

Brownwood ISD District Improvement Plan 2023-2024



August 14, 2023

Date of School Board Approval of Goals

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.

District Improvement Plan Goals

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

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

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

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

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

Goal 6: (District Commitment) Brownwood ISD 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.

District Improvement Planning and Decision-Making Committee

***= Voting Members**

Name	Position	Name	Position
Kara Bessent, John Barnhum, Michelle Brasher, Rowanna McNeely	*Parent Representatives	Hilary Stegmoller, Ed Kading, Roland Soto, Dr. Cory Hines, Daniel Hutson	*Community Representatives
Ray Garza, Ray Tipton, Tim Espinoza, Kyla Clark-Eoff	*Business Representatives	Eric Evans, Donna Howey, Diane Roberts, Ryan Reagan	*Public Relations Subcommittee
Leslie Kirwan, Laura Atchley, Lindsey Bigham	*Teachers- NES	Natasha Brown, Lori Haynes, Jay Adams	*Teachers- EES
Carole McNabb, Mary Lehrer, Jessica Gamblin	*Teachers- WHES	Meagan Gray, Grace Randolph Lesley Lambert	*Teachers- CES
Ren Yantis, Johnna Elliott, Christina Jennings	*Teacher- BMS	Ren Yantis, Valerie Scull Terri Stephens	*Teachers- BHS
Mark Wilson	*Teacher- BAHS/DAEP	Lindsay Smith	*BHS Principal
Mykia Andersen	*BMS Principal	Kali McLaughlin	*CES Principal
Jake Senkirik, Carrie McWhorter	*CES Assistant Principals	Dee Dee Wright	*NES Principal
Jeanette Lancaster	*WHES Principal	Christi Burks	*EES Principal
Denise Cox	*Counselor	Kimber Bennett	*Counselor
Liesa Land, Mitch Moore	Administration	Doug Bonsal	Director of Human Resources
Rebecca Faulkner	Director of Special Populations	Jimmy Fisher, Sr	Director of Technology
Sammy Burnett	Director of Athletics	Helen Lacy	Director of Nurses
Heidi Gardner	Director of State & Fed. Grants	Danielle Howard	Mental Health Specialist
Jenny Swanzy	Elementary Curriculum Coor.	Stacy Loftin	BAHS/DAEP Campus Admin
Sheri Bonsal	Special Population Coor.	Andy Gill, Brian Harris	BHS Assistant Principals
Mykia Anderson	BMS Assistant Principal	Dr. Stacy Loftin	Coordinator of Special Programs
Amy Morris	NWE Assistant Principal	Kassie Russell	WHE Assistant Principal
Elizabeth Gilmore	Instructional Technologist	Charles Musgrove	Community Relations Coor.
Emily Wilson	District Library Coordinator	Jerry O'Neal	Maintenance Coordinators
Joey Zapata	Coor of Grounds/Sport Facilities	Fred Bastardo, Robert Lee	District Resource Officers

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, and retain teachers and principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

DISTRICT ESSA REQUIREMENTS

Equity Plan [ESSA Sec. 1112(b)(2)]: Brownwood ISD employed 22 full-time teachers with Special Education Assignments during the 2021-2022 school year. They, along with other staff members, served BISD's 473 students who received Special Education services during the school year.

Poverty Criteria [Sec. 1112(b)(4)]:

Brownwood ISD determines Title I eligibility and rank/serve order through the following:

- Most recent census data
- Number of children eligible for free and reduced-price lunches
- Number of children in families receiving state/government assistance
- Number of children eligible to receive Medicaid

Schoolwide Programs [Sec. 1112(b)(5)]: Brownwood ISD utilizes Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

- **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 (LEP)
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. Incarcerated or parent/guardian has been incarcerated during the student's lifetime, per Penal Code Section 1.07

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: (as of May 31, 2023) Brownwood ISD employed 47.15 staff members.

