

# Brownwood High School



## Campus Improvement Plan

2021-2022

## 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

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.

# Campus Improvement Planning and Decision-Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)
Lindsay Smith	Principal
Andy Gill	Associate Principal
Ginger Ketcher	Associate Principal
Kim Ellis, Sheila Senkirik, Blanca Martinez	Counselor
Jessica Morgan, Valerie Scull, Kenan Boland	Parent & Employee
Kara Bessent,	Parent
Michelle Brasher	Community & Business Member
Edward Yantis	Parent & Site-base Member
Melissa Bernal	ESL Teacher
Stacci Hamilton	SpEd Teacher
Veronica Evetts	School Librarian
Judith Romero	Student Council
Estella Soto, Telise Murray, Terri Stephens	Teacher

## 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 in elementary (annually, at a minimum)
    - 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 language family understands (as practicable)
- **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
  - Provide assistance in understanding academic standards and assessment 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

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/EOC 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. 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.

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.

The process we use to identify students at-risk is: The campus At-risk Coordinators determine the At-Risk status of all students on their campuses, using the current-year criteria list from the Texas Education Data Standards. The coordinator then notifies the PEIMS data-entry personnel on the 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 Coordinators at least twice per year prior to PEIMS submissions 1 and 3.

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

## State Compensatory Education

STAAR	English 1 % Met Standard				Algebra % Met Standard				Biology % Met Standard				English 2 % Met Standard				US History % Met Standard			
	2018	2019	2020	Spring 2021	2018	2019	2020	Spring 2021	2018	2019	2020	Spring 2021	2018	2019	2020	Spring 2021	2018	2019	2020	Spring 2021
<b>Economically Disadvantaged Students</b>	62%	52%	N/A	50%	69%	67%	N/A	72%	71%	76%	N/A	69%	68%	53%	N/A	57%	95%	88%	N/A	87%
<b>All Students</b>	67%	62%	N/A	71%	74%	72%	N/A	91%	81%	83%	N/A	92%	74%	64%	N/A	81%	95%	91%	N/A	96%
* = No data																				

	Drop Out Data			Completion Data		
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
<b>Students At-Risk</b>	1.1%	1.3%	1%	65	96	N/A
<b>All Students</b>	.7%	.8%	0%	168	239	N/A

The comprehensive instructional program and tutorials are built into the regular school day and are conducted by certified subject teachers to help in the areas of need. Response to Interventions (RTI), Special Education, Gift and Talented, English as a Second (ESL) and Section §504 supports are also utilized when appropriate.

Upon evaluation of the effectiveness of this program, the committee finds that these programs produce 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 school wide program will consolidate funds in the following way: Title I, Part A only [ESSA Sec. 1114(b)(7)(B)]

### Fund sources that are received by BHS

Title I, Part A, Title I, Title II, Part A, Title IV-A, Special Education/IDEA-B, Carl Perkins, 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
TBA	TBA
State and Local	
Program/Funding Source	Amount of Funding
TBA	TBA

## Comprehensive Needs Assessment Attendees

Name	Position (Parent, Business, Community, Teacher, etc.)
Lindsay Smith	Principal
Andy Gill	Associate Principal
Ginger Ketcher	Associate Principal
Kim Ellis, Sheila Senkirik, Blanca Martinez	Counselor
Jessica Morgan, Valerie Scull, Kenan Boland	Parent & Employee
Kara Bessent,	Parent
Michelle Brasher	Community & Business Member
Edward Yantis	Parent & Site-base Member
Melissa Bernal	ESL Teacher
Stacci Hamilton	SpEd Teacher
Veronica Evetts	School Librarian
Judith Romero	Student Council
Estella Soto, Telise Murray, Terri Stephens	Teacher

# Comprehensive Needs Assessment Summary

## Fall 2021

### Section 1 – Campus Profile

**Brownwood High School is a campus within Brownwood ISD.** Its hours are from 8:10am to 3:45 each day Monday-Friday. BHS serves students in grades 9 – 12 in a traditional school setting. In the **2019-20 school year**, BHS had 960 students enrolled. 51.04% of the students were considered to be at-risk. 10% participated in Special Education program. 2.4% participated in the ESL program.

### Section 2 – Data Reviewed

STAAR-EOC scores, PSAT, ACT, and SAT achievement test scores, TELPAS, promotion/retention rates, discipline referrals and consequences, parent volunteers, parent involvement activities, attendance rate, special education referrals, 504 referrals, intervention success rates, percentage of credits earned, professional development records, highly qualified teacher/paraprofessional percentages, AP testing, and advanced placement participation rates.

