Big Sandy High School
Campus Improvement Plan

Accountability Rating – "B"
Distinction Designations – Mathematics, Science, Postsecondary Readiness

2019 - 2020

Big Sandy High School

Kim Stradley, Principal

Campus Vision / Values Statement

Vision

Big Sandy High School will establish a culture in which students desire to evolve as life-long learners, while continually demonstrating core values of honesty, reliability, and accountability.

Values

Big Sandy High School values hard work, commitment to excellence, and accountability that lead to overall personal achievement and productive citizenship.

Campus Mission / Motto Statement

Mission

Big Sandy High School's mission is to foster a drive for academic and personal success in a safe and caring environment with a faculty who provide meaningful, relevant learning opportunities and who mentor students as they transition to adulthood.

Motto

Learning Today, Leading Tomorrow

Template © by Hinsley & Associates, LLC

DISTRICT GOALS

2019-2020

Goal 1: Big Sandy ISD shall provide increased opportunities to prepare students for college, career, or military readiness by enhancing technology integration aligned with current or emerging professions.

Goal 2: Big Sandy ISD shall implement programs, processes, and incentives to establish an attendance rate that exceeds the State's Attendance Rate, as well as remain below the State's Drop-out Rate.

Goal 3: Big Sandy ISD shall provide a well-rounded education in a pleasant and secure environment that ensures emotional and physical security for students, staff, and the community.

Goal 4: Big Sandy ISD shall expand opportunities for each student group in the Closing the Gaps Domain to prepare all students for college, career, or military readiness.

TEA Commissioners' Priorities (2017-2021)

Retrieved from http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Priority 1: Recruit, support, and retain teachers and principals.

Priority 2: Build a foundation of reading and math.

Priority 3: Connect high school to career and college.

Priority 4: Improve low-performing schools.

Template © by Hinsley & Associates, LLC

Performance Objectives for the State of Texas

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. §TEC 4.001 (a) (b)

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Template © by Hinsley & Associates, LLC

Big Sandy High School

Secondary Site-Based Decision-Making Team

Element 2.1 Stakeholder Involvement [ESSA P.L. Sect. 1114(b)(1-5)]

Position / Role	Name	Signature
Principal (Administration)	Kim Stradley	
Administration	Chuck Isaac	
Counselor	Ty Anne Tapley	
Teacher	Brian Martin	
Teacher	Paris Menefee	
Special Education Teacher	Lynette Goodner	
Teacher	Delaney Davidson	
Teacher	Ann Marie Marsh	
Business Representative	Kate Kirby	
Community Representative	Cindy Fenwick	
Parent	Deva Himel	
Parent	Julia Fonteno	
Parent	Brandi Marsh	

Comprehensive Needs Assessment

Element 1.1 Comprehensive Needs Assessment [ESSA P.L. Sect. 1114(b)(6)]

The **Comprehensive Needs Assessment** for the development of the **2019-2020 Campus Improvement Plan** (CIP) is a continuation of the work from previous years and includes input from the **Secondary Site-Based Decision-Making Committee.** The campus goals are aligned with the District Goals, which were collaboratively developed by the **District Site-Based Decision-Making Team**, the **Superintendent** and **Board of Trustees**.

While the **Comprehensive Needs Assessment** is an ongoing process, the goals, objectives, and strategies have been updated to reflect recent progress, as well as targeting new needs as they arise.

Big Sandy High School utilizes the **Multiple Measures of Data** model provided by Dr. Victoria Bernhardt at both the district and campus levels, which emphasizes the following four areas:

1. Who are we? (Demographics)
2. How well do we do business? (Perceptions)
3. How are our students doing? (Student Achievement)
4. What are our procedures, methods, and practices? (Processes and Programs)

The purpose is to provide a clear vision, leadership, and guidance to support all campuses in Big Sandy ISD in providing an excellent education for all students.

