

Brownwood Middle School



Campus Improvement Plan

2021-2022

Brownwood Middle School

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

Brownwood ISD, in cooperation with parents and community, commits to developing self-directed and academically prepared graduates who exhibit strong moral character and productive citizenship for life-long success.

Brownwood Middle School is focused on excellence in academics, service, character, fine arts, athletics, and social/emotional health. Our staff strives to create an encouraging atmosphere and build lasting relationships for all students to reach their potential. We believe that every student is important and deserves opportunities for success.

Campus Improvement Planning and Decision-Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)
Sandra Richardson	Principal
Terry Cantwell	Assistant Principal
Liesa Land	District
Denise Cox	Counselor
Amber Evans	Teacher
LeeAnn Camp	Teacher
Tim Thomas	Teacher
Starla Tedford	Teacher/SPED
Jeremy Gillard	Community Member
Alicia Stacks	Parent
Jana Brown	Parent
Michael Richardson	Business Representative

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

SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, TEA is expecting to see evidence of the following activities in your plans:

- **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:
 - Annual Title I meeting
 - Flexible number of meetings
 - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
 - Provide Parents:
 - Timely notification about Title I programs
 - Description and explanation of curriculum and assessments used
 - Upon request, opportunities for regular meetings to participate in decisions related to child
 - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- **School-Parent Compact** [ESSA Sec. 1116(d)]
 - Describe school's responsibilities to provide effective learning environment
 - Describe ways in which parents will be responsible for supporting student learning
 - Address importance of communication
 - Parent-teacher conferences as needed
 - Frequent reports to parents regarding student's progress
 - Reasonable access to staff, volunteer opportunities and observation of classroom activities
 - Ensure two-way, meaningful communication in a language the family understands (as applicable)
- **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
 - Provide assistance in understanding academic standards, assessments and how to monitor child's progress
 - Provide materials and training to help parents work with children to improve achievement
 - Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
 - Coordinate/integrate parent involvement programs, as feasible
 - Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
 - Provide other reasonable support for parental involvement activities
- **Accessibility** [ESSA Sec. 1116(f)]
 - Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

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.

State Compensatory Education

This district 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.

Total FTEs funded through SCE at this District/Campus: 1.19281

The process we use to identify students at-risk is:

The campus At-Risk Coordinator determines the at-risk status of all students using the current-year criteria list from the Texas Education Data Standards. The coordinator then notifies the PEIMS data-entry personnel on campus for coding in our Student Information System (TXEIS). The data is printed by the campus PEIMS personnel and reviewed for accuracy by the campus At-Risk Coordinator at least twice per year prior to PEIMS submissions 1 and 3.

The process we use to exit students from the SCE program who no longer qualify is the same process is used to exit students from the SCE program who no longer qualify.

State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
Students At-Risk	70%	N/A	47%	61%	N/A	54%	46%	N/A	39%	55%	N/A	61%	38%	N/A	39%
Students Not At-Risk	92%	N/A	83%	95%	N/A	92.5%	84%	N/A	21%	95%	N/A	94%	86%	N/A	81%

	Drop Out Data	
	2018-2019	2019-2020
Students At-Risk	0.19% (1)	Not available
Students Not At-Risk	0	Not available

The comprehensive, intensive, accelerated instruction program at this campus consists of small student to teacher ratios (15:1 or less), tutorials that are built into the regular school day that are conducted by specialized subject teachers to help in the area of need. Response to Intervention (RTI), Special Education, Gifted and Talented, English as a Second Language (ESL) and Section 504 supports are also utilized for those for whom it is allowed.

Upon evaluation of the effectiveness of this program, the committee finds that the addition of Intensive classes targeting small groups and focused on common TEKS not mastered, as well as the small teacher-to-student ratio and intense tutoring within two weeks of the STAAR assessment, produces the best results.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Title I, Part A, Title I, Title II, Part A, Title IV-A, Special Education/IDEA-B, Title V, Part B (Rural/Low Income), Priority/Focus Grant, State Compensatory Education, Gifted/Talented, Bilingual/ESL, Local Funds

Federal	
Program/Funding Source	Amount of Funding
Title 1	\$21,480- Payroll
Title 2	\$11,000- Payroll
ESSER 2	\$6,750- Payroll
ESSER 3	\$59,141- Payroll
Special Education	\$80,661- Payroll
State	
Program/Funding Source	Amount of Funding
Local	
Program/Funding Source	Amount of Funding
Local 199	\$2,111,521- Payroll
Local 199	\$136,177- Supplies

Comprehensive Needs Assessment Attendees

Spring 2021

Name	Position (Parent, Business, Community, Teacher, etc.)
Sandra Richardson	Principal
Terry Cantwell	Assistant Principal
Liesa Land	District
Denise Cox	Counselor
Amber Evans	Teacher
LeeAnn Camp	Teacher
Tim Thomas	Teacher
Starla Tedford	Teacher/SPED
Jeremy Gillard	Community Member
Alicia Stacks	Parent
Jana Brown	Parent
Michael Richardson	Business Representative

Comprehensive Needs Assessment Summary

Spring 2021

Section 1 – Campus Profile

Brownwood Middle School is a campus within Brownwood ISD. Hours are from 8:00-3:45 each day Monday-Friday. The campus contains two grades, 7th and 8th, with a total of 568 students. 57.57% are considered at-risk and/or Economically Disadvantaged. 12.32% participated in the Special Education Program and 2.99% participated in the English as a Second Language Program. 52% of the teaching staff have 10 or more years of teaching experience.

