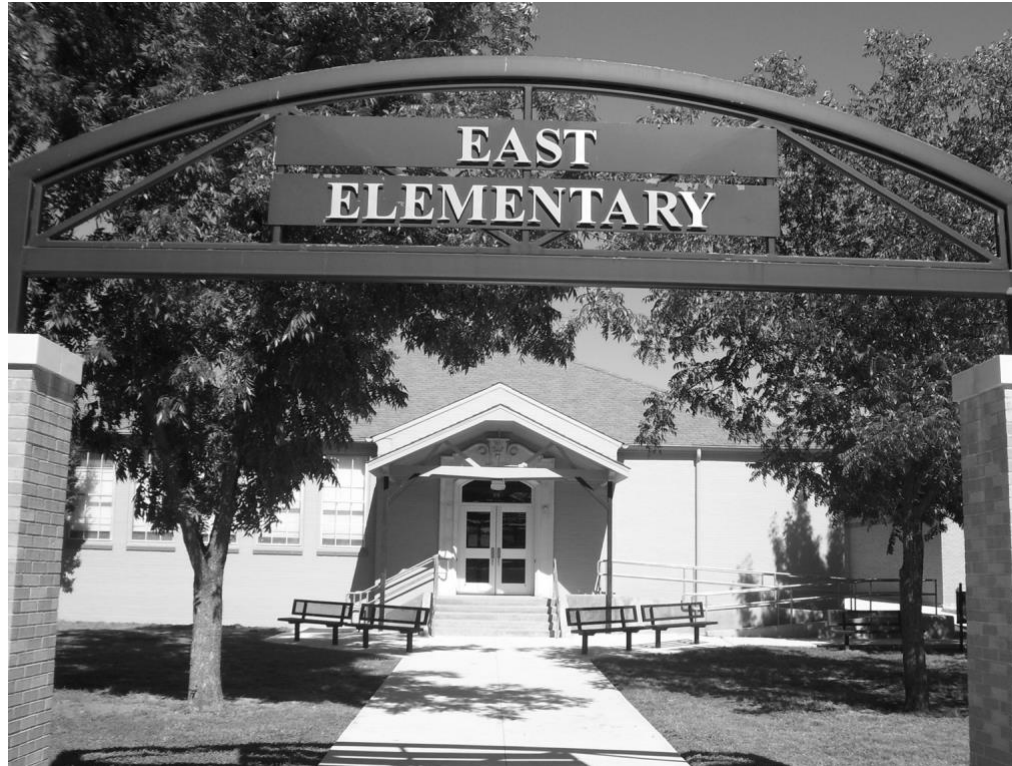


East Elementary



**Campus Improvement Plan
2020-2022**

Legal References

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

Mission Statement

East Elementary is committed to providing all students the opportunity to develop skills necessary to learn and achieve. It is our belief that all students can learn and achieve their goals and dreams if given the time and instructional guidance. We are committed to the development of students who are self-directed, life-long learners who will become successful members of society.

This will be accomplished by:

- Using multiple teaching methods and cognitive questioning techniques.
- Helping children to feel important and be successful through character education and emphasis on leadership.
- Providing resources and educational opportunities to meet each individual's unique needs.
- Involving parents and the community as partners in the educational activities of the campus.
- Providing a safe and orderly learning environment.

Campus Improvement Planning and Decision-Making Committee

Name	Position <small>Parent, Business, Community, Teacher, etc..</small>
Dee Dee Wright	Principal
Christi Burks	Administrative Intern
Dawna Fulton / Marcia Reagan	Counselor/ Counselor Intern
Kasi Rice	PK Teacher
Jason Adams	3rd Grade Teacher
Katie Straach	2nd Grade Teacher
Kim Harvey	PE Teacher
Alexis Senkirik	1st Grade Teacher
Erin Pennington	Kindergarten Teacher
Meghan Coffee	Computer lab
Kerri Jacobs	Business Owner
Liesa Land	Central Office Administration
Dusty Wilson	Librarian
Galatia Stalcup	Business Owner
Officer Salazar	Community
Sloan Clark and Brian Rice	Parent

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- 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.

