

Coggin Intermediate 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)*

CIS Mission Statement

Recognizing that all children can learn and that learning takes place at different rates for some students, the staff at Coggin Intermediate School, in partnership with our parents, will create a learning environment that enables all of our students to learn and achieve to their full potentials.

This will be accomplished by:

- Using multiple teaching models cognitive questions 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.
- Provide a safe and orderly learning environment.

District/Campus Improvement Planning and Decision-Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)
Mrs. Espinoza	Teacher – Special Programs
Mr. Ripley	Teacher – Special Programs
Mrs. Bush	Teacher – Elective
Mrs. Rudloff	Teacher 6 th grade
Mrs. Klein	Teacher 6 th grade
Ms. Tibbitts	Teacher 5 th grade
Mrs. Means	Teacher 5 th grade
Mrs. Martinez	Teacher 5 th grade
Mrs. Watts	Teacher 4 th grade
Mrs. Williams	Teacher 4 th grade
Mrs. Templeton	Teacher 4 th grade
Mrs. Hill	Nurse
Mrs. Jacobson	Counselor
Mrs. Fowler	Assistant Principal
Dr. Loftin	Principal
Mrs. Johnson	Paraprofessional
Mrs. Etheridge	Paraprofessional
Mrs. Gardner	Parent Representative
Mr. Fred Kelly	Community Member
Mrs. Harriss	Community Member

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

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: 3.97764

The process we use to identify students at-risk is: CIS teachers review permanent record and identify students who meet eligibility for at-risk according to State Compensatory Education.

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

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.

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- 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

Campus Avg STAAR	Math % Met Standard				Reading/ELA % Met Standard				Writing % Met Standard				Science % Met Standard			
	2018	2019			2018	2019			2018	2019			2018	2019		
Students At-Risk	53.6%	58%			42.3%	43.5%			26%	25%			51%	62%		
Students Not At-Risk	93%	93%			91.3%	92.5%			75%	77%			93%	97%		

4 th STAAR	Math % Met Standard				Reading/ELA % Met Standard				Writing % Met Standard			
	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
Students At-Risk	47%	35%	N/A	66%	45%	42%	N/A	55%	26%	25%	N/A	54%
Students Not At-Risk	88%	86%	N/A	69%	90%	89%	N/A	54%	75%	77%	N/A	50%

5 th STAAR	Math % Met Standard				Reading/ELA % Met Standard				Science % Met Standard			
	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
Students At-Risk	71%	70%	N/A	55%	48%	48%	N/A	61%	51%	62%	N/A	54%
Students Not At-Risk	98%	99%	N/A	82%	95%	98%	N/A	60%	93%	97%	N/A	50%

6 th STAAR	Math % Met Standard				Reading/ELA % Met Standard			
	2018	2019	2020	2021	2018	2019	2020	2021
Students At-Risk	43%	61%	N/A	64%	34%	40%	N/A	49%
Students Not At-Risk	93%	97%	N/A	61%	89%	92%	N/A	52%

The comprehensive, intensive, accelerated instruction program at this campus consist of intervention classes built into the master schedule daily for all students. These intervention classes are taught by certified teachers in a small group setting. RTI, Special Education, Gifted and Talented, ESL, Section 504 supports are also utilized to those students who qualify for the programs.

Upon evaluation of the effectiveness of this program the committee finds that the committee finds that our gap between at-risk and non at-risk is closed best by intensive instruction and using allowable accommodations for students who quality for a special programs.

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)]

Fund sources that are received by CIS

Title I, Part A, Title I, Part C (Migrant), Title I, Part D (Neglected/Delinquent), Title II, Part A, Title III, 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 & Local	
Program/Funding Source	Amount of Funding
TBA	TBA

Comprehensive Needs Assessment Attendees

Name	Position
Stacy Loftin	Principal
Ann Fowler, Jake Senkirik	Assistant Principals
Theresa Mosqueda	RTI Interventionalist
Rachel Griffin, Kerri Jacobson	Counselors
Liesa Land	Deputy Superintendent
Brec Espinosa, Micah Ripley	Teacher, Special Programs
Holly Bush	Teacher, Electives
Catherine Watts, Karla Williams	4 th Grade Teachers
Lauren Martinez, Kate Means	5 th grade Teacher
Tammy Rudloff, Kaylee Klein	6 th grade Teacher
Lori Ethridge	Paraprofessional
Caryl Johnson	Paraprofessional
Victoria Hill	Nurse
Heidi Gardner	Parent Representative
Fred Kelly	Community Member

Comprehensive Needs Assessment Summary Spring 2021

Section 1 – Campus Profile

Coggin Intermediate School is a school within Brownwood ISD. As of 2020-21 school year, it had 724 students. 37.43% of student were considered to be at-risk. 3.45% of the students were enrolled in English language learning program (LEP). 12.7% of student were enrolled in Special Education Program and 60.22% of our student population are economically disadvantaged. 28% of Coggin Intermediate teachers have 10 or more years of teaching experience. We serve a growing population of economically disadvantaged, special education and at-risk population.