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

2023 data is still pending as 08/14/2023

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
Students At-Risk	55%	57%	TBD	47%	56%	TBD	63%	X	X	58%	67%	TBD	59%	57%	TBD
Students Not At-Risk	84%	93%	TBD	85%	95%	TBD	63%	X	X	88%	94%	TBD	92%	86%	TBD

	Drop Out Data			Completion Data		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
Students At-Risk	73.33%	TBD	TBD	55.02	TBD	TBD
Students Not At-Risk	26.64%	TBD	TBD	44.98	TBD	TBD

The comprehensive, intensive, accelerated instruction program at this district consists of tutorials for students at-risk, four RtI specialists, a behavior specialist, four elementary instructional coaches, two secondary instructional coordinators, regular teacher's aides to reduce the student/teacher ratio, and behavioral aides to help lessen behavior referrals that contribute to learning loss. BISD utilized Fountas and Pinnell Phonics and Fountas and Pinnell Reading program and added a systematic and explicit phonics supplement. In K-3rd and RLA teachers in 4th and 5th are in the process of completing the Texas Reading Academy and are implementing strategies aligned to the Science of Teaching Reading. At the secondary level students are able to graduate with the possibility of 15 college credits free of charge. Also, at the secondary level additional classes and programs have been added to reduce the risk of students dropping out of school.

Upon evaluation of the effectiveness of these programs the committee finds that through the use of intensive, prescriptive, and research-based efforts that students in 3rd through 8th grade **TBD** STAAR scores in **XX** out of the **XX** areas assessed. Also, in 9th through 12th grade those students **TBD** their EOC scores in **X** out of the **X** areas assessed.

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: Transferability (Title 2 & 4) into Title I, Part A

Fund sources that are received by BISD

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 (planning amounts)
Title I, Part A	\$972,797
Title II, Part A	\$140,708
Title IV, Part A	\$77,884
Title V, Part B - RLIS	\$103,550
Carl Perkins	TBA
State and Local	
Program/Funding Source	Amount of Funding
Gifted & Talented (PIC 21)	TBA
Career & Technology (PIC 22)	TBA
Special Education (PIC 23)	TBA
Compensatory Education (PIC 26)	TBA
Compensatory Education (PIC 30)	TBA
Compensatory Education (PIC 34)	TBA
Bilingual Education (PIC 25)	TBA

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary as of Summer 2023

Section 1 – District Profile

Brownwood ISD is a school district in Brownwood, TX. It is a district-wide Title 1 district. As of the 2022-2023 school year, it had 3443 students. 67.24% of the students are eligible for Free/Reduced Meals. 45.89% of students were considered at risk of dropping out of school. 3.40% of students were enrolled in English language learning program (LEP). 15.22% of students were enrolled in the Special Education Program. 7.09% participate in the Gift and Talented Program. 50.94% of BISD's teachers had 11 or more years of teaching experience.

Section 2 – Data Reviewed

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

Section 3 – Findings/Conclusions

- Parents and teachers alike expressed concerns about their student's educational advancement and well-being.
- Parents were excited about the Roar on the Shore program.
- Parent shared concerns about their children's safety while at school.

Section 4 – Strengths

Facilities:

- Maintenance and ground crews work diligently to make any repairs/improvements in a timely manner.
- All skilled tradesmen are licensed
- BISD is upgrading their Raptor alert system.
- There will be a two full time SROs within the district and a Guardian on each campus.

Staff:

- 100% staff is qualified the position in which they hold
- Most Teachers scored proficient or better in all areas of TTESS
- BISD has taken steps towards improving the knowledge and skills of all stake-holders in the areas of Trauma informed care.
- 50.94% of teacher had 11 or more years of experience

<ul style="list-style-type: none"> • BISD will become complete its keyless entry system plan on all campuses • Installing several new HVAC systems district-wide <p><u>Students:</u></p> <ul style="list-style-type: none"> • Increased participation in extra-curricular activities • Increased participation in CTE courses • Increased extracurricular participation 	<ul style="list-style-type: none"> • BISD has scheduled Active Shooter Response and “Stop the Bleed” trainings <p><u>Parents/Community:</u></p> <ul style="list-style-type: none"> • Strong social media presence • Community business’ exhibit high support of BISD • Open and continued communication about Project Neighborhood
<p>Section 5 – Weaknesses</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • High percentage (67.24%) of EcoDis students district-wide. • High percentage (45.89%) of At-risk student’s district-wide <p><u>Parents/Community:</u></p> <ul style="list-style-type: none"> • Low percentage of traditional households • High number of low EcoDis households • Low attendance at academic events 	<p><u>Staff:</u></p> <ul style="list-style-type: none"> • High number of mobility amongst the teaching staff • High number of teachers teaching in new grades, subject areas and/or on new campuses <p><u>Facilities:</u></p> <ul style="list-style-type: none"> • Deteriorating Roofs district-wide • Aging HVAC system district-wide • Aging vehicle fleet for maintenance/grounds departments
<p>Section 6 – Identified Needs</p> <ul style="list-style-type: none"> • Incentives that would entice parents to attend school functions • More parental participation in academic functions • Increased attendance rates • Update new HVAC units through-out the school year • Employee another full-time elementary instructional coach 	