TEA COMMISSIONER'S STRATEGIC PRIORITIES

1 Recruit, support, retain teachers and principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low-performing schools
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Title I, Part A

School wide Components

1. Comprehensive Needs Assessment
2. Scientifically-based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others
5. Strategies to attract high-quality highly qualified teachers
6. Strategies to increase parent involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Effective, timely additional assistance for students that experience difficulty mastering state standards
10. Coordination and integration of Federal, State, and local services and programs

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

Brownwood ISD State Compensatory Education

Brownwood ISD combines State Compensatory Education (SCE) Program funds with federal program funds to provide appropriate, intensive accelerated instruction to students identified as at risk of dropping-out of school as part of our school-wide Title 1 program. Through a comprehensive needs assessment, the students in our At-risk group are most likely to experience academic difficulties as evidenced by STAAR data and other district/campus data. Student progress reports and campus failure lists also indicate these students are more apt to be struggling in the classroom and not meeting academic performance standards. Since we have approximately 40% of our school (50% state) population in this group, along with approximately 65% of our students (59% state) identified as economically disadvantaged, we have chosen to use these funds on all campuses to supplement activities and strategies that ensure student success for all. Each campus has a comprehensive needs assessment in place that has been developed to meet the students' needs at that particular campus. These strategies, based upon research into effective practices, are outlined in the campus improvement plans. They include, but are not limited to, additional time and assistance in tutorials, one-on-one or small group assistance provided by paraprofessionals in the regular classroom, mentoring programs, hands-on learning activities, student intervention teams, supplemental reading classes, technology and software, and additional campus strategies designed for students at risk. Each campus is constantly monitoring and adjusting for student needs during the year. These services are provided through a combination of federal program funds, state compensatory education program funds, local funds, and grant funds. The district also provides for instructional leaders, teachers, and paraprofessionals extensive professional development into practices that are known to accelerate learning for all.

Brownwood ISD has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

The process we use to identify students at-risk is: Students are identified using the At Risk Criteria student profile below. After the identification process, children are served through campus-developed interventions based on need, including tutoring, small group instruction, and/or participation in the interventions deemed appropriate by the Campus Intervention Team.

The process we use to enter and exit students from the SCE program who no longer qualify is: All campuses use state criteria to identify students at risk of dropping out of school, and these are the students targeted for intensive compensatory services. These services, however, are not limited to students identified as *At Risk*. Because our campuses are all Title 1 school-wide campuses and our ability to use a combination of funding sources, any student who is experiencing difficulty in the educational setting is included in the safety net provided for academic acceleration. Once a student becomes successful as determined by individual progress reports, grade reports, STAAR assessments, and/or other appropriate measures, he/she may be removed from the list of those receiving the additional services. The SIT committees on each campus serve as the safety net to monitor student progress and make certain that no child is left behind.

State Compensatory Education

STAAR	Math % Met Standard				Reading % Met Standard			
	2018	2019	2020	2021	2018	2019	2020	2021
Students At-Risk	13%	46%	N/A	60%	9%	43%	N/A	60%
Students Not At-Risk	58%	46%	N/A	91%	40%	39%	N/A	91%

The comprehensive, intensive, accelerated instruction program at East consists of rigorous Tier I instruction for all students and prescribed interventions to meet the needs of T2 and T3 students. School and district wide PBIS behavior supports to encourage positive classroom environments and teacher/students relationships to engage students in instructional/remedial lessons and activities.

Upon evaluation of the effectiveness of this program the committee finds that our percent of at risk and non-at-risk students approaching grade level expectations on Math and Reading STAAR show an increase on State 2021 scores.

Comprehensive Needs Assessment Summary of Findings

Spring 2021

Name	Position <small>Parent, Business, Community, Teacher, etc..</small>
Dee Dee Wright	Principal
Christi Burks	Administrative Intern
Dawna Fulton / Marcia Reagan	Counselor/ Counselor Intern
Kasi Rice	PK Teacher
Jason Adams	3rd Grade Teacher
Katie Straach	2nd Grade Teacher
Kim Harvey	PE Teacher
Alexis Senkirik	1st Grade Teacher
Erin Pennington	Kindergarten Teacher
Meghan Coffee	Computer lab
Kerri Jacobs	Business Owner
Liesa Land	Central Office Administration
Dusty Wilson	Librarian
Galatia Stalcup	Business Owner
Officer Salazar	Community
Sloan Clark and Brian Rice	Parent