Section 2 – Data Reviewed

STAAR scores, CBA, benchmark 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 Coggin Intermediate...

- The majority of our teachers are experienced with five or more years.
- Teachers TTESS evaluations were waived for 19-20 school year.
- Coggin Intermediate has taken steps in the right direction toward recruiting and retaining teachers with ESL certification.
- 8.5% of the staff are instructional aides supporting our at-risk, special education and struggling population.

Section 4 – Strengths

Students:

- Access to small group instruction.
- Beginning-of-year screenings of possible learning gaps and delays to address deficiencies as early as possible.
- Access to RTI interventions during the school day outside of core instructional time.
- Diverse learning opportunities through PE, a variety of electives differing at each grade level, gifted and talented classes, and Enrichment.

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.
- 16% of professional staff have earned a master's degree
- Over 38% of teachers have 10 or more years teaching experience.
- Paraprofessionals that are bilingual to help with registration/attendance, and parent conferences.

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 Coggin Intermediate School.
- Parents have a voice in decision making regarding their students.

- Maintenance and ground crews work diligently to make any repairs/improvements in a timely manner.
- Technology improvements with the implementation of smart TVs in most classrooms, three Chromebook carts per grade level, and updates to classroom computers.

Section 5 – Weaknesses.

Students:

- High percentage (**60.22%**) of Economically Disadvantaged students
- High percentage (**37.43%**) of At-risk students
- Low attendance rate due to the pandemic.

Parents/Community:

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

Staff:

- Lower the number of “Developing” ratings for teacher appraisals with Action Coaching, walk-through's with tangible feedback, and mentoring.
- As of

Facilities:

- Complete installation of smart TVs so that this technology is available in all classrooms.
- Replace auditorium seating.
- Replace gym flooring in 4th grade gym. The current flooring is a safety hazard.

Section 6 – Identified Needs

The committee determined that it would...

- Incentives that would entice parents to attend school functions.
- More parental participation in academic functions.

Goal 1: (Academic Achievement) All students will attain a minimum of one year’s growth through relevant and rigorous instructional programs.

Objective 1: By May 2022, a 10% gain will be evident for all students and each student group, including Special Education students tested resulting in a minimum passing standard of 80% Math, 80% Reading and 75% Science. A 10% gain will also be evident in % of students reported as MEETs and MASTERS performance on state assessment.

Summative Evaluation: 90% of all students will make one year’s growth as measured on reports cards, reading screeners, and a 10% increase will be evident for all students based on state assessments from scores one year previous.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide enrichment/accelerated instruction time in the schedule for all students. At-risk of failure and high achievers	2	Core subject teachers Principal	Ongoing		Attendance records and lesson plans	Improved student grades Reduced failure rate Increase Meets, Masters
Provide high quality rigorous instruction and maximize learning time.	2	All teachers Principal	Daily		Lesson plans, walk through data	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation
Continue to implement the Fundamental Five teaching strategies in all content areas.	2	All teachers And Principal	Ongoing		Classroom observations	Increase student engagement and learning
Continue to improve the RTI process and incorporate the new RTI full time interventionist to support students and teachers.	2	All teachers RTI Specialist Principals	Ongoing		Increased student achievement	Report cards, Computer reports showing growth
Utilize the TEKS resource system for calendar and scope and sequence to increase rigor of instruction. Year at a glance, IFD, Field guides,	2	All teachers	Ongoing		Increase student achievement, TTESS	Increase student engagement and improved STAAR scores.
Use district adopted aligned curriculum.	4	All teachers	Immediately Ongoing		Lesson Plans, Classroom observations, CBA's, PLC meeting minutes	Grades Improved CBA scores

Goal 2: (Staff Quality) At CIS 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. CIS will recruit and hire certified and qualified teachers and paraprofessionals.

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
All new teachers to our campus will be assigned a positive effective campus mentor.	1	Principal, Human Resources Dept.	May 2022		Mentor Program Notes	Increase teacher effectiveness in the classroom and on the campus. Create positive relationships on campus.
Campus teachers will plan together to build professional learning communities.	1	Teachers Principal,	9 Weeks		Improved positive campus environment Faculty meeting times Staff survey PLC meeting minutes	Aligned curriculum and resources Increase teacher effectiveness and improve instruction in all classrooms.
CIS will use Talent Ed to review applicants and set up interviews with high quality applicants.	1	CIS Administrators	Ongoing		High Quality persons recommended for hire.	Improve quality of staff on campus when new positions are available.

