

# **Big Spring Independent School District**

## **Big Spring Intermediate School**

### **2023-2024 Improvement Plan**



# Mission Statement

Big Spring Intermediate's mission is that of the same as the districts.

Our mission is to instill respect and pride in all by empowering our diverse community of learners-staff, students, and parents-to unite and commit to educational excellence.

## Vision

BSI is committed to providing an educational environment with optimal learning opportunities to help our students reach their full academic and social potential.

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# Comprehensive Needs Assessment

Revised/Approved: September 5, 2023

## Demographics

### Demographics Summary

Our areas of strengths:

- Retainment of teachers
- Educational degrees held by teachers
- Well rounded representation of all race, ethnicity, and cultures

Our areas of needs:

- Attendance
- Trainings on teaching the sub-pops

Our areas of needs prioritized:

- Attendance
- Trainings on teaching the sub-pops

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** For the past three years BSI has not met their target in the White sub pop in both math and reading. **Root Cause:** Lack of internalizing lessons with a focus on assessing the objective on a daily basis.

# Student Achievement

## Student Achievement Summary

Our areas of strengths:

- Teacher retention
- Teacher experience
- RTI
- Collaboration (PLC)
- TIL (Texas Instructional Leadership)
- TMSCA
- UIL

Our areas of needs:

- Lack of services for GT students
- More sped support
- Differentiation & Rigorous Program trainings

Our areas of needs prioritized:

- Differentiation & Rigorous program/resources/trainings for the GT students
- Differentiation & Rigorous programs/resources/trainings for the SPED students

## Student Achievement Strengths

One of our strengths is our students grew in 5th grade Science.

One of our strengths is our students grew in 6th grade Math.

One of our strengths is our students grew in 5th grade Reading.

One of our strengths is our students are provided an opportunity to participate in TMSCA and UIL.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Our student's scores in 5th & 6th grade reading writing portion were not where they needed to be on the 22-23 STAAR, but as a district BSI performed well. **Root Cause:** Difficulty in understanding how to implement writing into the reading schedule and analyzing the new STAAR assessment.

**Problem Statement 2:** Our student's scores for 23-24 reflect room for growth in 5th grade but there were some who dropped from Masters to Meets. **Root Cause:** Difficulty in understanding how to grow students who enter the school year already at quintile four to five.

# School Culture and Climate

## School Culture and Climate Summary

Our areas of strengths:

- Capturing Kids' Hearts
- iLead
- Teacher and students social contracts
- Parent nights
- Inspirational calls/cards
- Student incentives
- Teacher incentives

Our areas of needs:

- PTO
- Reduction in discipline referrals
- Social emotional geared lessons

Areas of need prioritized:

- PTO to foster parent involvement
- Social emotional geared lessons

All Big Spring Intermediate faculty and staff implement Capturing Kids' Hearts with fidelity. Big Spring Intermediate's theme is, "We Inspire...I Inspire". We have built a culture based on the ideal of "family". Teachers are expected to make inspirational calls to students as well as write inspirational notecards to them. We have a "Good Things" wall in the teacher's lounge where everyone shares something positive for all to read. We all form social contracts in our classrooms and as a BSI family.

## School Culture and Climate Strengths

We are a Capturing Kids' Hearts National Showcase School. We pride ourselves in having this distinction. We are not a divided campus. We are a family and our students are loved and feel welcomed. We have had minimal teacher turn over. Our attendance rarely falls below 90%. We believe the students want to come to BSI.

Our areas of strengths:

- Capturing Kids' Hearts
- iLead
- Teacher and students social contracts
- Parent nights
- Inspirational calls/cards
- Student incentives
- Teacher incentives

## **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** We have lack of parent involvement. **Root Cause:** Minimal opportunities and funding for incentives to get parents to attend is also minimal.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Our strengths:

- Teacher retention
- Teacher experience
- Reliable data
- Mentor teachers

Our needs:

- Classroom management trainings/workshops
- Certified teachers for contents
- Core subject knowledge
- Lack of teachers certified in ESL
- Lack of support staff (paraprofessional applicants)

Our areas of needs prioritized:

- Teacher support in content areas especially tested areas
- Core subject knowledge

Big Spring Intermediate had minimal turn over for this past school year. We lost three core teachers. The majority of our teachers are certified. All teachers in tested areas are certified except for one. When we recruit teachers we make sure they are a good fit for our campus. We want someone who is going to love our students and provide them an engaging learning opportunity in a warm and safe environment.