Comprehensive Needs Assessment Summary

Spring 2021

Section 1 – Campus Profile

East Elementary is a school within Brownwood ISD. As of 2020-21 school year, it had 287 students. 38.04% of student were considered to be at-risk. 4.04% of the students were enrolled in English language learning program (LEP). 7.43% of student were enrolled in Special Education Program and 69.14% of our student population are economically disadvantaged. 44% of East Elementary teachers has 10 or more years of teaching experience. We serve a growing population of economically disadvantaged, English language learners and at-risk population.

Section 2 – Data Reviewed

STAAR scores, TPRI data, achievement test scores, TELPAS, promotion/retention rates, discipline referrals and consequences, parent volunteers, parent involvement activities, attendance rate, special education referrals, intervention success rates, professional development records, highly qualified teacher/paraprofessional percentages.

Section 3 – Findings/Conclusions

The committee found that East Elementary...

- The majority (64%) of our teachers are experienced with five or more years.
- The TTESS evaluation was waived for 19-20.
- East Elementary has taken steps in the right direction toward recruiting and retaining teachers with ESL certification.
- 36.8% of the staff are instructional aides supporting our at-risk, special education and struggling population.

Section 4 – Strengths

Students:

- Access to small group instruction.
- Access to RTI interventions during the school day.
- Diverse learning opportunities through Music, PE, and Character Education, Library, Computer in rotation.

Parents/Community:

Staff:

- 100% of staff is highly qualified in the position in which they hold.
- Most teachers scored proficient or better in all areas of T-TESS.
- Over 40% of teachers have 10 or more years teaching experience.
- Parent Liaison that is bilingual to help with registration/attendance.

Facilities:

- Safe and secure property.

- 24/7 access to student's grades through parent portal, access to school news through school messenger, web page and social media.
- Community business' exhibit support for East Elementary.
- Parents have a voice in decision making regarding their students.
- Parents do what they can to help staff and students.

- Maintenance and ground crews work diligently to make any repairs/improvements in a timely manner.
- Technology is current and in working order. Providing services and digital equipment for face-to-face and remote learners.

Section 5 – Weaknesses.

Students:

- High percentage (69.14%) of Economically Disadvantaged students
- High percentage (38.04%) of At-risk students
- Lower attendance rate of 94.8%

Parents/Community:

- Low percentage of traditional households.
- High number of low Economically Disadvantaged households.
- Low attendance rates at academic events.

Staff:

- Low percentage (37.5%) of ESL certified staff

Facilities:

- Need updated playground equipment.
- Small facility- which limits availability to ALL grade level events at one time.
- Sound system and performance area for student performances and awards.

Section 6 – Identified Needs

The committee determined that it would...

- Additional parent liaisons to serve East Elementary.
- Incentives that would entice parents to attend school functions.
- More parental participation in academic functions.
- Incentives to increase attendance rates.

Goal 1:-(Academic Achievement) All students will attain at least a year’s growth through relevant and rigorous instructional programs, resulting in 90% of all students demonstrating a minimum of one year’s growth in reading and math.

Objective 1: By May 2025, students achieving at “MEETS” or above on 3rd grade Reading STAAR will improve from 37% to 56% for ALL students and on Math from 41% to 60% on STAAR Math for ALL students. Each sub population will also make comparable improvement while closing the achievement gap.

Summative Evaluation: A ten percent increase will be evident for all students passing standardized assessment at the end of 3rd grade in each category-Approaching, Meeting, and Mastering grade level; in grades PK-3, 90% of students will demonstrate satisfactory performance on curriculum-based assessments developed by a district team and a minimum of 1 year’s growth in reading and math as measured by Lift-Off and Education Galaxy reports.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
<p>Implement with integrity a comprehensive and balanced approach to reading/ELAR instruction within Tier 1:</p> <ul style="list-style-type: none"> • Fountas and Pinnell PK-3rd • Phonics Program • Fluency-Fountas and Pinnell Guided Reading • Vocabulary from IFDs • Comprehension <p>Within the context of a comprehensive and balanced framework for literacy instruction we will implement a systematic phonics program in grades K-1 and a differentiated guided reading program in grades K-3. Balanced Literacy.</p>	2	Teachers Principal Administrative Intern	On-going		Teacher lesson plans T- Tess walk throughs and Observations	<p>Increased numbers of children reading on grade level</p> <p>Decreasing numbers of children requiring T2 and T3 interventions</p>
Full implement of the Fundamental Five Formula Strategies to improve instructional strategies	2	Principal Teachers	On-going		Teacher Lesson plans T-Tess walk throughs and Observations	Evidence of increased student engagement and success.