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

Objective 1: By May 2024, all students and each student group, including Special Education students tested, will meet established standards on local assessments in grades PK-2nd and the state assessments for 3rd-12th grade by 2%.

Summative Evaluation: An increase of 2% of all students will pass all portions of the state or local assessments, 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	Teachers, Principal	Every 3 weeks	Local	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	Teachers, Principal	Every 3 weeks	Title I	Lesson plans, walk through data	Improved performance on concept-specific aligned assessment, Student success as evidenced by walkthrough documentation
Support teachers with coaching and collaboration that will develop teachers as experts in the subject area.	2	Principal, ESC 15	Continual	Local	Sign-in sheets, agendas	Higher TTESS, STAAR, ACT, SAT scores
Improve Tier One instruction in the classrooms with focus toward mastery of skills.	1	Superintendents, Principals, Teachers	Continual	Local	Lesson Plans, TTESS evaluations	Increased student performance on curriculum-based assessments
Continue to implement Positive Behavior Support training for all staff.	1	Behavioral Specialist	August	Local	Agenda, sign-in sheets	Decrease in office referrals due to discipline issues
The staff will implement the Fundamental 5 Formula strategies to improve instructional activities.	1, 4	Superintendents, Principals, Teachers	Continual	Local	Walk-through and TTESS evaluation data, Lesson Plans	Increased student performance on curriculum-based assessments

Host academic parent involvement activity gatherings. <ul style="list-style-type: none"> • Family reading nights • GT showcases • Career exploration nights • Family games nights • Science fairs • Course choice assemblies 	2, 3, 4	Principals, Counselors, Teachers	Minimum of one activity per 9 weeks reporting period	Local & Title 1	Social media posts, hand-outs, sign-in sheets	Parent will become more aware and involved in their students' academic activities
Continue to employ two Secondary Instruction Coordinators and three Elementary Coaches	1, 4	Principals, Teachers	Continual	Title 1 & Local	Meeting rosters, team meeting sign-in sheets, lesson plans	Increased student performance on curriculum-based assessments
Continue to employ an additional Band Director	2	Principals	Continual	Local	Class Rosters, Lesson Plans, Master Schedule	Increased enrollment in the Band Program
Continue to partner with 3M and TSTC to implement Manufacturing and Academic Partnership (MAP) Program.	3	3M, TSTC and BISD Staff Members	August	Local	Class Rosters, Lesson Plans, Master Schedule	Increased enrollment in the trades courses
Added 275 Chromebooks to BHS freshman, 5 Admin iPads, 525 Chromebooks and 21 carts for 3 rd -6 th grade to utilize and 100 replacements computers for teachers,	2, 3, 4	Technology Dept.	August	Local	Logs of Chromebook and Promethean board locations	Increased student performance on curriculum-based assessments
Add ten an additional iPads for the ESL Program	2, 3, 4	ESL Program Dept.	August	Local	Sign-out sheets, lesson plans, student products	Increased student knowledge and academic participation
Two Secondary Instructional Coordinators will be utilized in assessed areas.	2,3,4	Principals Teachers Dept Heads	August	Title 1	Mater Schedules	Increased student and teacher knowledge
Continue to utilize the TEKS Resource System Program and TXGuide	2,3,4	Curriculum staff & Teachers	August	Title 1	Invoices, Reports, PLC agendas, Lesson Plans	Increased student achievement
Continue to use the Blackboard Program for the District website	2,3,4	Principals Teachers Dept Heads	August	Title 1	Invoices and actual webpages	Additional communication with all stake holders

