

Big Spring Independent School District

Big Spring Junior High School

2023-2024 Improvement Plan



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 2022-23 school year, BSJHS had around 530 students on its roster. Demographically, the campus is approximately 66 % Hispanic and 23% 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 19% of the student body falls under the special education umbrella. Additionally, about 70% of the student body falls in the Economically Disadvantaged category at any given time. About 6% of the student body has been identified as Gifted/Talented, and there are approximately 5% ESL 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 prior state 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.

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 Anonymous Alerts, 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) and book studies on character (Success for Teens and 7 Habits of Highly Effective Teens).

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: In a student survey on school climate, 70% of respondents answered they did not feel safe at school. **Root Cause:** Students felt unsafe because of the number of fights on campus, bringing of illegal items to school without staff knowledge, and the proximity of the campus to the YMCA shooting of February 2023.

Problem Statement 2: Despite the focus on good character and positive behavior from students, there has been a decline in the behavior of students leading to increased distractions and behavioral problems in the classroom. **Root Cause:** Inconsistencies in expectations and distribution of consequences, lack of clear expectations from students and staff, alternative education settings were seen as a desirable location and not a consequence.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2022-23 school year, BSJH had to hire 8 new instructional staff. The trend, has for the most part, has been steadily declining 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.

Administrators attempt to make 9 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:** Lack of classroom management training as well as inconsistencies in administration support and communication.

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 HMH ELA, math, science and social studies help to supplement the needs of the sequencing. Technological supplements like Mathletics, Exploros, BrainPop, CRIMSI, Wizer, and MindPlay also contribute to the delivery of instruction (especially through Google Classroom and technology).

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: Students are overwhelmed by the amount of assessments they have to take in a shortened period and the limited time frame does not allow for proper re-teaching. **Root Cause:** Checkpoint assessments are given at intervals that are too close.

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, plays, STUCO, UIL academic activities and choir/band concerts.

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

Our Facebook page has over 3,000 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 75-85% 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: BSJHS has no activities for parents to be directly involved other than Meet the Teacher or athletic events. **Root Cause:** Lack of communication to parents about PTA or PTO opportunities.

School Context and Organization

School Context and Organization Summary

There is a pre-K, four elementaries, an intermediate school, a junior high, a disciplinary 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 under 530 students. There are approximately 50 instructionalists on campus. There is one principal and two assistant principals. 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 (which has been difficult in the face of COVID related absences).

The facility is 22 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 decreased 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 offers 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. An unsure economy has also lessened donations as well.

Technology

Technology Summary

BSJHS has 2 computer labs, 1 laptop cart for Robotics, and 1-to-1 Chromebooks for every student. Two labs are designated for 7th and 8th grade Tech Apps classes. 7th and 8th grade students will now have an opportunity to take Principles of AV, Technology, and Digital Media for certification and CTE purposes.

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 4 summers ago. Data is kept and retrieved through a number of programs, a few of which are: Ascender, 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, 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. An insurance system is in place for students that inadvertently damage their Chromebooks.

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: Computers in labs are ageing and need to be upgraded and/or replaced. **Root Cause:** Lack of funding for new computers or upgrades.

Problem Statement 2: Many parents/guardians use the "opt out" option for their child to receive a chromebook. This causes more work and headaches for teachers as well as using much more paper than what we have budgeted for. **Root Cause:** Lack of parental communication on benefits of Chromebook as well as insurance options.

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
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results





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 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 forward from a C rating.

Evaluation Data Sources: 2022 STAAR Data for the campus will show an improvement in Meets/Masters Level performers

Strategy 1 Details	Formative Reviews		
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: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
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: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Feb	May





Strategy 3 Details	Formative Reviews		
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: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools -	Formative		
	Oct	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: BSJHS has made a commitment to not only work with struggling learners, but to encourage 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: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - - Additional Targeted Support Strategy	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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.

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Summer school is assigned as needed based on HB4545 requirements. (ESF 5.3) Strategy's Expected Result/Impact: STAAR performance for At-Risk students Staff Responsible for Monitoring: Principals, Department Heads, and Counselors Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 199-General Fund, - 211-ESSA Title I, Part A	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: One source of intervention will be through the use of technology based programs like NWEA, MindPlay, Mathletics, Exploros, Lowman, and EdPuzzle. Strategy's Expected Result/Impact: Content based check points through the year and ultimate scores on the STAAR Staff Responsible for Monitoring: Teachers, Central Office staff, and Administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative		
	Oct	Feb	May