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Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
On going rigorous and quality instruction using the TEKS Resource System and Instructional Focus Documents will be provided for all students.	1, 2, 4	Teachers Principal	9 week grading cycle 3 week progress report cycle		Grade level meeting notes Teacher Lesson Plans	Improved alignment to standards and focused, deliberate instruction resulting in higher rates of student success
Continual implementation of well-planned lessons with depth and complexity using the TRS Year at a Glance and IFDs, Lead4Ward Playlist, Field Study Guides.	2, 4	Teachers Principal RTI Specialist	9 week grading cycle 3 week progress report cycle		Lesson Plans TEKS verification documents posted in the classroom Lesson Frames	Strengthening levels of rigor in the classroom resulting in all students making gains Higher level thinking and engagement evidenced in walk throughs and observations
We will continue to strengthen RTI process and practices. With a full time RTI Interventionist on our campus to work directly with T3 children, assist teachers in developing prescriptive T2 intervention plans, and timely data desegregation	2, 4	Teachers RTI Specialist Principal	On-going		Failure lists Report Card RTI Documentation Testing/referral log	Closing achievement gaps- Increasing numbers of students performing on grade level in reading and math by accelerating the learning of children performing below grade level

Goal 1:-(Academic Achievement) All students will attain at least a year’s growth through relevant and rigorous instructional programs, resulting in 90% of all students demonstrating a minimum of one year’s growth in reading and math.

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Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Coordinate special ed and general ed services through improving communication between teachers providing children services.	2	Special ed teachers General ed teachers working with students with special needs	Every 3 weeks, coordinated with progress reporting		Schedules for meeting times Meeting notes	More coordinated efforts towards meeting needs of students served through Sped.
District Department Heads will create CBAs aligned with TRS and district calendar. ILT and teachers will lead data meetings that discuss student mastery of curriculum, CBAs, Education Galaxy, Dibels, Guided Reading levels – all providing ongoing analysis of student learning as aligned to instructional response This will result in ongoing and effective communication between teachers providing prescriptive interventions for students as needed.	1, 2, 4	Grade level teachers Principal RTI Specialist	Every 3 weeks coordinated with progress reporting		Grade level meetings notes and agendas VTMs notes and agendas Grade Level Data Notebooks maintained Sign in sheets	Students not mastering curriculum will receive more timely and targeted assistance. Students will benefit from timely evaluation and re-teaching, resulting in improved grades, increased mastery of the TEKS, and lower failure rates

Goal 1:-(Academic Achievement) All students will attain at least a year’s growth through relevant and rigorous instructional programs, resulting in 90% of all students demonstrating a minimum of one year’s growth in reading and math.

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Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Grade level Data Walls Charts will be maintained to document growth and progress towards academic goals. To be determined –certain grade levels will have data notebooks for each student.	4	Teachers Principal	Student-weekly Grade level-following PLC, vertical team mtg timelines		Data notebooks On-going documentation of growth and needs Data Walls	Grade level teams will compile student data to determine effectiveness of programs/practices. Reflecting on data will determine/drive need for specified assessments, both formal and informal to measure growth.
GT teacher continue to focus on instruction grades K-3	2, 3	Principal, GT Teacher	Ongoing		Walk through and observations PEIMS data Projects	More students mastering the grade level expectations of growth.
Pre-School visit for children transitioning from childcare and Head-Start to Kindergarten.	1, 2, 4	Principal	April/May 2022		Flyers Social media	Increase parent/teacher relationships Smoother transition practices Increased parent knowledge of upcoming campus expectations.

Goal 1:-(Academic Achievement) All students will attain at least a year’s growth through relevant and rigorous instructional programs, resulting in 90% of all students demonstrating a minimum of one year’s growth in reading and math.