Goal 2: (Staff Quality) In Brownwood ISD 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 reflective of our student demographics.	1	Principals, Human Resources Dept., Superintendents	May, 2024	Local	Travel records, Purchase orders	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 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	Principal, Human Resources Dept.	Beginning of each semester	Title I Local	PEIMS data, HR records, SBEC records, TTESS records	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	Principals	May, 2024	Title II	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	Local	Survey Results, HR records	Higher staff retention rate

Goal 2: (Staff Quality) In Brownwood ISD 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
Provide high quality training, mentoring and leadership development opportunities for principals and aspiring leaders.	1	Principals, Superintendents	Monthly	Title 1 Title II & Local	Agendas, sign-in sheets	“Home-grown” administrators hired into BISD’s administrative vacancies
Provide a formal mentoring program for all new teachers within BISD.	1	Principal, Teachers	Continual	Title II	Agendas, sign-in sheets	Increased knowledge growth and retention of new teachers
Continue to provide stipends to Head/Lead teachers	1	Principals, HR Department	Monthly	Title II	Pay studs, Team meeting sign-in sheets	Student performance on curriculum-based assessments will increase

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

Objective 1: By May, 2024 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 2% 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, etc.	1, 4	Principals, Counselor, Local Agencies	First grading period Monitor: end of each grading period	Title I Title IV Local	Agenda, Lesson Plans, Campus Calendar	Reduction in PEIMS and discipline referrals
Continue to employ an additional full-time and an additional part-time Student Resource Officers. (total of 4 individuals)	1	Superintendents, SRO	August	Local Title IV	HR records, Police reports	Increased SRO presence on all campus'. Reduction in number of incidents.
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	Principals, Counselors, Brownwood Police Dept.	Each semester	Title 1 Local	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.	3	RTI Behavior Specialist, Principals, Teachers	Each semester	Title 1 Local	Campus Calendar, Social Media posts, agendas, sign-in sheets	A reduction of discipline issues documented in TxEIS, reduction of DAEP placements.
Continue to install the Raptor Identification Management System until it in use at all campus'	1	Superintendents, Maintenance Personnel	August	Local	Raptor Data Logs	Increased security and safety of our students and staff.

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

Objective 1: By May, 2024 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 2% 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
Finish installing security cameras district-wide	X	Superintendent, Maintenance Personnel	On going	Local	Receipts of purchase, work logs showing installation	Decrease of unwanted behaviors. Increase security prevention.
Continue to employ a Mental Health Counselor/Coordinator	2, 4	Superintendents, Principals, Counselors	Continual	Local & Autism Grant	Meeting and training rosters, student records, visitation logs	Decrease in office and DAEP referrals.
Continue to employ a Behavior Specialist	2, 4	Principals, Counselors	Continual	Title V & Autism Grant	Meeting and training rosters, student records, visitation logs	Decrease in office and DAEP referrals.
Continue to employ a Section 504 Coordinator	1, 4	Special Population Director	Continual	Local	Human Resources Documentation and Payroll Stubs	Increased Principal Support and Assessment Scores
Conduct District-wide active shooter training and “Stop the Bleed” training to all staff members	1	SRO’s & HR Staff	August	Local	Sign-In Sheets	Increased Staff Awareness and staff and student safety
Employee a Behavioral TA’s on each of the elementary	1	Principals	August	Title 1	Discipline Reports in Ascender	Reduced number of office behavior referrals
“Guardians” on each of the campuses (rotating)	X	HR & Superintendents	August	Local	Human Resources Documentation and Payroll Stubs	Increase Campus Security.
Continue to employee two full-time SRO’s	X	HR & Superintendents	August	Title 4	Human Resources Documentation and Payroll Stubs	Decrease of unwanted behaviors. Increase security prevention.

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

Objective 1: By May 2024, the completion rate will increase to 98%, the dropout rate will be less than 2% for all students and student groups, and the overall attendance rate will increase to 95%.

Summative Evaluation: Dropout rate of less than 2% and a completion rate of 98%.