## Staff Quality, Recruitment, and Retention Strengths

One of our strengths is teacher retention. Another strength is the majority of our teachers are certified. Administrators support the teachers and have created a family culture. We have positive communication. We listen to our teachers and whatever decision is made, is for the best interest of our students.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Difficulty in recruiting qualified support staff (paraprofessionals) and teachers not certified in ESL/Sped to properly serve those students. **Root Cause:** Support staff leaving the profession due to pay and lack of incentive for specialized teacher certifications.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Our strengths:

- PLC meetings per content area
- Collaborative planning
- Collaborative data analysis
- Common assessment aligned to grade level/content area TEKS standards
- Ms. Snell as our on campus Curriculum Support Specialist
- Ms. De La Cruz our AP but who is also our primary point of contact as it pertains to special education.
- Committee of teachers who will provide input on the upcoming textbook adoptions.

Our needs:

- Increased instructional time
- Reduction in number of assessments as they consume instructional time
- Increase remediation/enrichment time
- Training for new teachers on how to analyze the standards
- Aligned resources
- Teacher support per tested content areas

Areas of needs prioritized:

- Teacher support per tested content areas specific to content and campus
- Reduction in # of assessments to allow for better quality data

## Curriculum, Instruction, and Assessment Strengths

Big Spring Intermediate revamped their master schedule this year to embed a 90 minute blocked schedule for 5th grade.

Big Spring Intermediate revamped their master schedule this year to include a full 30 minute STEER time (remediation/enrichment) for 6th grade.

Big Spring Intermediate utilizes the assistance of the District's Curriculum Department.

Big Spring Intermediate conducts PLC with fidelity.

Big Spring Intermediate analyzes data to help drive instruction.

Big Spring Intermediate will implement Texas Instructional Leadership ideals based on the needs of the campus.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Teachers not internalizing lesson plans with a focus of objectives being assessed on a daily basis for immediate feedback. **Root Cause:** Lack of revisiting and unpacking the standards and framing of the lessons.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Our areas of strengths:

- Various forms of communication
- Big Spring Intermediate has formed a Parent Advisory Committee.
- Big Spring Intermediate has formed a Parent Family Engagement Policy.
- Big Spring Intermediate has formed a Parent Compact agreement.
- Big Spring Intermediate has conducted or will conduct Title I meetings, Title 3 meetings, and various events for parents to attend.

Our areas of needs:

- Parent involvement
- Minimal opportunities for parents to participate
- Parent and student survey feedback is minimal

Our areas of needs prioritized:

- Parent and student participation in surveys
- Parent involvement
- Lack of parent participation opportunities

## Parent and Community Engagement Strengths

Big Spring Intermediate communicates with parents via social media (Facebook & Campus Webpage) as well as sending messages through the Blackboard system.

Big Spring Intermediate will utilize the new Blackboard communication tool and app.

Our areas of strengths:

- Various forms of communication
- Big Spring Intermediate has formed a Parent Advisory Committee.
- Big Spring Intermediate has formed a Parent Family Engagement Policy.
- Big Spring Intermediate has formed a Parent Compact agreement.
- Big Spring Intermediate has conducted or will conduct Title I meetings, Title 3 meetings, and various events for parents to attend.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** BSI parental involvement is minimal. **Root Cause:** We are not providing significant parent involvement opportunities.

# School Context and Organization

## School Context and Organization Summary

Our areas of strengths:

- Implementation of CKH, TIL, Fundamental Five, Lead4ward strategies
- School culture
- Data driven instruction
- Cross curricular planning
- Master schedule allows for PLC

Our areas of needs:

- More assemblies for students to promote empathy
- Remedial Steer Camp class for those who continue to remember the BSI way
- PD refresher for those who struggles in classroom management

Our areas of needs prioritized:

- Assemblies for students
- PD refresher on classroom management

Big Spring Intermediate houses both 5th and 6th grades for the district. We have a 5th grade hall and a 6th grade hall but we operate our school as one. We are not a divided campus. Our 5th and 6th grade teachers collaborate during PLC and it helps to align academic and social expectations.