The **Campus Improvement Plan** is available as hard copy at the **High School**, and electronically on the district website at https://www.bigsandyisd.org/handbooks-and-plans. The plan is in **English** and made available in **Spanish** upon request.

Element 2.3 CIP Access / Language & Format [ESSA P.L. Sect. 1114(b)(1-5)]

The following **Development and Review Timeline** is followed to plan for and conduct the needs assessment, develop the district and campus plans, implement, monitor, review, revise, and evaluate the plans for effectiveness:

Comprehensive Needs Assessment

Element 1.1 Comprehensive Needs Assessment [ESSA P.L. Sect. 1114(b)(6)]

District & Campus Improvement Plans

Development & Review Timeline

March
Collect Survey Data for Needs Assessment

April
CNA Training/Work Session

July 1st
District Goals Developed

August 1st
District Plan Completed

Sept. 30
CIPs Due

October
DIP/CIP Board Approval

DATA ANALYSIS

NEEDS ASSESSMENT | IMPROVEMENT PLANNING

Implement, Monitor, Review, Revise, & Evaluate Plan

March/April
Assemble Data Binder/Folders for data analysis.

June
Begin DRAFT DIP/CIPs. Incorporate Preliminary Assessment results.

July
Develop District Goals. Share with Campuses for alignment.

August/Sept.
Complete Campus Plans. Incorporate State Accountability ratings into plans.

October
Formative Reviews (9 weeks)

January
Formative Reviews (9 weeks)

April
Formative Reviews (9 weeks)

July
Summative Results (record in plan)

Date plan evaluated: July 30, 2019.

Date plan revised and updated: Sept. 15, 2019

Element 2.2 Revise & Monitor CIP [ESSA P.L. Sect. 1114(b)(1-5)]

Comprehensive Needs Assessment

Element 1.1 Comprehensive Needs Assessment [ESSA P.L. Sect. 1114(b)(6)]

Data Sources Reviewed

Demographics	Achievement	Perceptions	Processes & Programs
Enrollment by Grade and Gender	State Accountability Reports	District-wide Communication Procedures (staff, parents, and community)	District Scope & Sequence for Curriculum
Enrollment by Student Population	TAPR	Policy & Procedures for District & Campus Site-based Decision-making Committees	District Curriculum, Resources, & Support
Enrollment by Program	PBMAS	Parent & Community Survey Results	District-wide Instructional Initiatives
PEIMS Student Data	TELPAS	Title I Survey Results	District-wide Behavior Initiatives
Mobility Data	STAAR Preliminary Results	PEIMS Discipline Summary Reports	Benchmark/Local Assessments Calendar
TAPR PEIMS Attendance	Student Promotion/Retention Rates	Gun-Free Schools Report	RTI Process
TAPR PEIMS Graduation Rates	PSAT/SAT/ACT Results	School Safety Plan	G/T Identification Process
Teacher Certifications	AP Test Results	School Map & Physical Environment	Dyslexia Plan/Identification Process
Paraprofessional Qualifications	CCMR Data	School Climate Survey Results	District Calendar
Teacher FTE by Gender and Ethnicity	HS Completion Rates	Parent Conference/Meetings Data and Feedback	Professional Development Survey
Teacher by Years of Experience	Graduates by Diploma Type	Event/Meeting Calendars	District Professional Development Calendar
Teacher by Years in ISD	Annual Dropout Rate/Longitudinal Rate	School Events – Parental Participation	Technology Survey
Staff Mobility	Advanced Course/Dual Enrollment Data	Parent Volunteer Logs of Participation	Recruitment/Retention Strategies
Teacher/Student Ratios	Completion CTE Coherent Sequence	Community Agency Partnerships	District Equity Plan
Special Programs Qualifications	TSI-Texas Success Initiative Data	Partnerships & MOU's for CCMR	New Teacher Mentor Program
Professional Development Data / Surveys	College Ready Graduates		Duty Rosters
Teacher Salaries	Graduates Enrolled in Higher Ed		Extracurricular & Enrichment Opportunities
T-TESS Summaries	Fitness Gram Report		Instructional Technology Resources
Walkthrough Summaries			Classroom Instructional Materials
District Equity Plan			Special Programs Support

Comprehensive Needs Assessment

Element 1.1 Comprehensive Needs Assessment [ESSA P.L. Sect. 1114(b)(6)]

Summary of Strengths

The Campus received an overall rating of "B" with a Scaled Score of 83 under the 2019 State Accountability System.