Section 2 – Data Reviewed

STAAR scores, Common-Based Assessments, Benchmarks, TELPAS, promotion/retention rates, discipline referrals and consequences, parent volunteers, parent involvement activities, attendance rate, special education referrals, 504 referrals, intervention success rates, professional development records, qualified teacher/para-professional percentages and Pre-AP participation rates.

Section 3 – Findings/Conclusions

- Teachers are certified in all core areas, as well as Special Education and ESL where applicable
- Experienced teachers
- Appropriate teacher to student ratios (22:1)
- Counselor interventions and mental health protocols lowered discipline referrals and DAEP recidivism rates

Section 4 – Strengths

Students:

- Adequate access to teachers (tutorials and Advisory)
- Increased focus on curriculum
- Variety of elective courses
- Common 7th grade class—Health/Investigating Careers

Parents/Community:

- 24/7 access to grades, messages and social media
- Increased community involvement opportunities

Staff:

- Teachers are certified in all core subjects, as well as Special Education and ESL where applicable
- Experienced teachers (71.7% with 5 or more years of experience)
- Multiple teachers certified to teach LEP students
- Certified ESL/SpEd teaching in the Learning Lab

Facilities:

- Technology opportunities (Digital Media)
- Safe and secure

Section 5 – Weaknesses

Students:

- High population of students labeled “At-Risk”
- Continued need for extracurricular participation

Parents/Community:

- Continued need for additional parental involvement

Staff:

- Continued need for professional development (SEL, Curriculum)

Facilities:

- Improvement of facilities needed—upstairs classrooms need sound proofing, lift repaired
- Cafeteria lunch line design and added entrances/exits
- Remove walls between the student kitchens in FCS room for better teacher monitoring and student safety

Section 6 – Identified Needs

The committee determined that it would...

- make a more concerted effort to get parents/community involved – provide more after school opportunities for parent education in digital safety and vaping
- schedule staff in a way to better optimize all areas of certification
- work closely with the high school and intermediate campus on vertical alignment/planning
- continue to provide professional development in the areas of curriculum/instruction, planning, social/emotional learning and special programs

Goal 1: (Academic Achievement) All Brownwood Middle School students will attain at least a year’s growth through relevant and rigorous instructional programs.

Objective 1: By May, 2022, 85% of all students and each student group, including Special Education students tested, will meet established standards on local assessments in grades 7th and 8th and the state assessments for 7th and 8th grade.

Summative Evaluation: 85% of all students pass all portions of the state or local tests, meet ARD expectations, and the District will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide differentiated instruction for students who are at risk of failure in core subject areas.	2	Core-subject Teachers Administration	Every 3 weeks		Tutorial attendance records	Improved six weeks grades Reduced failure rate
Provide flexible, focused small group instruction in the core subject areas utilizing the Fundamental Five Model of Instruction.	2	Core-subject Teachers Administration	Every 3 weeks		Lesson plans, walk-through data	Improved performance on concept-specific aligned assessment (CBAs/Benchmark) Student success as evidenced by walk-through documentation (snapshots)
Continue to support teachers with coaching and collaboration that will develop teachers as experts in the subject area.	2	Core-subject Teachers Department Heads Administration	Every 3 weeks		Lesson plans, walk-through data, PLC documentation	Improved six weeks grades Improved lesson planning (data-driven instruction) Student success as evidenced by walk-through documentation (snapshots)
Provide differentiated instruction for GT students	2	Advisory teacher/GT Specialist	Once Every 6 weeks		Student Portfolio	Student completes project

Goal 1: (Academic Achievement) All Brownwood Middle School students will attain at least a year’s growth through relevant and rigorous instructional programs.

Objective 1: By May, 2022, 85% of all students and each student group, including Special Education students tested, will meet established standards on local assessments in grades 7th and 8th and the state assessments for 7th and 8th grade.

Summative Evaluation: 85% of all students pass all portions of the state or local tests, meet ARD expectations, and the District will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Added co-teacher model for resource students and intensive classes for student who need extra instruction on math and ELAR.						
Addition of Instructional coaches for secondary core classes						

Goal 2: (Staff Quality) In Brownwood Middle School 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.

Objective 1: 100% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements.