Strategy 3 Details	Formative Reviews		
Strategy 3: BSJHS is committed to supplying training to core teachers to address academic holes like E-Trainings and Region 18 interventions for ELA and Math (ESF 5.1) Strategy's Expected Result/Impact: STAAR performance Staff Responsible for Monitoring: Teachers, Administrators Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -	Formative		
	Oct	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: BSJHS offers an Open House in the fall and an Academic Open House in the spring to involve parents. Strategy's Expected Result/Impact: 6 week grade progress and STAAR end-of-year performance Staff Responsible for Monitoring: Teachers, Admin, and District personnel Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Strategy 1 Details	Formative Reviews		
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: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Technology interventions include Mathletics, Mindplay, and Exploros. Strategy's Expected Result/Impact: Success of on end of year STAAR performance Staff Responsible for Monitoring: Special Education Staff and administrators Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Feb	May





Strategy 3 Details	Formative Reviews		
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: 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		
	Oct	Feb	May
Strategy 4 Details	Formative Reviews		
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: 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		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Strategy 1 Details	Formative Reviews		
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: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: ESL Pull-Out as needed and remediation through Mango and Summit K-12 in their 4th period Strength Class. (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: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199-General Fund, - 211-ESSA Title I, Part A	Formative		
	Oct	Feb	May





Strategy 3 Details	Formative Reviews		
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: 4.1 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: BSJHS or district representative will attend area teacher job fairs in order to target recruitment of qualified personnel whenever possible. Strategy's Expected Result/Impact: Retention and location of HQ teachers Staff Responsible for Monitoring: District level and campus level administrators Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
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: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Oct	Feb	May

Strategy 3 Details	Formative Reviews		
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: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals -	Formative		
	Oct	Feb	May
Strategy 4 Details	Formative Reviews		
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: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff development will be targeted to meet the needs of the staff in identifying and meeting the needs of students Strategy's Expected Result/Impact: Teacher surveys and STAAR results Staff Responsible for Monitoring: Administrators and teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools -	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: BSJHS new teachers will be mentored by the campus and district levels and the community atmosphere of the campus will be emphasized Strategy's Expected Result/Impact: Teacher surveys and feedback, STAAR results Staff Responsible for Monitoring: Administrators, mentors, mentees, staff Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals -	Formative		
	Oct	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: BSJHS will ensure a system is in place to relay information: calling trees, department chairs, faculty meetings, e-mail, etc. Strategy's Expected Result/Impact: Teacher retention and feedback Staff Responsible for Monitoring: Administrators, Department chairs, teachers Title I: 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
Strategy 4 Details	Formative Reviews		
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 Strategy's Expected Result/Impact: Dissemination of information Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





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,

Strategy 1 Details	Formative Reviews		
Strategy 1: BSJHS/District Facebook, Mail/Fliers, Remind 101, Newsletters, Parent Portal, Google Classroom, Blackboard, Sports You and Web pages set up to send out alerts and recognize students for activities and accomplishments Strategy's Expected Result/Impact: Parent survey feedback and activity attendance Staff Responsible for Monitoring: Principal, sponsors, teachers Title I: 2.4, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 6 week parent/student BSJHS newsletter and monthly calendars are sent home and posted on the website and Facebook Strategy's Expected Result/Impact: Parent survey to assess effectiveness at the end of the year Staff Responsible for Monitoring: Administrators and teachers Title I: 2.4, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Use of parent chaperons for, but not limited to: UIL, NJHS, STUCO, Cheer, Choir, Band, etc. Strategy's Expected Result/Impact: Parent survey and Parent Advisory Council feedback Staff Responsible for Monitoring: Principal, Sponsors, teachers Title I: 2.5, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May





Strategy 4 Details		Formative Reviews		
Strategy 4: Assemble a Parent Advisory Council Strategy's Expected Result/Impact: Parent survey, meeting attendance, and number of participants Staff Responsible for Monitoring: Administrator, Sponsor, teachers Title I: 2.5, 4.2 - ESF Levers: Lever 3: Positive School Culture		Formative		
		Oct	Feb	May
Strategy 5 Details		Formative Reviews		
Strategy 5: BSJHS will offer Orientation, Title I meeting, and Fall/Spring Open Houses Strategy's Expected Result/Impact: Participation logs and parent surveys Staff Responsible for Monitoring: Teachers, administrators Title I: 2.4, 2.5, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative		
		Oct	Feb	May
Strategy 6 Details		Formative Reviews		
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: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy		Formative		
		Oct	Feb	May

Strategy 7 Details	Formative Reviews		
Strategy 7: BSJHS will utilize Communities in Schools as a liaison and intervention for families and students. Strategy's Expected Result/Impact: Bridge a gap between school and parents Staff Responsible for Monitoring: CIS Rep, Administration Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 displays of positive behaviors, attendance incentives and representation at Open Houses

Evaluation Data Sources: Survey feedback at the end of the year, number of partners, positive behavior awards given