## School Context and Organization Strengths

Classroom teachers implement Capturing Kids' Hearts, Lead4Ward strategies, Fundamental Five strategies, and use data to drive instruction. Teachers are repeatedly reminded of the sense of urgency and to continue to use data to drive instruction in order for BSI to help increase the district's effectiveness. Big Spring Intermediate implements PLC meetings with fidelity in order to plan collaboratively and create lessons at a higher rigor. We have arranged our master where tested contents can PLC together for vertical alignment.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Teachers not being consistent in implementation of school programs. **Root Cause:** Not fully understanding the value of school programs.

# Technology

## Technology Summary

Our strengths:

- One to one devices
- Promethean Boards
- Go Guardian

Our needs:

- Training on programs
- IXL
- More aligned and engaging programs
- Programs scheduled to be used according to program specifications
- Access to online needs

Areas of needs prioritized:

- IXL (TEKS aligned, student specific, standard specific, NWEA growth plans, STAAR growth plans, differentiation)
- Training on programs
- Access to online books
- Programs scheduled to be used correctly
- More aligned engaging programs to entice students to use them with fidelity

Big Spring Intermediate is a one to one campus. All our students have a Chromebook. Our teachers create Google Classrooms and upload lessons as needed. We have the following computer programs for student use: Education Galaxy, Mathletics, Mindplay, Dreambox, and lowman.

## Technology Strengths

Our strengths:

- One to one devices
- Promethean Boards
- Go Guardian

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Students lack of engagement, buy-in, and implementation regarding district adopted computer programs. **Root Cause:** There is not enough time in the day to fully implement the programs.

# Priority Problem Statements

**Problem Statement 1:** Our student's scores in 5th & 6th grade reading writing portion were not where they needed to be on the 22-23 STAAR, but as a district BSI performed well.

**Root Cause 1:** Difficulty in understanding how to implement writing into the reading schedule and analyzing the new STAAR assessment.

**Problem Statement 1 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

## Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**






- Study of best practices



# Goals






**Goal 1:** All student groups at Big Spring Intermediate will perform at or above the Approaches or Meets standards on the state assessment, STAAR.

**Performance Objective 1:** Big Spring Intermediate will use best instructional practices to increase performance of all students, to the Approaches and Meets levels in all tested content areas.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring Intermediate will utilize and implement with fidelity Professional Learning Communities in order to align curriculum and increase performance on the STAAR. <b>Strategy's Expected Result/Impact:</b> Formative - Checkpoints Common Assessments STAAR Released Exams Summative: STAAR Results <b>Staff Responsible for Monitoring:</b> All Staff, Principal(s), Teacher(s), Leadership Team, Curriculum Support Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> (F)Title I, (L)Local Funds - 199-General Fund	Formative		
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**Goal 1:** All student groups at Big Spring Intermediate will perform at or above the Approaches or Meets standards on the state assessment, STAAR.

**Performance Objective 2:** Big Spring Intermediate will provide Special Education Services with fidelity for all students who qualify, to increase performance to the Approaches or Meets standard in all tested areas.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring Intermediate will provide Inclusion support. <b>Strategy's Expected Result/Impact:</b> Formative: STAAR <b>Staff Responsible for Monitoring:</b> Counselor(s), Principal(s), Special Education Director Teacher(s)  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative		
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**Goal 1:** All student groups at Big Spring Intermediate will perform at or above the Approaches or Meets standards on the state assessment, STAAR.



**Performance Objective 3:** Big Spring Intermediate will be a one to one campus regarding electronic devices.







Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring Intermediate teachers will implement Google Classroom and utilize district approved computer programs for remediation & enrichment. <b>Strategy's Expected Result/Impact:</b> Students 1:1 with electronic device. <b>Staff Responsible for Monitoring:</b> Teachers Students Technology Campus Technology Support  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative		
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**Goal 2:** Big Spring Intermediate will build a strong foundation of reading and math for all students by providing a strong system of tiered instruction in a structured environment of accountability and support.