Summative Evaluation: 100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
BISD staff will attend job fairs and participate in recruiting efforts to ensure quality teachers and other staff members.	1	Principals	May, 2021		Travel Records	100% core academic classes taught by certified teachers; 100% paraprofessionals meet ESSA requirements
Ensure that low income and minority students are not taught at higher rates than other students by teachers with less than two years of experience by giving hiring preference to teachers with 3+ years of experience or by transferring employees within the district.	1	Administration	Beginning of each semester		PEIMS data HR records SBEC Records TTESS Records Creating equitable teams when scheduling	Low income and minority students are taught by certified teachers
BISD will actively encourage ELA teaching staff to become ESL certified by providing reimbursement incentives for passing the TExES.	1	Principal	May, 2021		HR records SBEC Records Reimbursement Records	Growth in the success rates of our EL learners.
The campus will recruit, develop and retain highly qualified and effective personnel reflective of our student demographics	1	Principal	On-going		HR records SBEC Records DOI Letters	Growth in the success of all of our students

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

Objective 1: By May, 2022 the number of incidents involving violence (to include dating violence), tobacco, vaping, alcohol and other drug use, will be reduced by 3% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide educational presentations to students, staff and parents to increase awareness of various topics including, but not limited to, Drug and Gang Awareness, Dating Violence, Social Media dangers and vaping, etc.	1, 4	Administration, Counselor	First grading period Monitor: end of each grading period		Agenda Lesson Plans Campus Calendar "Hidden in Plain Sight" demonstration Digital Citizenship Training as part of the AUP (computer classes) Second Step Program (SEL curriculum) B.A.S.E, routine drug dog	Reduction in PEIMS and discipline referrals
Continue to provide training for school staff regarding bullying preventions and increase campus proficiency with reporting bullying incidents and providing support for bullies, victims and bystanders.	1	Administration, Counselors	Each semester		Campus Calendar, Social Media posts, agendas, sign-in sheets	A reduction of bullying incidents documented in TxEIS.
Design and facilitate trainings for teachers, administrators and para-educators to develop research based, proactive discipline measures.	1	Administration	Each semester		Campus Calendar, Social Media posts, agendas, sign-in sheets "Social Emotional Learning" training during Teacher In-service/Faculty Meetings	A reduction of discipline issues documented in TxEIS.

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

Objective 1: By May, 2022 the number of incidents involving violence (to include dating violence), tobacco, vaping, alcohol and other drug use, will be reduced by 3% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Added STOP IT app for reporting concerns anonymously						

Goal 4: (College & Career/Graduation/Dropout Reduction Goal) All students in Brownwood Middle School will graduate from high school and be either college or/and career ready.

Objective 1: By May 2022, a retention rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of 99%.

Summative Evaluation: Retention rate of less than 1% and a completion rate of 99%

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide credit recovery program and/or acceleration program for students at-risk for failure/dropout	2, 3, 4	Principal, Designated Teachers	End of each semester		Attendance records for program Odyssey	Successful completion of coursework to recover credits
Career and technology students in grades 9-12 will have a coherent sequence of courses planned and integrated with the required graduation plan.	2	Administration, Counselors, Teachers	Beginning of each semester		Report cards, transcripts, graduation plans, Texas OnCourse survey	Increased amount of students earning credits towards graduation while at the Middle School
District attendance staff will work with parents at all BISD campuses to help reduce the number of drop-outs due to excessive absences.	2	Liaisons, Principals, Attendance Clerks	On-going		Attendance records, travel logs, meeting notes.	Increased attendance rates

Goal 5: (Parent/Community Engagement Goal) Parents and Community will be partners in the education of students in Brownwood Middle School.

Objective 1: By May 2022, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand.	2, 4	Administration	Within 10 days of receipt of reports		Copy of reports; Conference agenda/sign in sheet	Parents receive reports of assessment results
Provide and advertise parent involvement activities where educational and parenting information is distributed.	2, 4	Counselor, Administration	Monitor usage each 6 weeks		Website; Advertisements	Documentation of usage
Update and post DIP and CIP's to parents in a language that they can understand.	2, 4	PR dept, Principal	September, February, and June		Websites, Social Media	Increased parent participation and knowledge
Parent Involvement Engagement	2, 4	Club sponsors, teachers	August-May		Invitations via Website, Social Media for Night of the Arts, Band Concerts, Choir Concerts, Meet the Teacher, Pep Rallies	Increased parent awareness and involvement
Mock Job Fair	2, 4	Career Investigations Teachers	2 nd Semester		Invitations via website and social media, student "hired" listing	Increased Business Community involvement and awareness

Goal 6: (District Commitment) Brownwood Middle School shall provide good stewardship 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: A balanced budget will be adopted that supports the vision, mission and beliefs of the district while ensuring achievement of the goals of the district.

Summative Evaluation: District records indicate that a balanced budget was adhered to.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Ensure mission, vision, and values alignment and effectiveness of fiscal responsibility through objective periodic reviews		Principal	Every six weeks, semester and calendar school year		Fiscal reports (budgets, invoices, purchases), balance sheets	Effective and relevant expenditures appropriate to the account for the purpose of continued student safety and success
Increase resources through strong, strategic partnerships (grants)		Administration, Teachers	Each calendar school year		Grants	Monies to be allocated for programs/staff for the purpose of continued student safety and success

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.

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).

<p><u>Goal(s):</u></p> <p>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.</p>	<p><u>Objective(s):</u></p> <p>100% of PFS students will have access to supplemental instructional and support services documented on the PFS Student Review Form.</p> <p>100% of PFS students will have a PFS Student Review Form completed with academic information to determine On-Time graduation.</p>
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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