Student Achievement Component – "B" Rating

- Earned a "B" Rating with a Scaled Score of 77 in STAAR Performance, 92 in College, Career, & Military Readiness: Scaled Score of and an 85 for Graduation Rate.
- 4-Year Graduation Rate (Gr. 9-12): Class of 2018 – All Students Group (94.5%) is above the state (90.0%).

School Progress Component – "B" Rating

- Economically Disadvantaged students Scaled Score increased from 72 to 86.

Postsecondary Readiness

- Advanced/Dual-Credit Course Completion (Grades 11-12) for English Language Arts (34.9%) were 4% higher than the state average (30.9%).

Graduation

- 4-Year Longitudinal Rate (Gr. 9-12) for graduates (95.5%) is 5.8% higher than the state average (89.7%).

Bilingual / ESL

- Current EL students (2017-2018) increased from 48% to 53% in All Grades/All Subjects at Meets Grade Level or Above.
- Current EL students (2017-2018) increased from 12% to 15% in All Grades/All Subjects at Masters Grade Level or Above.

Problem Statements

- There is a gap of 19 points in School Progress Domain – Academic Growth Score (ELA Reading/Math) between the High School (51) and the state (70).
- There is a gap of 11% in Closing the Gaps at the High School (59%) and the overall District (70%).
- There is a gap of 7% in percent in Student Achievement / CCMR of students who Met TSI criteria in both ELA/Reading and Math between the high school (35%) and the state (42%).
- There is a lack of baseline data to measure perceptions from parents, the community, and business members.

GOAL 1:	**Provide increased opportunities for students by utilizing technology integration to prepare students for college, career, or military readiness.**
Performance Objective (SMART Goal) #1:	Achieve a 5% increase in State Accountability Academic Growth Measure.
Data Source:	Accountability Summary Report
Summative (actual performance achieved): TEC 11.253(d)(7)	

Strategy TEC 11.253(d)(3)	**Persons/Position(s) Responsible** TEC 11.253(d)(5)	**Resource Allocations** TEC 11.253(4)	**Timeline for Monitoring (Formative Checks)** TEC 11.253(d)(6)	**Activity to be Monitored (Data Reviewed/Collected)** TEC 11.253(d)(7)
1.1 Provide targeted and high-quality professional development for: RTI, Fundamental Five, TEKS Resource System, IFDs, Horizontal and Vertical Alignment, unpacking the TEKS, differentiated instruction and inclusion in core academic content.	Superintendent Principal	Title II, Part A (255) ESC7-Academic Content Coop = $3,043	Each 6 Weeks	1.1-Progress Measures for (HB 3; Ch. 11.186/CCMR) PD Records Walkthrough Data CBAs/Benchmark Assessment Results T-TESS Evaluations
1.2 Provide an aligned curriculum through the utilization of the TEKS Resource System and YAG documents, including online textbook options and resources.	Superintendent Principals	Title I, Part A = $1,800 ESC7-TEKS Resource System	August – June	Lesson plans YAG documents TAPR Local Assessments
1.3 Incorporate STAAR objective materials into daily instruction.	Teachers	SCE = $250	August – June	Lesson Plans Walkthrough Data Benchmark Results