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Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
<p>Professional development will be provided for teachers, administration, and paraprofessional staff:</p> <ul style="list-style-type: none"> • TEA grade Level specific reading and math academies • Grade Level training on Phonics and Guided Reading • Instructional Strategies Playlists from Lead4Ward and Field study Guides • Curriculum and Instruction utilizing TRS and IFD • Fountas & Pinnell phonics • Region 15, 3 campus visits for teacher PD • Fundamental Five • Teacher input from goal setting conference to develop individual ongoing PD for each teacher 	1, 2, 4	Assistant Superintendent Principal, RTI Interventionists Jenny Swanzy	July 2021 August 2021 & On-going	Faculty meeting agendas through the year	<p>Sign in sheets from professional development participation will show teacher participation</p> <p>Form Space and approved in Eduphoria</p> <p>PD Certificates will be submitted from summer professional development days. Faculty meeting and campus PD sign in sheets will be maintained.</p> <p>EOY back to school PD calendar</p> <p>Faculty meeting agendas throughout the year</p> <p>PLC Meetings</p>	Increased knowledge and skills developed in PD seen in classroom structure, strategies, and instruction, and assessment resulting in increased in student’s growth and achievement.

Goal 2: (Staff Quality) At East Elementary 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. East Elementary will recruit and retain highly qualified teachers by providing support that will result in higher levels of success, skill, and job satisfaction.

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Increase efficiency of parental communication with School Messenger	1, 2, 4	District level technology personnel Principal Administrative intern Counselor Teachers	Ongoing		Eduphoria documentation of parent contact Sign in sheets	Increased parent support and involvement
Mentorship programs provided for first/second year teachers and new teachers to the campus	1	Deputy Supt. Principal Teachers	Ongoing		Required documentation maintained by participating teachers and mentees Sign in sheets Agendas	Increased satisfaction and level of support experienced by new teachers resulting in higher student achievement
Focus on improving behavioral supports through <ul style="list-style-type: none"> Implementing PBIS Consistent campus and district wide behavior plans, Identifying and providing training for a behavioral TA on the campus. 	1, 4	RTI Behavior Specialist, Deputy Supt. Principal, Counselor. Teachers	Ongoing		District behavior plan # of discipline referrals Eudphoria documentation PEIMS discipline data	Improved consistency and efficiency throughout the district, campus, and grade levels. Reducing instructional time and lost because of behavioral disruptions in the Campus Mission.

Goal 2: (Staff Quality) At East Elementary 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

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Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Strengthening the Behavior RTI process and practices with students who have extreme/constant misbehaviors that interfere with the learning of other students	1, 2, 4	Behavioral Specialist; Teachers; TAs; Principal; Counselor			RTI meeting notes Agendas	Less discipline referrals and time out of the classroom, thus increasing instructional time for students.
Systematic 3 week attendance monitoring, communication with parents regarding teaching and learning difficulties caused by excessive tardies and chronic absenteeism, and coordination with courts in cases of truancy.	1, 2, 4	Principal; Teachers; Registrar; Truancy Officer as needed	Every 3 weeks	N/A	Principal and registrar will maintain documentation of 3 week attendance checks, follow up, and outcomes Attendance letters Meeting notes	Increased attendance rates
Opportunities for paraprofessionals aspiring to be teachers and for teachers aspiring to be administrators to participate in academies to strengthen knowledge and skills.	1	Asst. Supt.	According to district timelines 2021-2022		Participants in academies Sign in sheets	Development of skills in existing staff to fill personnel needs in the district

Goal 2: (Staff Quality) At East Elementary 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. East Elementary will recruit and retain highly qualified teachers by providing support that will result in higher levels of success, skill, and job satisfaction.

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide professional development <ul style="list-style-type: none"> School messenger and website development Title 1 parental involvement training Positive Behavioral Interventions and Support (PBIS) Strategies District-wide Behavioral Plans Aspiring Teacher's Academy Using TRS and IFDs to strengthen instruction 	1, 4	Asst. Supt Principal RTI Behavior Specialist, Counselor	Ongoing according to district and campus timelines		Sign in sheets CBAs using the IFDs from TRS Teachers kept data binders	Teachers will gain skills and knowledge as evidenced in their classroom structure, daily routines, and instruction with evidence of student growth and achievement. Tier I instruction will be strengthen through aligning lessons to IFDs and using data from curriculum checks to guide instruction, not just for T2 and T3 interventions.