Strategy 1 Details	Formative Reviews		
Strategy 1: As part of attendance incentive process, community businesses will be encouraged to partner with BSJHS for 6 week rewards Strategy's Expected Result/Impact: Number of community partners and prize availability Staff Responsible for Monitoring: Administrators and campus personnel Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: To encourage attendance at Open Houses, community partners will be sought for door prizes, etc. Strategy's Expected Result/Impact: Log-in parent attendance sheets and number of partners Staff Responsible for Monitoring: Administrators Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer Mathletics, MindPlay, Exploros ReadTheory and Wizer interventions along with Chromebook usage, 8th grade Tech Apps classes, Promethean Active Display TVs, EdPuzzle, Brain POP, Google Translate and Discovery Education for the classroom Strategy's Expected Result/Impact: STAAR Success, computer lab logs, iPad and computer cart logs Staff Responsible for Monitoring: Teachers, Administrators, and technology/curriculum departments Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Adoptions of math, ELA, science and social studies textbooks have on-line versions available Strategy's Expected Result/Impact: STAAR and STAAR A performance Staff Responsible for Monitoring: Curriculum department, teachers, and administrators Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Feb	May





Strategy 3 Details	Formative Reviews		
Strategy 3: Tardy Calculator system and callouts utilized to log tardies and absences to increase attendance and time-on-task Strategy's Expected Result/Impact: Daily attendance and tardy averages Staff Responsible for Monitoring: Administrative, attendance, and secretarial Title I: 2.4, 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: BSJHS features a Robotics, Debate, TMSCA, ESports, and UIL classes to enrich students Strategy's Expected Result/Impact: Technology engagement for those who apply and are allowed to participate in the program Staff Responsible for Monitoring: Administration and sponsor teacher Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: BSJHS will offer ESL pull-out instructional services and remediation to students who need it, utilizing Mango and Summit K-12. Strategy's Expected Result/Impact: STAAR performance and progress on TELPAS Staff Responsible for Monitoring: ESL coordinator, teachers, administrators, counselor Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
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: 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		
	Oct	Feb	May





Strategy 3 Details	Formative Reviews		
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: 2.4, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Strategy 1 Details	Formative Reviews		
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: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
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: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Feb	May

Strategy 3 Details	Formative Reviews		
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: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
Strategy 4 Details	Formative Reviews		
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: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 4: BSJHS will utilize Communities in Schools as an extra intervention to service ESL students.

High Priority





Evaluation Data Sources: TELPAS and STAAR scores

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.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be able to apply to and participate in the SOAR, Communities in Schools, TRIO, character building and the campus will make the Anonymous Alerts reporting system available to students. Strategy's Expected Result/Impact: Formative: Office referrals related to and summative student survey Staff Responsible for Monitoring: Administrative, teachers, community partners Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Success for Teens/7 Habits of Highly Effective Teens utilized for character focus weekly and aspects of Capturing Kid's Hearts as staff initiative Strategy's Expected Result/Impact: Formative: Over all office referrals and summative student survey Staff Responsible for Monitoring: Teachers and administrators Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: BSJHS will utilize District UIL random drug testing and visits by Harkey Investigations and K-9 (canine drug dog). Strategy's Expected Result/Impact: Formative: Documentation of positives Staff Responsible for Monitoring: Administrators Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: 3 week progress report counseling for failing and/or at-risk grades Strategy's Expected Result/Impact: Formative: Year end failures/successes Staff Responsible for Monitoring: Counselor and administrators, CIS Title I: 2.4, 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Students will be exposed to CTE curriculum through Robotics, Tech Apps, Lifetime Nutrition and Wellness, Dollars and Sense, and Career Portals classes 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 Staff Responsible for Monitoring: Administration, counselors, and teachers Title I: 2.4, 2.5 - 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 6 Details	Formative Reviews		
Strategy 6: The Guardian Program and a more modern, high-tech alarm system 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: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Attendance will be tracked weekly and students with habitual absences will be met with by administrators or CIS representative and assigned seat time make-ups Strategy's Expected Result/Impact: Attendance rate and Saturday school make-up day logs Staff Responsible for Monitoring: Attendance committee, Administrators, CIS Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Attendance incentives utilized along with positive recognition strategies Strategy's Expected Result/Impact: Attendance rate and positive behavior awards Staff Responsible for Monitoring: Attendance a committee, teachers, and Administrators Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Feb	May





Strategy 3 Details	Formative Reviews		
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 Strategy's Expected Result/Impact: Attendance rate, number of citations Staff Responsible for Monitoring: Attendance committee and Administrators Title I: 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Strategy 1 Details	Formative Reviews		
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: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: BSJHS students will free receive nutritious meals (breakfast and lunch) 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: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Feb	May

Strategy 3 Details		Formative Reviews		
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: 2.5, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative		
		Oct	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Big Spring Junior High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 7.68