### Section 3 – Findings/Conclusions

The committee found that BHS...

- BHS offers all five available endorsements options for students
- teachers are certified in all core areas, as well as, in Special Education and ESL
- 71.25% of the teachers averaged five or more years of teaching experience.

### Section 4 – Strengths

#### Students:

- Focused toward graduation
- All students graduated with at least one endorsement
- Students are able to graduate with vocational certifications
- Students can participate in all five CTE Pathway options

#### Parents/Community:

- 24/7 access to grades, messages, and social media
- They have a voice in decision making regarding their student

#### Staff:

- High number of Teachers certified in ESL and Special Education
- 100% of staff is highly qualified or participates under a DOI waiver.
- Dedicated and caring
- Parent Liaison is bilingual, as well as multiple teachers

#### Facilities:

- Technology is current and in working order
- Safe and secure

- Parents do what they can to help staff and students

### **Section 5 – Weaknesses.**

#### Students:

- Weaknesses in writing and reading achievement
- Over 50% of BHS's students are considered to be "at-risk"

#### Parents/Community:

- Often do not attend scheduled meetings (i.e.: attendance)
- A high percent chose not participate or volunteer in campus activities

#### Staff:

- Will need additional staff for additional course offerings and options for students
- Low percentage of teaching staff is ESL certified

#### Facilities:

- Multiple entry points and exit points of the school facilities.

### **Section 6 – Identified Needs**

The committee determined that it would...

- focus on ELAR writing Scores
- target economically disadvantaged and at-risk populations

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

**Objective 1:** 90% of all students will score at or above the state criterion in all areas of the EOC test.

**Summative Evaluation:** State EOC testing results will show that 90% of all students will score at or above the state criterion.

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; Campus Admin	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; Campus Admin	Every 3 weeks		Lesson plans, walk through data	Improved performance on concept-specific aligned assessment  Student success as evidenced by walkthrough documentation
Students not meeting state standards on EOC test will be placed in an EOC remediation class.	2	Counselors; Campus Admin	Start of school and continual as new students enroll.		Master Schedule	State testing results
Provide teachers of the core subjects with EOC analysis of achievement for each individual student in all subgroups.	2	Campus Admin; C&I department	Continual		Observation; EOC classes; Eduphoria Data	State testing results

**Goal 2: (School Climate/Safe & Healthy School)** All students in Brownwood High School will be educated in a learning environment that is safe, disciplined, drug free, and conducive to learning.

**Objective 1:** Administration and Faculty will work together to develop a school wide environment conducive to learning through the use of positive reinforcement and discipline management techniques. Decrease referrals by 5%

**Summative Evaluation:** There is a reduction in discipline referrals by 5%

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, etc.	1, 4	Campus Admin; Counselors	First grading period  Monitor: end of each grading period		Agenda Lesson Plans Campus Calendar	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.	1,4	Campus Admin; 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.	1,4	Campus Admin; Counselors	Each semester		Campus Calendar, Social Media posts, agendas, sign-in sheets	A reduction of discipline issues documented in TxEIS.
Implement BISD and BHS Discipline Management Plan	1,4	Campus Admin	Continual		Referral Documentation	Reduction of referrals
Added the STOP IT anonymous reporting program		Campus Admin	Continual		Posters, Counselors Lesson Plans, Social Media	Raised awareness of incidents that students may be otherwise hesitate to report.

**Goal 3: (College & Career/Graduation/Dropout Reduction Goal)** All students in Brownwood High School will graduate from high school and be either college or/and career ready.

**Objective 1:** Provide multiple programs to at-risk populations and reduce dropout rate to less than 1%.

**Summative Evaluation:** Dropout rate of less than 1%; student entrance into college or career field.

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	Campus Admin; Designated Teachers	End of each semester		Attendance records for program	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.	2,3,4	Campus Admin; Counselors; Teachers	Beginning of each semester		Report cards, transcripts, graduation plans	Personal Graduation Plan (PGP)
Parent liaisons will work with parents at all BISD campus' to help reduce the number of drop-outs due to excessive absences.	2,3,4	Liaisons; Campus Admin; Attendance Clerks	Continual		Attendance records, travel logs, meeting notes.	Increased attendance rates
Counseling for all at-risk students, especially those who have not passed EOC	2,3,4	Counselors; Parent Liaison; Campus Admin	Continual		Counselor records	Course completion rates; dropout rate
Provide support and tutoring for identified ESL students	2,3,4	ESL Staff; Campus Admin; Parent Liaison	Continual		ESL Records; LPAC Records	Students passing EOC and classes

**Goal 4: (Parent/Community Engagement Goal)** Parents and Community will be partners in the education of students in Brownwood High School and participate in at least one activity offered at BHS.