Strategy TEC 11.253(d)(3)	Persons/Position(s) Responsible TEC 11.253(d)(5)	Resource Allocations TEC 11.253(4)	Timeline for Monitoring (Formative Checks) TEC 11.253(d)(6)	Activity to be Monitored (Data Reviewed/Collected) TEC 11.253(d)(7)
1.4 Provide targeted, supplemental instruction, Extended Learning Opportunities (e.g. before, during, and after-school tutorials, software to support interventions, extended year) for students who need help meeting state academic standards. Element 2.5 Increased Learning Time [ESSA P.L. Sect. 1114(b)(7)(A)(i-ii)]	Teachers	Title I, Part A = $22,220, FTE=.5 SCE = $43,680 FTEs = 2 $1,800 Odysseyware	Each 6 Weeks	Tutorial Logs Six Weeks Grades Progress Reports STAAR Test Results
1.5 Provide EOC Math and EOC Reading classes for supplemental, accelerated instruction. Element 2.5 Increased Learning Time [ESSA P.L. Sect. 1114(b)(7)(A)(i-ii)]	Counselors Teachers	SCE = $1,500	October January April July	Benchmark Results EOC Results
1.6 Provide targeted and high-quality professional development for teachers, paraprofessionals and administrators through a book study and the implementation of Fundamental Five, curriculum implementation, and RTI.	Teachers	Title II, Part A (255) = $283-ESC7 Admin Leadership Coop $866-Videoconferencing $3,043-Academic Content Coop SCE=$1,500 Literacy Training, $2,500 Travel, $600 EduHero	August – June	T-TESS Evaluations Professional Development Records Benchmark Results STAAR Results
1.7 Employ 100% high-quality SBEC-Certified teachers and Highly-Qualified paraprofessionals.	Superintendent Principals	Math Stipends Title II, Part A (255)=$1,000 SCE = $5,500 Spanish Stipend Title I, Part A (211)=$5,000	October January April July	SBEC Certifications Job Fair/Recruitment HQ Paras Records

1.8 Utilize CBM, DMAC and STAR Renaissance for diagnostic data to determine reading remediation and intervention for all students. Element 2.4 Opportunities for ALL [ESSA P.L. Sect. 1114(b)(7)(A)(i]	Superintendent Principals	Title I, Part A = $2,282 ESC7-DMAC/TAG	October January April July	Diagnostic Reports
1.9 Offer an enrichment curriculum that includes health, nutrition, exercise, mental health, and other topics as required. (HB4310; TEC 28.0027)	Principal Counselor	Local	August – June	Master Schedule # Students Enrolled
1.10 Provide targeted reading interventions through a pull-out program provided by a reading intervention teacher. Element 2.5 Increased Learning Time [ESSA P.L. Sect. 1114(b)(7)(A)(i-ii)] Element 2.6 Needs of At-Risk [ESSA P.L. Sect. 1114(b)(7)(A)(iii]	Principals Teachers	Title I, Part A = $22,220 FTE = 1	October January April July	Logs of participation Local benchmarks EOC Results

GOAL 2:	**Implement programs, processes, and incentives to encourage student attendance and participation.**
Performance Objective (SMART Goal) #1:	Attain a 0% dropout rate for the 2019-2020 school year.
Performance Objective (SMART Goal) #2:	100% of campuses will exceed the state average attendance rate for the 2019-2020 school year.
Data Source:	TAPR Report
Summative (actual performance achieved): §TEC 11.253(d)(7)	