**Performance Objective 1:** Big Spring Intermediate will support and implement the BSISD curriculum management plan.


Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring Intermediate will set academic expectations based on the Fundamental Five ideals and Texas Instructional Leadership as it pertains to campus needs. <b>Strategy's Expected Result/Impact:</b> Student growth Increase in STAAR scores Teachers will frame the lesson with a "I Will" and "We will" statements. The "We Will" serves as the learning objective (TEKS) of the day and the "I Will" serves as the formative assessment. <b>Staff Responsible for Monitoring:</b> Administrators Teachers Curriculum Support  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative		
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Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Big Spring Intermediate will provide professional development in all content areas through faculty & staff meetings. <b>Strategy's Expected Result/Impact:</b> STAAR scores increase T-TESS more teachers at proficient or higher Teacher growth <b>Staff Responsible for Monitoring:</b> Administrators Department Chairs District Curriculum Department Region 18 Trainings  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative		
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Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Big Spring Intermediate will utilize TEKS Resource System, DMAC, and TIL (Texas Instructional Leadership), as resources to help tighten lesson plan design and delivery. <b>Strategy's Expected Result/Impact:</b> Checkpoint data will show increase in scores from BOY, MOY, EOY STAAR score increase Aligned curriculum TIL Walk-thru data Lesson Plans PLC data NWEA growth maintaining at or above grade level <b>Staff Responsible for Monitoring:</b> Administrators District Curriculum Department Department Chairs  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative		
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Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Big Spring Intermediate will use the following district approved practices: Fundamental Five strategies, Lead4Ward, Accelerated Reading, STAAR4Ward, NWEA, Google Classroom, Mindplay, Progress Learning, Dreambox, PLC meetings, and district created lesson templates to assist in aligning curriculum planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Checkpoint &amp; benchmark scores increase from BOY, MOY, and EOY</p> <p>STAAR Released Exams</p> <p>T-TESS Walk Throughs</p> <p>Lesson Plans created with rigor and engagement</p> <p>STAAR scores improve</p> <p>NWEA growth</p> <p><b>Staff Responsible for Monitoring:</b> District Curriculum Department</p> <p>Administrators</p> <p>Teachers</p> <p><b>Title I:</b></p> <p>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b></p> <p>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b></p> <p>Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative		
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Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Big Spring Intermediate revamped the master schedule to embed a 30 minute accelerated instruction period, STEER TIME to meet HB4545 mandate and a 90 minute block schedule for 5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic growth</p> <p>Closing academic gap</p> <p>Improvement in writing skills</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p>Curriculum Department</p> <p>Teachers</p> <p><b>Title I:</b></p> <p>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b></p> <p>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b></p> <p>Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative		
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**Goal 2:** Big Spring Intermediate will build a strong foundation of reading and math for all students by providing a strong system of tiered instruction in a structured environment of accountability and support.

**Performance Objective 2:** Big Spring Intermediate will promote a systemic and effective use of data to improve instruction with a focus on specific sub-populations.






Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring Intermediate will use DMAC, NWEA, and Lead4Ward data to drive instruction. <b>Strategy's Expected Result/Impact:</b> Checkpoint data reflects academic growth from BOY, MOY, EOY STAAR scores increase PLC meetings and log in sheets <b>Staff Responsible for Monitoring:</b> Administrators District Curriculum Department Department Chairs Curriculum Support Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Funding Sources:</b> - 199-General Fund	Formative		
	Oct	Feb	May
			

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Big Spring Intermediate will focus on sub groups: White, Hispanic, ECD, and SPED for student growth. <b>Strategy's Expected Result/Impact:</b> Increase in percentage of students meeting expectations on the district and state assessments. <b>Staff Responsible for Monitoring:</b> Teachers Administrators Parents Counselor District Testing Coordinator Curriculum Coordinator ESL & Bilingual Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b>	Formative		
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Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Big Spring Intermediate will monitor and evaluate the use of the following programs for student academic growth and support: Accelerated Reader, DMAC, NWEA, Dreambox, Mindplay, Lead4Ward, and TIL. <b>Strategy's Expected Result/Impact:</b> Individual Program Reports STAAR Increase in scores <b>Staff Responsible for Monitoring:</b> District Curriculum Department Teachers Administrators District Technology Director  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative		
	Oct	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








**Goal 2:** Big Spring Intermediate will build a strong foundation of reading and math for all students by providing a strong system of tiered instruction in a structured environment of accountability and support.