Goal 3: (School Climate/Safe and Healthy School) All students at East Elementary will be educated in learning environments that are safe, disciplined, drug free and conducive to learning.

Objective 1: By May 2022 number of discipline referrals will be reduced by 10% as measured by PEIMS and teacher and principal discipline logs.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by 10% as compared to 2018-2019 school year. Or as compared month by month 2021-2022.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
PBIS team will consist of one teacher from each grade level, support TA, counselor and principal.	1, 2, 4	Principal, Counselor, Teachers and designated TA's	DL training for team on June 2022		Teacher data Parent phone call logs Discipline notebooks in classrooms	Reduction in PEIMS and discipline referrals and more parent contact.
PBIS training for campus administrator, teachers, counselor and teachers aides. Behavior Incentives for students.	1, 2, 4	Principal, Counselor, Behavior Specialist	August 2022		PBIS Logs Clip chart/Class Dojo Parent contact data Classroom walkthroughs	Reduction in discipline referrals, increased learning time in the classrooms
PBIS Behavior Lessons Postcards	1,2, 4	Teachers, Counselor, Behavior Specialist	ongoing		Lesson plans Walkthroughs by principal and PBIS team	Common language by teachers and students regarding behavior and expectations. Positive communication with each students parents.
Raptor Identification Management System will be fully implemented on the campus.	1	Superintendents, Maintenance personnel	August 2022		Raptor Data logs	Increased safety and security of students and staff.

Goal 4: (College & Career/Graduation/Dropout Reduction) All students at East Elementary will graduate from high school and be either college and/or career ready.

Objective 1: 90% of students leaving East Elementary will be reading on or above grade level, and will have experienced leadership opportunities and developed leadership habits at our school.

Summative Evaluation: 90% or better graduation rates at end of K-12 education in BISD.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
<p>Effective transition developed by grade level teams.</p> <p>Recognize Leaders</p> <p>Readers are Leaders</p>	3	Principal Grade level Teachers	End of each school year, April/May		<p>Beginning of the year Meet the Teacher</p> <p>Parent Conferences</p> <p>Sign-in sheets</p> <p>Flyers</p> <p>Social media records</p> <p>Award Chart</p>	<p>Smoother transitions, high levels of expectations maintained.</p>
<p>Reducing retention rates by rigorously teaching and reteaching grade level expectations, EOY exit testing, STAAR testing for 3rd grade</p>	2, 3	Principal Teachers RTI Specialist	On going		<p>Progress monitoring logs</p> <p>Student growth</p> <p>Grade placements meeting notes</p> <p>RTI documentation</p>	<p>Reduce or maintain end of year retention rates</p>

Goal 5: (Parent/Community Engagement) Parents and Community will be partners in the education of students at East Elementary

Objective 1: By May 2022, 100% of all students' parents and/or family members will participate in at least one school sponsored activity for/with their children.

Summative Evaluation: School records will indicate 100% of students' parents/family members participated in partnership in educational opportunities.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand.	2,3, 4	Principal	Within 10 days of receipt of reports (by June 2022)		Notes on progress notes and report cards Reports on STAAR testing	Parents receive reports of assessment results
Meet the Teacher – Parents will meet their child(ren)'s teacher and have opportunity to learn school/classroom routines and procedures.	2, 3, 4	Counselor Principal Teachers	August 17, 2021		Flyers Sign in sheets Social media posts	Parents have knowledge of expectations – what they can expect of the teacher, what is expected of parent, what is expect of students.
Teachers will communicate with parents on a daily (PK/K) and weekly folder (1 st , 2 nd , 3 rd) to communicate behavior and grades and any upcoming school events School note-weekly, survey	2, 3, 4	Teachers Principal	Ongoing		Folders will go home regularly according to grade level; Progress reports every 3 weeks to parents.	Parents will be informed of student behavior and grades on a regular basis and be able to assist their students.
Continued parent conferences – at least 2 times yearly Orientation parent meeting	2, 3, 4	Teachers	2 times yearly		Scheduled meetings with Parent sign in sheets	Parents and teacher work together as a team to better student's educational experience
Continued use of School Messenger		Central Office Staff, Principal, Teachers	As needed		School messenger broadcast	Parents will be informed of district and school information

Goal 6: (District Commitment) East Elementary will be a good steward of the community's, state's, and federal resources including financial, human, facilities, as well as explore new opportunities for organizational efficiency and continued success

Objective 1: Be financially responsible and use resources – financial, staff and facilities – with diligence and integrity.