Strategy TEC 11.253(d)(3)	**Persons/Position(s) Responsible** TEC 11.253(d)(5)	**Resource Allocations** TEC 11.253(4)	**Timeline for Monitoring (Formative Checks)** TEC 11.253(d)(6)	**Activity to be Monitored (Data Reviewed/Collected)** TEC 11.253(d)(7)
2.1 Utilize attendance committees and campus incentives to proactively address student attendance issues.	Principals	SCE = $2,000	August – June	Attendance Data PEIMS Reports Behavior Reports Student Leaver Data
2.2 Students will be encouraged to compete in academic and extra-curricular events that foster continued learning and support TEKS Objectives	Teachers	Local - $3,194 Title II, Part A (255) ESC7-G/T Contract=$2,661 SCE=$4,050 Travel	October January April July	Number of Participants and Event Outcomes
2.3 Integrate teaching positive character traits into the essential knowledge and skills (HB1026: TEC 29.906); utilize Bully Prevention (Stop It) for bully prevention and reporting, etc. to promote and maintain pro-social student behavior.	Teachers	SCE = $1,625	October January April July	Sign-in sheets Agendas PBMAS

Strategy TEC 11.253(d)(3)	Persons/Position(s) Responsible TEC 11.253(d)(5)	Resource Allocations TEC 11.253(4)	Timeline for Monitoring (Formative Checks) TEC 11.253(d)(6)	Activity to be Monitored (Data Reviewed/Collected) TEC 11.253(d)(7)
2.4 Provide alternative education program, including software for credit recovery and acceleration for students At-Risk of dropping out; monitor progress and Exit students from SCE program as appropriate and according to the district policies and procedures for SCE. Element 2.6 Needs of At-Risk [ESSA P.L. Sect. 1114(b)(7)(A)(iii]	Secondary Principal Counselors	$9,000 Local SCE = 54,365.00 (6492 flow-through)	August (initial identification) As new students enroll	# of students enrolled in courses and programs Graduation rates Completion rates
2.5 Provide extended learning opportunities through summer school for students needing credit recovery. Element 2.5 Increased Learning Time [ESSA P.L. Sect. 1114(b)(7)(A)(i-ii)] Element 2.6 Needs of At-Risk [ESSA P.L. Sect. 1114(b)(7)(A)(iii]	Principal Teachers Counselor	Local Funds	June 2019	Semester Grades Yearly Grades Completion Rate
2.6 Implement Transition Policy and procedures to support students transitioning from an Alternative Education Program to a regular classroom. (HB2184; TEC 37.023) Element 2.6 Needs of At-Risk [ESSA P.L. Sect. 1114(b)(7)(A)(iii]	Superintendent Principals	Local	August – June	PEIMS Reports
2.7 Provide counseling services and referral information to students and families. Element 2.6 Needs of At-Risk [ESSA P.L. Sect. 1114(b)(7)(A)(iii]	Counselors Principals	SCE = $10,656 FTE=.25 Title II, Part A (255)=$220 ESC7-Counselors Coop	August – June	Graduation Rates Discipline Data # of Referrals
2.8 Provide “make-up days” for attendance to prevent students being denied academic credit due to excessive absences. (Truancy Prevention Measures); Require Saturday School attendance if student has excessive absences (loss of credit law) Element 2.6 Needs of At-Risk [ESSA P.L. Sect. 1114(b)(7)(A)(iii]	Attendance Committee Principal PEIMS Coord. Attendance Committee	Local Funds	Weekly Monthly Sept. - May	Attendance Records Course Completions Student Work

Strategy TEC 11.253(d)(3)	Persons/Position(s) Responsible TEC 11.253(d)(5)	Resource Allocations TEC 11.253(4)	Timeline for Monitoring (Formative Checks) TEC 11.253(d)(6)	Activity to be Monitored (Data Reviewed/Collected) TEC 11.253(d)(7)
2.9 Provide pregnancy related services through compensatory education home instruction (CEHI) for pregnant students. Element 2.4 Opportunities for ALL [ESSA P.L. Sect. 1114(b)(7)(A)(i] Element 2.6 Needs of At-Risk [ESSA P.L. Sect. 1114(b)(7)(A)(iii]	Secondary Counselor	SCE = $500	August – June	PRS documentation Homebound services log Graduation Rates
2.10 Provide support for Homeless students, such as school supplies, clothing, vision/hearing exams, glasses, transportation, etc. based on needs. Element 2.4 Opportunities for ALL [ESSA P.L. Sect. 1114(b)(7)(A)(i]	Counselors	Title I, Part A (district reservation) Local	August – June	Finance Reports
2.11 Train staff in Disproportionality and Culturally Responsive Practices to reduce the over-representation of racial and ethnic groups in special education and use of discipline practices that remove students from the classroom. Element 2.4 Opportunities for ALL [ESSA P.L. Sect. 1114(b)(7)(A)(i]	Principals	Local	August – June	ISS Reports DAEP Reports PEIMS Discipline Reports PBM
2.12 Teachers, paraprofessionals, and administrators will complete online training for Suicide Prevention, prevention of Child Sexual Abuse, and Mental Health.	All district employees	Local	Before September 30th	Certificates of completion