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

Objective 1: By May 2022, the number of discipline incidents will be reduced by 10% as measured by PEIMS and principal and teacher's data.

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
All students will attend guidance lessons that address positive character education.	1, 4	Counselor Principals	First grading period Monitor: end of each grading period		Counselor lesson plans Master schedule	Reduction in PEIMS discipline referrals Counselor logs
All staff will model good character education characteristics for students including honesty, dependability, positive work ethic, respect, responsibility, courage and integrity.	1, 2, 4	All staff	Immediately and Ongoing		Positive Learning Environment for students and staff. Campus Survey and PEIMS Discipline Data	Improve the character of students and staff on campus and in the classrooms. Promote a positive learning environment which will increase academic performance
PBIS discipline Program – Focus on positive behavior	1, 4	All staff	Ongoing		Positive teaching and learning environment for all staff and students.	Decrease discipline office referrals and increase in students participating in positive activities on campus
Implemented the STOP IT anonymous reporting program.	4	Administrators	Ongoing		Posters, Counselors Lesson Plans, Social Media	Raised awareness of incidents that students may be otherwise hesitate to report.

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

Objective 1: Students leaving CIS will be approaching grade level in reading.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of 90%.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
CIS will provide effective transitions between grade levels to help students be successful at the next grade level.	3	Teachers, Counselors, Principals	End of year		Counselor schedules	Decrease student discipline referrals and increase students success
Reduce number of retentions by clearly communicating expectations to students and parents.	2, 3, 4	Teachers, Principal	Ongoing		Grade Placement Committee minutes	Decrease retention numbers.
Improve the RTI program to identify and intervene early for struggling students.	2, 3, 4,	RTI, Teachers, Principal	Ongoing		RTI meeting notes Reading screener data; STAAR scores; retention rate	Increase student achievement in classroom grades and state assessments.
Hired a certified teacher for the Technology Application Class/Elective	3	Principals	Ongoing		Human Resource Records and Lesson Plans	Increased Technology knowledge by students.

Goal 5: (Parent/Community Engagement Goal) Parents and Community will be partners in the education of students in Coggin Intermediate 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	Principals	Within 10 days of receipt of reports		Copy of reports; Conference agenda/sign in sheet	Improve parents/school communication
Meet the Teacher – Parents will meet their child(s) teacher and have the opportunity to learn school/classroom routines and expectations.	2, 4	Teachers, Counselor, Principals	August 2021		Website; Advertisements	Increase parent knowledge of teachers and increase parents' knowledge of school expectations for students, staff and parents.
Teachers and parents will communicate regularly through planners and Thursday folders.	2, 4	Teachers, Principals	Ongoing		Thursday folders and Planners	Improve teacher/parent communication
Increase use of School Messenger	2, 4	Staff, Principals	Ongoing		Messenger broadcast	Increase parent knowledge of school activities
Parent conference 1 /year	2, 4	Teachers	Once per year		Teacher sign in sheets	Increase partnership between school and home.
CIS will utilize the Raptor ID System	2, 4	Superintendents Office staff, Principals	Ongoing		RAPTOR Data logs	Increase student/staff security.
Continue the Watch DOGS program	2, 4	Principal, Assistant Principals, Parent Liaison, SRO	2021-2022 School year		Successful Implementation of program; increase in male volunteers	Improved school/parent relationship; reduction in student discipline referrals.
Increase parent communication – School Messenger/website. Class Dojo.	1	Teachers Principal	Ongoing		Messengers Sent Reports	Improve teacher/parent communication throughout the school year.

Goal 6 : (District Commitment) Coggin Intermediate School shall be a good steward of community, state, and federal resources, financial, human, facilities, as well as explore new opportunities for our organization efficiency and continued success.

Objective 1: Be financially responsible and use resources mentioned above with diligence and integrity.

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Campus will work in 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, Maintenance	Ongoing		Financial records Purchase orders	Assure compliance with state /federal guidelines
Review and revise the staffing formula and staff pattern policies to strive for campus equity	1, 2, 3, 4	Superintendents, Business Manager, Dept./campus administrators	Ongoing		Agendas, HR Records and Payroll logs	Improve equality across school district in staff procedures.
Attend federal and state program conferences, webinars, and workshops provided by ESC XV and outside entities as they pertain to CIS.	1, 2, 3, 4	Superintendents, Business Manager, Dept./campus administrators	Ongoing		Training and workshop certificates, Travel Records, DL room reservations	Improved knowledge and the 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.

Brownwood Independent School District
Parent Involvement Policy
2020-2021

ADDENDUM

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- 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

Filled Out By: ESC MEP Staff
Date: 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).

<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