**Performance Objective 3:** Big Spring Intermediate will implement strategies as per the Texas Instructional Leadership (Region 18) as it fits the needs of the campus.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring Intermediate will use the feedback from TIL walk-through as a way to help teachers grow academically. <b>Strategy's Expected Result/Impact:</b> Aligned lesson plans with objective and exit, increase in scores, collaboration, immediate assessment feedback <b>Staff Responsible for Monitoring:</b> Administrators Teachers TIL support Region 18 Curriculum support  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative		
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<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






**Goal 3:** Big Spring Intermediate is committed to creating a positive campus culture where we will offer various events and opportunities for parents, students, and community members to attend.

**Performance Objective 1:** Big Spring Intermediate will continue to implement Capturing Kids' Hearts expectations and begin iLead.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring Intermediate will be consistent with implementing Capturing Kids' Hearts expectations to include the building of social contracts as a campus and individual classes in order to promote positive relationships. <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals Students are in the classroom instead of the office Increase in student and teacher positive relationships and overall campus morale. <b>Staff Responsible for Monitoring:</b> Teachers Administrators Students  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






**Goal 3:** Big Spring Intermediate is committed to creating a positive campus culture where we will offer various events and opportunities for parents, students, and community members to attend.

**Performance Objective 2:** Big Spring Intermediate will communicate with all parties positive news via social media platforms.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring Intermediate will use various social media platforms such as Facebook, Website, and Blackboard to communicate with all parties. <b>Strategy's Expected Result/Impact:</b> Positive perception in the community Decrease in miscommunication <b>Staff Responsible for Monitoring:</b> Administrators Teachers Technology Dept.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






**Goal 3:** Big Spring Intermediate is committed to creating a positive campus culture where we will offer various events and opportunities for parents, students, and community members to attend.

**Performance Objective 3:** Big Spring Intermediate will offer a variety of school events for parents, students, and teachers to attend.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring Intermediate will offer events such as Open House, Musical Concerts, Halloween Fall Festival, UIL Academic Event, and Athletic events for parents to attend. <b>Strategy's Expected Result/Impact:</b> Parent involvement Positive perception of campus in the community Family engagement <b>Staff Responsible for Monitoring:</b> All faculty & staff Parents Students  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			


**Goal 3:** Big Spring Intermediate is committed to creating a positive campus culture where we will offer various events and opportunities for parents, students, and community members to attend.






**Performance Objective 4:** Big Spring Intermediate will support the school's theme, "We Inspire...I Inspire" to promote a positive school culture based on the ideal of family.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The school's theme will be announced daily during announcements, teachers & students will write inspirational cards to each other and teachers will send out to parents. <b>Strategy's Expected Result/Impact:</b> Buy into the school's theme as it ties into we are a family culture. Perception of campus viewed positively in the community <b>Staff Responsible for Monitoring:</b> Administrators Teachers Students  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** Big Spring Intermediate will continue to promote awareness of integral components that impact student achievement and the school environment.


**Performance Objective 1:** Big Spring Intermediate will increase the overall attendance rate in order to increase student performance to the Approaches and Meets level in all content areas.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Big Spring Intermediate will provide the following short and long term attendance incentives (to include but not limited to): Ice Cream Coupons, Pizza Coupons, Movie Field Trip, Pickles, Ice Pops. Incentives are provided at the 6 week period.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - Increase in attendance percentage</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerks, Counselor(s), Parents, Principal(s), Teacher(s)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Oct	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Big Spring Intermediate will utilize night School to allow students opportunity to earn lost seat time &amp; receive tutoring during such time.</p> <p><b>Strategy's Expected Result/Impact:</b> Summative - Increase attendance percentage</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerks, Counselor(s), Principal(s), Teacher(s)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		
	Oct	Feb	May



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Big Spring Intermediate will offer attendance incentives for BSI faculty and staff in order to keep teachers in the classrooms. <b>Strategy's Expected Result/Impact:</b> Summative - Teacher Retention <b>Staff Responsible for Monitoring:</b> Administrators Attendance Clerk  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Funding Sources:</b> (L)Local Funds - 199-General Fund: SCE	Formative		
	Oct	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



**Goal 4:** Big Spring Intermediate will continue to promote awareness of integral components that impact student achievement and the school environment.