GOAL 3:	**Provide a well-rounded education in a pleasant and secure environment that ensures emotional and physical security for students, staff, and the community.**
Performance Objective (SMART Goal) #1:	Increase Parent, Family, and Community Engagement through a team approach by 5%.
Data Source:	Develop a Baseline Data Point for Parent, Family, & Community Engagement PEIMS Discipline Summary Reports
Summative (actual performance achieved): §TEC 11.253(d)(7)	

Strategy TEC 11.253(d)(3)	**Persons/Position(s) Responsible** TEC 11.253(d)(5)	**Resource Allocations** TEC 11.253(4)	**Timeline for Monitoring (Formative Checks)** TEC 11.253(d)(6)	**Activity to be Monitored (Data Reviewed/Collected)** TEC 11.253(d)(7)
3.1 Make 10 positive parent contacts each 6-weeks via email, letter, phone, face-to-face, as well as contacts for areas of concern, such as grades, attendance, and behavior.	Principal Teachers	Local	Each 6-Weeks	Log of Parent Contacts (positive and negative)
3.2 Create baseline data for measuring parent & family engagement through use of a survey.	Principal	Local	Fall Spring	Survey Results
3.3 Utilize the Secondary Site-based Decision-Making Committee, including parents, business and community members to review, revise, and evaluate the campus Parent & Family Engagement policies, improvement plans, and assist in developing the needs assessments, programs and services provided for students. Element 2.1 Stakeholder Involvement [ESSA P.L. Sect. 1114(b)(1-5)] Element 3.1 Parent & Family Engagement Policy [ESSA P.L. Sect. 1116(b)(1)]	Principal Counselor	Local	Fall Spring	Agendas Sign-in Sheets Minutes Evaluation of programs plans, services, compliance, etc.

Strategy TEC 11.253(d)(3)	Persons/Position(s) Responsible TEC 11.253(d)(5)	Resource Allocations TEC 11.253(4)	Timeline for Monitoring (Formative Checks) TEC 11.253(d)(6)	Activity to be Monitored (Data Reviewed/Collected) TEC 11.253(d)(7)
3.4 Emphasize campus-wide discipline management plans, student code of conduct, and use of student handbooks.	Principals Counselors Teachers	Local	August – June	Documentation of handbooks distributed.
3.5 Use proactive strategies for drug-prevention, including celebrating Red Ribbon Week.	Student Council Parents Teachers	Local Funds	October	# of Participants
3.6 Utilize measures to enhance a safe learning environment, including visitor check-ins through VSOFT technology, random drug checks by drug dogs, scheduled safety drills, and drug testing.	Principal Maintenance Director Secretary	Title I, Part A	October January April July	# Visitors checked in
3.7 Distribute the Campus Parent and Family Engagement Policy in English and Spanish to encourage parents and families to partner with the school and support a learning environment with their children at home. Element 3.1 Parent / Family Engagement Policy [ESSA P.L. Sect. 1116(b)(1)]	Principals Teachers	Local	Throughout the school year.	Signed receipts documenting policies were distributed. Sign-in Sheets
3.8 Offer meetings at different times of the day to encourage family participation in school planning, decision-making, review of programs and policies, and partnering with the school to support academic/social development on their children. Element 2.1 Stakeholder Involvement [ESSA P.L. Sect. 1114(b)(1-5)] Element 3.2 Parent / Family Engagement Mtgs.[ESSA P.L. Sect. 1116(c)(1-4)]	Principals Teachers	Local	August – June	Decreased referrals, increase in parent participation/volunteer, Parent Contact Logs Parent Surveys
3.9 Promote parent participation in Meet the Teacher Night, Open House, Awards Programs, Booster Clubs, Extra-curricular Events, Awards Night, Homecoming, etc. Element 3.2 Parent / Family Engagement Mtgs. [ESSA P.L. Sect. 1116(c)(1-4)]	Teachers Club Sponsors Booster Clubs Principal	Marquee Website Newspaper Local Funds	Dates set by organizational teams Aug18- June19	Calendar Dates Public Notifications Sign-in Sheets

