Details	Formative Reviews		
Strategy 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	**Formative**		
	Oct	**Feb**	**May**
Staff Responsible for Monitoring: All MEP Staff District Migrant Contact			

Strategy 8 Details	Formative Reviews		
Strategy 8: Monitor the 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.	**Formative**		
	Oct	**Feb**	**May**
Staff Responsible for Monitoring: All MEP Staff District Migrant Contact **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 9 Details	Formative Reviews		
Strategy 9: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed STAAR in any content area are accessing local, intrastate remediation.	**Formative**		
	Oct	**Feb**	**May**
Staff Responsible for Monitoring: All MEP Staff District Migrant Contact **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 10 Details	Formative Reviews

Strategy 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.	Formative		
	Oct	Feb	May
Staff Responsible for Monitoring: Migrant Specialists **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning			

Strategy 11 Details	Formative Reviews

Strategy 11: SSA district disseminates a copy of the PFS report to the appropriate campus personnel.	Formative		
	Oct	Feb	May
Staff Responsible for Monitoring: District Migrant Contact			

Strategy 12 Details	Formative Reviews

Strategy 12: Provide campus administrators, appropriate campus staff, and parents with the PFS criteria and updated PFS reports.	Formative		
	Oct	Feb	May
Staff Responsible for Monitoring: All MEP Staff District Migrant Contact			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

State Compensatory

Budget for Big Spring High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 14.57
Brief Description of SCE Services and/or Programs

| |
| |

Personnel for Big Spring High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anna Sotelo	Receptionist	0.5
Anthony Barrera	Secondary English	0.05
Antonio Teran	ISS Teacher	1
Ashly Diaz	DAEP Aide	1
Brett Ramsey	Success School AP	1
Cecilia Franco	DAEP Secretary	1
Cheryl Tannehill	Secondary PRS Teacher	0.5
Elissa Bancroft	Curriculum/Assistant Principal	0.15
Eric Tuttle	Runnels Job Core	0.75
Heidi Twining	DAEP Principal/Asst Principal	1
Jack Tonn	PAC Teacher	1
Jennifer Hart	DAEP Classroom Aide	1
Jordan Horton	Assistant Principal	0.3
Kelly Ralston	PAC Teacher	0.5
Leasa Lowery	Counselor	0.3
Loryne Collette	Secondary Math	0.12
Mario Heredia	Secondary PE	0.3
Marni Franco	DAEP Teacher	1

Name	Position	FTE
Morgan McWilliams	Counselor	0.3
Natalie Whitewood	Special Programs	1
Pamela Billick-Gonzalez	DAEP Teacher	1
Taylor Osborn	Counselor	0.3
Tim Tannehill	Assistant Principal	0.5

Title I Personnel

Name	Position	Program	FTE
Elissa Bancroft	Instructional Coach	Title I	50%

Addendums

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Descr	Appr
									2023-24 BSHS/DAEP State Compensatory Education Funds	
199	11	6399	00	001	4	24	0	00	GIZMO SITE LICENSE	(3,500.00)
199	11	6399	20	001	4	24	0	01	TEKS RESOURCE SUPP	(6,000.00)
199	11	6112	00	001	4	26	0	36	SR HI CREDIT RECOVERY SUBS	(100.00)
199	11	6399	00	001	4	26	0	36	CREDIT RECOVERY SUPPLIES	(363.20)
199	11	6399	70	001	4	26	0	36	SUMMER-CREDIT RECOVERY SUPP	(136.80)
199	11	6112	00	001	4	30	0	00	SR HI COMPENSATORY ED SUBS	(1,000.00)
199	11	6118	00	001	4	30	0	00	SR HIGH TUTORIAL EXTRA PAY	(10,000.00)
199	11	6119	00	001	4	30	0	00	PROF. SALARIES	(291,588.00)
199	11	6121	00	001	4	30	0	00	EXTRA DUTY	(100.00)
199	11	6129	01	001	4	30	0	00	SUPPORT STAFF - ISS	-
199	11	6141	00	001	4	30	0	00	MEDICARE	(4,500.00)
199	11	6141	01	001	4	30	0	00	MEDICARE	-
199	11	6142	00	001	4	30	0	00	GROUP HEALTH & LIFE INS	(22,990.00)
199	11	6143	00	001	4	30	0	00	WORKERS COMPENSATION	(2,135.00)
199	11	6145	00	001	4	30	0	00	UNEMPLOYMENT COMPENSATION	(329.00)
199	11	6146	00	001	4	30	0	00	TEACHER RETIREMENT	(12,600.00)
199	11	6146	01	001	4	30	0	00	TEACHER RETIREMENT	-
199	23	6119	01	001	4	30	0	00	SR HI ASST. PRINCIPAL SALARY	(139,500.00)
199	23	6122	00	001	4	30	0	00	SR HI CLERK SUBSTITUTES	(1,000.00)
199	23	6129	00	001	4	30	0	00	SR HI CLERK SALARIES	(11,500.00)
199	23	6141	00	001	4	30	0	00	MEDICARE	(2,106.00)
199	23	6142	00	001	4	30	0	00	GROUP HEALTH & LIFE INS	(8,808.00)
199	23	6143	00	001	4	30	0	00	WORKERS COMPENSATION	(1,391.00)
199	23	6146	00	001	4	30	0	00	TEACHER RETIREMENT	(5,500.00)
199	31	6119	01	001	4	24	0	00	PROGRAMS COORDINATOR PROF SAL	(49,000.00)
199	31	6141	00	001	4	24	0	00	MEDICARE	-
199	31	6142	00	001	4	24	0	00	GROUP HEALTH & LIFE INS	-
199	31	6146	00	001	4	24	0	00	TEACHER RETIREMENT	-
199	31	6119	00	001	4	30	0	00	SR HIGH COUNSELOR SALARIES	(65,600.00)
199	31	6141	00	001	4	30	0	00	MEDICARE	(915.00)