**Performance Objective 2:** Big Spring Intermediate will provide all students with quality counseling services, discipline consistency, social/emotional support, and safety awareness, in a safe and drug free environment to increase performance to the Approaches and Meets level in all content areas.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring Intermediate will provide individual counseling for alleged bully and victim and implement Bully Buster lessons. Students can report bullying incidents on the Bully Buster form as well as BSI Crimestopper form. Students may use Anonymous Alert App/ Website as a way to report bullying/self harm. <b>Strategy's Expected Result/Impact:</b> Decrease in bullying incidents reported Decrease in school vandalism Support for self-harm <b>Staff Responsible for Monitoring:</b> Counselors, Teachers, Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 1) Big Spring Intermediate will participate in Red Ribbon Week <b>Strategy's Expected Result/Impact:</b> Student participation Drug awareness <b>Staff Responsible for Monitoring:</b> Teachers Counselor Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199-General Fund	Formative		
	Oct	Feb	May
	N/A		








Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Big Spring Intermediate will conduct monthly safety drills following district's requirements. <b>Strategy's Expected Result/Impact:</b> Required Safety Logs Safety Awareness Raptor Reports <b>Staff Responsible for Monitoring:</b> Administrators Safety Director  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199-General Fund	Formative		
	Oct	Feb	May
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Big Spring Intermediate will implement positive and preventative discipline management programs: BSI Student Code of Conduct. <b>Strategy's Expected Result/Impact:</b> Discipline referrals Incidents of negative behaviors will be reflected in PEIMS reports. iLead Leadership Program Resilient Lessons NLOI (No loss of Instruction when sent to the office with referral) <b>Staff Responsible for Monitoring:</b> Administrators Teachers Counselor  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Funding Sources:</b> - 199-General Fund	Formative		
	Oct	Feb	May
			

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Big Spring Intermediate will provide individual counseling for students considered at-risk. Counselor will visit with students failing 2 or more content areas and provide intervention as needed. <b>Strategy's Expected Result/Impact:</b> Decrease in failure rate STAAR score increase <b>Staff Responsible for Monitoring:</b> Counselor Administrator Students  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> - 199-General Fund	Formative		
	Oct	Feb	May
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Big Spring Intermediate will create a safe learning environment for all students, faculty and staff with the implementation of: Guardian program, Go Guardian, Anonymous Alert, Locked doors, Raptor Visitor Management System, and Threat Assessment availability. <b>Strategy's Expected Result/Impact:</b> Safe learning environment Warm and welcoming culture Reassurance in community concern over school safety <b>Staff Responsible for Monitoring:</b> School Safety and Security Department Administrators Teachers Students  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
			

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Big Spring Intermediate will utilize the GoGuardian program which is designed to help students' report the need for help (self harm etc...) and allow BSI administrators/teachers to monitor student's activity on school provided devices. <b>Strategy's Expected Result/Impact:</b> Allow students an opportunity to seek help as needed. <b>Staff Responsible for Monitoring:</b> Administrators Counselors Tech Team  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative		
	Oct	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

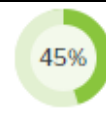




**Goal 4:** Big Spring Intermediate will continue to promote awareness of integral components that impact student achievement and the school environment.

**Performance Objective 3:** Big Spring Intermediate will provide students who are placed in ISS, OSS, or DAEP with educational opportunities in order for the students to not fall academically behind.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students who do not follow the Code of Conduct and are placed in an alternative setting will be provided with assignments from all core, elective, and PE classes. This will include opportunities for them to take all administered assessments. <b>Strategy's Expected Result/Impact:</b> Students will not fall behind academically. Impact on campus accountability should not be affected. <b>Staff Responsible for Monitoring:</b> Teachers Counselors Administrators Parents DAEP Personnel  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative		
	Oct	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** Big Spring Intermediate will coordinate with Region 18 ESC, the Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement in order to increase the overall success passing rate of our Bilingual, ESL, and Migrant students on the STAAR state assessments.