GOAL 4:	**Expand opportunities for each student group in the Closing the Gaps Domain to be prepared for college, career, or military readiness.**
Performance Objective (SMART Goal) #1:	100% of Campuses will utilize a functional process to identify and serve all special population students during the 2019-2020 school year.
Performance Objective (SMART Goal) #2: (HB 3; TEC Ch. 11.186)	Increase the percentage of students who Met TSI criteria in both ELA/Reading and Math from 35% to 38% by June 2020. (Student Achievement – CCMR)
Performance Objective (SMART Goal) #3: (HB 3; TEC Ch. 11.186)	Increase the Closing the Gaps score from 59 to 62 during the 2019-2020 school year.
Data Source:	Data Summary from RTI Process Student Achievement: College, Career, & Military Readiness Report Closing the Gaps Report PBMAS Reports
Summative (actual performance achieved): TEC 11.253(d)(7)	

Strategy TEC 11.253(d)(3)	**Persons/Position(s) Responsible** TEC 11.253(d)(5)	**Resource Allocations** TEC 11.253(4)	**Timeline for Monitoring (Formative Checks)** TEC 11.253(d)(6)	**Activity to be Monitored (Data Reviewed/Collected)** TEC 11.253(d)(7)
4.1 Utilize the RTI process to identify students who may be at-risk for academic failure and to provide appropriate, tiered interventions. Element 2.4 Opportunities for ALL [ESSA P.L. Sect. 1114(b)(7)(A)(i] Element 2.6 Needs of At-Risk [ESSA P.L. Sect. 1114(b)(7)(A)(iii]	Principals Counselors District RTI Team	Title I, Part A (211) = $10,000 Contracted Service for RTI Consultant	Each 6-Weeks	4.1-Progress Measures for (HB 3; TEC Ch. 11.186/CCMR) RTI Reports/Tiers Utilized CBAs/Benchmark Assessment Results

Strategy TEC 11.253(d)(3)	**Persons/Position(s) Responsible** TEC 11.253(d)(5)	**Resource Allocations** TEC 11.253(4)	**Timeline for Monitoring (Formative Checks)** TEC 11.253(d)(6)	**Activity to be Monitored (Data Reviewed/Collected)** TEC 11.253(d)(7)
4.2 Professional development for critical thinking skills and integration of technology into instruction to enhance students' critical thinking skills and technology proficiencies.	Technology Director Principals Teachers	Local	August - June	4.2-Progress Measures for (HB 3; TEC Ch. 11.186/CCMR) PD Records Technology Usage Report Walkthrough Data CBAs/Benchmark Assessment Results
4.3 Ensure that students receive coherent sequences of courses toward endorsements and industry-standard certifications.	Technology Director Principals Teachers	Local	August – June	# of graduates with one or more endorsements # of certifications earned
4.4 Provide opportunities for students to visit Technical and Vocational Schools and Local Businesses.	Principal Counselor Teachers	Local Funds	Spring 2019	Number of participants
4.5 Coordinate and integrate work-based learning opportunities (ASVAB, Vocational Adjustment Cooperative, Job Skills Program) to provide students in-depth interaction with industry professionals, and (when appropriate) academic credit.	Superintendent Secondary Principal Secondary Counselor	CTE Coop	August – June	# of students in work-based programs, internships, or job-shadowing.