199	31	6142	00	001	4	30	0	00	GROUP HEALTH & LIFE INS	(4,792.00)
199	31	6146	00	001	4	30	0	00	TEACHER RETIREMENT	(2,713.00)
199	71	6512	00	001	4	26	0	36	CAP LEASE - CREDIT REC COPIER	(3,400.00)
									Subtotal	(651,567.00)
						DAEP				
199	11	6112	00	106	4	28	0	00	DAEP SUBSTITUTES	(2,500.00)
199	11	6118	00	106	4	28	0	00	EXTRA DUTY DAEP	(800.00)
199	11	6119	00	106	4	28	0	00	PROF. SALARIES	(134,000.00)
199	11	6122	00	106	4	28	0	00	SUPPORT STAFF-DAEP	(500.00)
199	11	6129	00	106	4	28	0	00	INSTRUCTIONAL AIDE-DAEP	(32,552.00)
199	11	6141	00	106	4	28	0	00	MEDICARE	(2,520.00)
199	11	6142	00	106	4	28	0	00	GROUP HEALTH & LIFE INS	(8,364.00)
199	11	6143	00	106	4	28	0	00	WORKERS COMPENSATION	(1,852.00)
199	11	6145	00	106	4	28	0	00	UNEMPLOYMENT COMPENSATION	(75.00)
199	11	6146	00	106	4	28	0	00	TEACHER RETIREMENT	(6,440.00)
199	11	6269	02	106	4	28	0	00	DAEP COPIER RENTAL	-
199	11	6399	00	106	4	28	0	00	DAEP SUPPLIES	(888.43)
199	11	6399	11	106	4	28	0	00	DELEK DONATION DAEP $58	-
199	11	6399	11	106	4	28	2	00	ROTARY CLUB DONATION $500	-
199	11	6399	70	106	4	28	0	00	DAEP SUPPLIES-SUMMER	(891.57)
199	11	6412	00	106	4	28	0	00	DAEP TRAVEL	-
199	13	6411	00	106	4	28	0	00	DAEP TEACHER TRAVEL	(650.00)
199	23	6119	00	106	4	28	0	00	DAEP PRINCIPAL SALARY	(115,000.00)
199	23	6122	00	106	4	28	0	00	DAEP CLERK SUBSTITUTES	(500.00)
199	23	6129	00	106	4	28	0	00	DAEP CLERK SALARIES	(23,700.00)
199	23	6141	00	106	4	28	0	00	MEDICARE	(1,975.00)
199	23	6142	00	106	4	28	0	00	GROUP HEALTH & LIFE INS	(9,288.00)
199	23	6143	00	106	4	28	0	00	WORKERS COMPENSATION	(1,183.00)
199	23	6145	00	106	4	28	0	00	UNEMPLOYMENT COMPENSATION	(75.00)
199	23	6146	00	106	4	28	0	00	TEACHER RETIREMENT	(7,850.00)
199	23	6411	00	106	4	28	0	00	DAEP PRINCIPAL TRAVEL	(900.00)
199	71	6512	00	106	4	28	0	00	CAP LEASE - DAEP COPIER	(3,400.00)

										Subtotal	(355,904.00)
										Grand Total	(1,007,471.00)

2023-24 BSHS ESSA Consolidate Grant Funds

Title I Funds 2023-24

fund	func	obj	sobj	org	fscl_yr	pgm	ed span	proj dtl	Acct Descr	Appr
211	11	6399	24	001	4	30	0	03	SOFTWARE RENEWALS	-44,000.00
211	13	6119	24	001	4	30	0	00	INSTRUCTIONAL SPECIALIST	-39,509.00
211	13	6141	00	001	4	30	0	00	MEDICARE	-573.00
211	13	6142	00	001	4	30	0	00	GROUP HEALTH & LIFE INS	-2,700.00
211	13	6146	00	001	4	30	0	00	TEACHER RETIREMENT	-3,358.00
211	13	6219	24	001	4	30	0	01	PROFESSIONAL SERVICES	-1,740.00
211	32	6499	24	001	4	30	0	00	PARENT/FAMILY ENGAGEMENT	-1,334.00
										-93,214.00

Title II Funds 2023-24

fund	func	obj	sobj	org	fscl_yr	pgm	ed span	proj dtl	Acct Descr	Appr
255	13	6119	24	001	4	30	0	00	INSTRUCTIONAL COACH/MENTOR	-21,000.00
255	13	6141	00	001	4	30	0	00	MEDICARE	-305.00
255	13	6146	00	001	4	30	0	00	TEACHER RETIREMENT	-1,785.00
										-23,090.00

Title III Funds 2023-24

fund	func	obj	sobj	org	fscl_yr	pgm	ed span	proj dtl	Acct Descr	Appr

Title IV Funds 2023-24

fund	func	obj	sobj	org	fscl_yr	pgm	ed span	proj dtl	Acct Descr	Appr
289	12	6329	24	001	4	30	0	00	INSTRUC RESOURCES/MEDIA	-58.00
										-58.00
									ESSA Total Funds	-116,362.00