**Performance Objective 1:** Big Spring Intermediate will provide instruction to improve English Language proficiency for ESL students to increase performance to the Approaches and Meets level in all content areas.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring Intermediate will provide district approved computer programs to those students who have qualified as EB & ESL. At least four days a week during STEER TIME EB & ESL students will utilize district programs (Mango & Summit K-12). <b>Strategy's Expected Result/Impact:</b> Summative - STAAR Performance TELPAS scores increase passing rate <b>Staff Responsible for Monitoring:</b> Counselor(s), Principal(s), Teacher(s), Technology Director Bilingual and ESL Director  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>Funding Sources:</b> - 199-General Fund	Formative		
	Oct	Feb	May
	 45%		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 5:** Big Spring Intermediate will coordinate with Region 18 ESC, the Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement in order to increase the overall success passing rate of our Bilingual, ESL, and Migrant students on the STAAR state assessments.






**Performance Objective 2:** Big Spring Intermediate will provide instruction and support to migrant students to increase their performance to approaches or meets level in all content areas.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring Intermediate will determine individual needs of every migrant identified student and family for instructional support services.  <b>Strategy's Expected Result/Impact:</b> Summative - Parent feedback STAAR assessment increase TELPAS passing scores increase <b>Staff Responsible for Monitoring:</b> Counselor(s), Principal(s) Bilingual & ESL Director  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>- Results Driven Accountability</b> <b>Funding Sources:</b> (F)Title I, (F)Title III Bilingual / - 199-General Fund	Formative		
	Oct	Feb	May

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Big Spring Intermediate will maintain communication with MEP staff and personnel. <b>Strategy's Expected Result/Impact:</b> Summative - STAAR Results Preliminary family needs assessment forms PFS Migrant Student Assessment Student Monitoring Checkpoint Data to analyze correlation of absences and academics <b>Staff Responsible for Monitoring:</b> Administrators Counselors District MEP Contact  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction - <b>Results Driven Accountability</b> <b>Funding Sources:</b> - 199-General Fund	Formative		
	Oct	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 5:** Big Spring Intermediate will coordinate with Region 18 ESC, the Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement in order to increase the overall success passing rate of our Bilingual, ESL, and Migrant students on the STAAR state assessments.

**Performance Objective 3:** Big Spring Intermediate will provide dyslexia, migrant, and 504 services for all students who qualify to increase student performance to the Approaches and Meets level in all content areas.






Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring Intermediate will provide the following services as needed: Dyslexia, ESL, 504, Speech, Behavior Counseling, and other services as mandated.  <b>Strategy's Expected Result/Impact:</b> STAAR <b>Staff Responsible for Monitoring:</b> Counselor Administrator District Contact for Special Services Teachers Bilingual & ESL Director  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction - <b>Results Driven Accountability</b> <b>Funding Sources:</b> (F)Title I - 211-ESSA Title I, Part A, - 199-General Fund	Formative		
	Oct	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 5:** Big Spring Intermediate will coordinate with Region 18 ESC, the Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement in order to increase the overall success passing rate of our Bilingual, ESL, and Migrant students on the STAAR state assessments.

**Performance Objective 4:** The special education department will provide the school counselor with all special education paperwork (IEP) and in return it is provided to all content teachers who serve these students.

**Evaluation Data Sources:** Growth on district checkpoints  
Increase passing scores for special education students

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Big Spring Intermediate will provide inclusion support utilizing student's IEPs on a daily basis to help students meet their academic goals.  <b>Strategy's Expected Result/Impact:</b> Positive impact on campus accountability Increase in sped student's scores  <b>Staff Responsible for Monitoring:</b> Counselors Sped Department Administrators Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Results Driven Accountability</b>	Formative		
	Oct	Feb	May
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# State Compensatory

## Budget for Big Spring Intermediate School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 2.9

**Brief Description of SCE Services and/or Programs**

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## Personnel for Big Spring Intermediate School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Billy Daves	Elementary Counselor	0.3
Casandra De La Cruz	Asst. Principal	0.3
Christy Smith	RTI Teacher	1
Rosemary Sanchez	ISS Aide	1
Russell J Kennedy	Associate Principal	0.3