Strategy TEC 11.253(d)(3)	Persons/Position(s) Responsible TEC 11.253(d)(5)	Resource Allocations TEC 11.253(4)	Timeline for Monitoring (Formative Checks) TEC 11.253(d)(6)	Activity to be Monitored (Data Reviewed/Collected) TEC 11.253(d)(7)
4.6 Utilize Dyslexia screening and implement reasonable and appropriate remedial strategies; notify parents or guardians if their child is identified as having dyslexia or to be at-risk for dyslexia or other reading difficulties. (SB 2075; TEC 28.006)	Principals Counselors District RtI Team	Local	Beginning of Year On as-needed basis.	Log of students screened. Communications to parents.
4.7 Meet requirements of Special Education: provide related student services; utilize a least restrictive environment; and meet local & state timelines for initial evaluations, review, and dismissal.	Principals Counselors	SpEd Funds & Local	August – June	SpEd Folder Reviews Evaluation Reports ARD Committee Reports TAPR; PBMAS
4.8 Provide transitions from Jr. High to High School (campus tour; 4-6 year planning night); High School to College (college night, career fair, career-interest inventories, campus tours; senior college days, etc.); School to work for SpEd students. Element 2.6 Needs of At-Risk [ESSA P.L. Sect. 1114(b)(7)(A)(iii]	Principals Counselors	Local	August April - May	List of scheduled events and activities conducted. Sign-in Sheets Evaluation Results SpEd Folder Reviews
4.9 All professional development, parent/family engagement activities, and programs/services for all students funded through local, state, and federal sources are coordinated to reduce fragmentation and maximize program impact, including SCE; Title I, Part A; Title I, Part C (Migrant); Title II, Part A; Title III, Part A, Title IV, Part A and Title V, Part B.	Superintendent Business Manager	Federal, State, & Local Funds Coordinated	August – June	Finance Reports

APPENDIX

Big Sandy High School

5-Year Goals & Yearly Targets for CCMR

(HB 3; TEC Ch. 11.186)

CCMR Board Outcome Goal				
Increase the percentage of students who Met TSI criteria in both ELA/Reading and Math from 35% to 50% by June 2024. (Student Achievement – CCMR)				
Yearly Targets				
2020	**2021**	**2022**	**2023**	**2024**
38%	**41%**	**44%**	**47%**	**50%**

Closing the Gaps Student Groups Yearly Targets										
Student Success Status - % at Meets Grade Level (GL) Standard or Above										
	All Students	**African American**	**Hispanic**	**White**	**Two or More Races**	**Economically Disadvan.**	**EL (Current & Monitored)**	**Special Ed (current)**	**Continuously Enrolled**	**Non-contin. Enrolled**
Current	**52%**	**35%**	**51%**	**56%**	**48%**	**51%**	**37%**	**32%**	**51%**	**55%**
2020	**55%**	**38%**	**54%**	**59%**	**51%**	**54%**	**40%**	**36%**	**54%**	**58%**
2021	**58%**	**41%**	**57%**	**62%**	**54%**	**57%**	**43%**	**40%**	**57%**	**61%**
2022	**61%**	**44%**	**60%**	**65%**	**57%**	**60%**	**46%**	**44%**	**60%**	**64%**
2023	**64%**	**47%**	**63%**	**68%**	**60%**	**63%**	**49%**	**47%**	**63%**	**67%**
2024	**67%**	**50%**	**66%**	**71%**	**63%**	**66%**	**52%**	**50%**	**66%**	**70%**