**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	Campus Admin	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	Counselors; Campus Admin	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; Campus Admin	September, February, and June		Websites, Social Media	Increased parent participation and knowledge
Offer School Messenger messages in a language preferred by parent.	2,4	Technology Dept.	August and then as requested		Websites, Social Media	Increased parent knowledge about events therefore more participation



**Goal 5: (Staff Quality)** At BHS 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.

**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
BHS staff will obtain the names/resumes that HR received while recruiting in effort to ensure quality teachers and other staff members reflective of our student demographics.	1	Campus Admin; Human Resources Dept.	May, 2022		Travel records, Purchase Orders	100% core academic classes taught by certified teachers;
Ensure that low income and minority students are not taught at higher rates than other students by 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	Campus Admin; Human Resources Dept.	Beginning of each semester		PEIMS data, HR records, SBEC records, TTESS records	Low income and minority students are taught by certified teachers
Actively encourage ELA teaching staff to become ESL certified by providing reimbursement incentives for passing the TExES.	1	Campus Admin; Teachers	May, 2022		HR records, SBEC records, Reimbursement records	Growth in the success rates of our EL learners, Increased number of ESL certified teachers
Utilize employee engagement survey to increase satisfaction.	1	HR Dept.	End of each semester		Survey Results, HR records	Higher staff retention rate

**Goal 5: (Staff Quality)** At BHS 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.

**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
Provide a formal mentoring program for all new teachers within BAHS.	1	Campus Admin; Teachers	Continual		Agendas, sign-in sheets	Increased knowledge growth and retention of new teachers
Added a Secondary Instructional Coach	1	Principals	Ongoing		Human Resource Records	Improved Academic Instruction and Scores

**Goal 6: (District Commitment)** BHS shall 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:** A balanced budget will be adopted that supports the vision, mission and beliefs of the district while ensuring the achievement of the goals of the district.

**Summative Evaluation:** Campus records indicate that at a balanced budget was adhered to.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Campus will work collaboration with Department 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.	Continual		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., Department/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 BAHS.	1, 2, 3, 4	Superintendents, Business Manager, HR Dept., Department/Campus Heads	Continual		Training/Workshop Certificates, Travel records, DL 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:

<b>Priority for Service Criteria</b>	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>• For students in grades K-2, who have been retained, or are overage for their current grade level.</li> </ul>

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.

<b>School District:</b> Brownwood
<b>Region:</b> 15

## Priority for Service (PFS) Action Plan

<b>Filled Out By:</b> ESC MEP Staff
<b>Date:</b> 08-20-2020

**School Year: 2020 - 2021**

**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).

<b>Goal(s):</b> 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.	<b>Objective(s):</b> 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
<b>Monitor</b> the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	July1-August 30	NGS Data District Migrant Contact	Monthly PFS Reports
<ul style="list-style-type: none"> <li>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.</li> </ul>	July1-August 30	ESC Migrant Department District Migrant Contact	Signed PFS Action Plan
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			

Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate</b> the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> <li>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.</li> </ul>	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"> <li>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.</li> </ul>	July1-August 30	District Migrant Contact ESC Staff	Sign-In Sheets/Zoom chat/Emails/phone logs/
<ul style="list-style-type: none"> <li>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.</li> </ul>	July1-August 30	District Migrant Contact ESC Staff	PFS Parent Form
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			
<b>Provide</b> services to PFS migrant students.			
<ul style="list-style-type: none"> <li>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.</li> </ul>	July1-August 30	ESC Migrant Department District Migrant Contact	PFS Reports Emails/ District Contact log
<ul style="list-style-type: none"> <li>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.</li> </ul>	July1-August 30	ESC Migrant Department District Migrant Contact	Emails Documentation Community Resource List/Supplemental/Instructional Distribution Forms

<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	July1-August 30	District Migrant Contact ESC Migrant Department	Student Participation List, Invoices, Sign In logs
Additional Activities			
<ul style="list-style-type: none"> <li>Provide parents with community resources and services.</li> </ul>	July 1-August 30	District Migrant Contact ESC Migrant Department	Community Resource list Agency Information

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**LEA Signature**

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**Date Completed**

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**ESC Signature**

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**Date Received**