Summative Evaluation: At the end of the fiscal year, monies will have been spent appropriately within designated budgets and allotments.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Campus will work in collaboration with dept. heads to ensure that we are in compliance with federal and state program areas.	1, 2, 3, 4	Superintendents, business manager, HR dept., Maintenance dept.	Ongoing		Financial records Purchase orders	Better utilization of state and federal funds
Review and revise staffing formula and staff pattern policies to strive for campus equity	1, 2, 3, 4	Superintendents, business manager, HR dept., Dept./Campus Heads	Quarterly		Agendas HR records Payroll logs	Optimal utilization of staff resources within the district.
Attend federal and state program conferences, webinars and workshops provided by ESC 15 and outside entities as they pertain to East Elementary	1, 2, 3, 4	Superintendents, business manager, HR dept., Dept./Campus Heads	Ongoing		Training/workshop certificates Travel records DL room reservations	Greater knowledge and efficiency of the staff involved.

Brownwood Independent School District
Parent Involvement Policy
2021-2022

ADDENDUM

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Some opportunities in this partnership may include, but are not limited to:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child, if your child is entering ninth grade.
- Monitoring your child's academic progress, including STAAR assessment scores, with the use of BISD's online gradebook portal and ability to check assessment results through the website.
- Keeping in contact with your child's teachers and campus as needed. Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer. (For further information, see policies at GKG and contact campuses or central office at 325-643-5644)
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the Deputy Superintendent at Central Office at 325-643-5644.
- Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction. (See policies at BDF, EHAA, and FFA)
- Attending board meetings to learn more about district operations. (See policies at BE and BED for more information)
- Watching regular school board meetings live streamed through the BISD website. The meetings are also archived and can be viewed at a later time.
- Registering your student for school using BISD's online registration.
- Registering yourself for School Messenger alerts will allow you the most recent updates regarding your student and activities not only in their class, but also for their campus and the district.

Priority for Service (PFS) Action Plan for Migrant Students

ADDENDUM

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: Brownwood
Region: 15

Priority for Service (PFS) Action Plan

School Year: 2020 - 2021

Filled Out By: ESC MEP Staff
Date: 08-20-2020

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s): To focus on the unmet needs of migrant children who have been identified for “Priority for Services” (PFS) by providing them with supplemental instructional and support services.	Objective(s): 100% of PFS students will have access to supplemental instructional and support services documented on the PFS Student Review Form. 100% of PFS students will have a PFS Student Review Form completed with academic information to determine On-Time graduation.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	July1-August 30	NGS Data District Migrant Contact	Monthly PFS Reports
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	July1-August 30	ESC Migrant Department District Migrant Contact	Signed PFS Action Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	July1-August 30	ESC Migrant Department District Migrant Contact	PFS Action Plan Sign In Sheets/Emails/Monthly PFS Reports/Online platforms

<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	July1-August 30	District Migrant Contact ESC Staff	Sign-In Sheets/Zoom chat/Emails/phone logs/
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	July1-August 30	District Migrant Contact ESC Staff	PFS Parent Form
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	July1-August 30	ESC Migrant Department District Migrant Contact	PFS Reports Emails/ District Contact log
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	July1-August 30	ESC Migrant Department District Migrant Contact	Emails Documentation Community Resource List/Supplemental/Instructional Distribution Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	July1-August 30	District Migrant Contact ESC Migrant Department	Student Participation List, Invoices, Sign In logs
Additional Activities			
<ul style="list-style-type: none"> Provide parents with community resources and services. 	July 1-August 30	District Migrant Contact ESC Migrant Department	Community Resource list Agency Information

LEA Signature

Date Completed

ESC Signature

Date Received