Brief Description of SCE Services and/or Programs

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Personnel for Big Spring Junior High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brandy Warren	Secondary Special Ed	0.12
Carey Bridgeman	Assistant Principal	0.3
Casey Fraley	Secondary Math	0.1
Cheryl Tannehill	Secondary PRS Teacher	0.5
Clifford Nance	Secondary Soc. Studies	0.1
Daniel Cummins	Life Skills Teacher	0.12
Denise McComb	Life Skills Aide	0.12
Dorie Lynn Henry	Social Studies Teacher	0.05
Eddie Middleton	Secondary Social Studies	0.1
Edna Rivera	Inclusion	0.15
Emily Edwards	Inclusion	0.12
Janet Renfro	Inclusion	0.15
Jeremy Landin	Secondary Science	0.1
Jessica Case	Secondary English	0.1
Kappi Villarreal	Intervention Aide	1
Kristen Willis	Secondary English	0.1
Kristi Neitzel-Fontana	Secondary Counselor	0.3
Lawrence Thibeault	Inclusion	0.12

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lisa White Brunelli	Secondary Science	0.1
Lydia Brown	Secondary Math	0.1
Madison Sims	Secondary Science	0.09
Mark Teel	Secondary English	0.15
Matthew Sewell	Secondary Math	0.09
Melissa Adams	Receptionist	1
Michelle Morales	Principal Secretary	0.5
Pamela Taylor	Asst. Principal	0.3
Rhonda Bronaugh	ISS Aide	1
Rocky Ramirez	Secondary Social Studies	0.1
Ryan Moran	Secondary English	0.1
Stormi Smith	Secondary Soc. Studies	0.1
Tabitha Barbee	Secondary Soc. Studies	0.1
Taylor Kelly	Secondary English	0.1
Theresa Kemp	Secondary Science	0.1
Toby Kennemur	Secondary English	0.1

Addendums

2023-24 BSJHS State Compensatory Education Funds

fund	func	obj	sobj	org	fscl_yr	pgm	ed_span	proj_dtl	Descr	Appr
199	11	6399	20	043	4	24	0	01	TEKS RESOURCE SUPP	(6,000.00)
199	11	6112	00	043	4	30	0	00	JR HI COMPENSATORY ED SUBS	(100.00)
199	11	6118	00	043	4	30	0	00	JR HI TUTORIAL EXTRA PAY	(10,000.00)
199	11	6119	00	043	4	30	0	00	PROF. SALARIES	(170,095.00)
199	11	6121	00	043	4	30	0	00	JR HI TUTORIAL BUS DRIVING	(4,500.00)
199	11	6122	00	043	4	30	0	00	JR HI COMPENSATORY ED SUBS	(100.00)
199	11	6129	00	043	4	30	0	00	ISS/COMPUTER AIDES	(36,400.00)
199	11	6141	00	043	4	30	0	00	MEDICARE	(3,156.00)
199	11	6142	00	043	4	30	0	00	GROUP HEALTH & LIFE INS	(23,232.00)
199	11	6143	00	043	4	30	0	00	WORKERS COMPENSATION	(1,389.00)
199	11	6146	00	043	4	30	0	00	TEACHER RETIREMENT	(8,320.00)
199	13	6119	00	043	4	24	0	00	PROFESSIONAL SALARIES	(38,500.00)
199	23	6119	01	043	4	30	0	00	JR HI ASST. PRINCIPAL SALARY	(45,300.00)
199	23	6129	00	043	4	30	0	00	JR HI CLERK SALARIES	(40,000.00)
199	23	6141	00	043	4	30	0	00	MEDICARE	(1,192.00)
199	23	6142	00	043	4	30	0	00	GROUP HEALTH & LIFE INS	(5,758.00)
199	23	6146	00	043	4	30	0	00	TEACHER RETIREMENT	(3,100.00)
199	31	6119	00	043	4	30	0	00	JR HIGH COUNSELOR SALARIES	(40,300.00)
199	31	6141	00	043	4	30	0	00	MEDICARE	(582.00)
199	31	6142	00	043	4	30	0	00	GROUP HEALTH & LIFE INS	(1,552.00)
199	31	6146	00	043	4	30	0	00	TEACHER RETIREMENT	(1,652.00)
									Total	(441,228.00)

2023-24 BSJHS ESSA Consolidated Grant Funds									
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Title I Funds 2023-24	
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Title II Funds 2023-24	
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Title III Funds 2023-24

[illegible]

Title IV Funds 2023-24	
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fund	func	obj	sobj	org	fsc_l_yr	pgm	ed span	proj dtl	Acct Descr	Appr
289	12	6329	24	043	4	30	0	00	INSTRUC RESOURCES/MEDIA	-\$58.00
										-\$58.00
									Total ESSA Funds	-\$18,635.00

Total ESSA Funds	-\$18,635.00
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