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, & Parent Liaisons	End of each semester	Local	Attendance and grade records for programs	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	Principals, Counselors, Teachers	Beginning of each semester	Local	Report cards, transcripts, graduation plans	Endorsements rates will increase
Parent liaisons will work with campus administrators and parents at all BISD campuses to help reduce the number of drop-outs due to excessive absences.	2, 4	Liaisons, Principals, Attendance Clerks	Continual	Title I	Attendance records, travel logs, meeting notes.	Increased attendance rates
Host assemblies for students and parents regarding course choices and graduation requirements.	2, 4	HS Counselors	Beginning of each semester	Local	Agendas, Signatures on Graduation Plans	Increased awareness of options and requirements
Promote endorsements, advanced, dual-credit and CTE courses/programs through communication of benefits.	2, 4	MS and HS Counselors	Beginning of each semester	Local	Social Media posts, Agendas, Sign-in sheets, transcripts	Increased enrollment into those type courses.
Continue to offer courses to help meet the further needs and interests of BISD's diverse students/groups. BHS added Forensic Science course	2, 3, 4	Superintendents, Principals, Counselors, Teachers	August	Local	Master Schedules, Transcripts, Graduation Plans, PEIMS data	An increase of student participation and sense of belonging. Credits earned towards college careers

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

Objective 1: By May 2024, the completion rate will increase to 98%, the dropout rate will be less than 2% for all students and student groups, and the overall attendance rate will increase to 95%.

Summative Evaluation: Dropout rate of less than 2% and a completion rate of 98%.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Offer Dual Credit and Dual Enrollment to students at no cost.	3	Superintendents, Principals, Teachers	August	Local	Master Schedules, Transcripts, Graduation Plans, PEIMS data	Credits earned towards college careers
Enhance the Raptor system features to include live rostering of students and alert categories.	X	Superintendents, Principals, Teachers	August	Local	Master Schedules, Ascender, Invoices	Improved response times, up-to-date- tracking.

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

Objective 1: By May 2024, 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 local and state assessment results to parents in a language they can understand.	2, 4	Principal	Within 10 days of receipt of reports	Local	SchoolMessenger and other social media reports	Parents receive reports of assessment results via social media

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

Objective 1: By May 2024, 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 and advertise parent involvement activities where educational and parenting information is distributed.	2, 4	Counselor, Principal, Parent Liaisons	Monitor usage each 6-weeks	Title I State Local	Website; Advertisements	Documentation of usage
Update and post DIP and CIP's to parents in a language that they can understand.	2, 4	PR staff & Principals	September, February, and June	Local	Websites, Social Media	Increased parent participation and knowledge
Offer SchoolMessenger messages in a language preferred by parent.	2, 4	PR staff and Technology Dept's	August and then as requested	Title I	Websites, Social Media	Increased parent knowledge about events therefore more participation
Provide Summer and Back to School Guides	4	PR dept., Superintendents, Principals	Summer and Fall	Title 1	Websites, Socials, Media, actual Guides	Increased parent awareness about school happenings
Continue to implement a Teacher, Parent and Student Advisory Groups	1, 4	Superintendent, Teachers, Parents	Continual	Local	Social Media, sign-in sheets, agendas	Increased parent and teacher involvement in the decision-making process
Continue to distribute the ROAR hand-outs via paper and social media to all stakeholders.	4	PR Department, Superintendents	Summer	Title 1	Invoices, actual booklet, website	Improved Communication with all stakeholders

Goal 6: (District Commitment) The district 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: District records indicate that at a balanced budget was adhered to.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Departments will provide support and resources to campuses and departments for the compliant implementation of Federal and State Program areas.	1, 2, 3, 4	Superintendents, Business Manager, HR Dept., Maintenance Dept.	Continual	Local	Financial records, purchase orders	Better utilization of state and federal funds
Review and Revise local staffing formulas and staff pattern policies to strive for campus equity.	1, 2, 3, 4	Superintendents, Business Manager, HR Dept., Department/Campus Heads	Quarterly	Local	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.	1, 2, 3, 4	Superintendents, Business Manager, HR Dept., Department/Campus Heads	Continual	Title I Local	Training/Workshop Certificates, Travel records, DL reservations	Greater knowledge and efficiency of the staff involved
Department heads will assess their program, produce a report and present it to the Board of Trustees.	1, 2, 3, 4	Department Heads	Each dept. once a year	Local	Board Agendas, Department Reports	Increased knowledge of Board and community members

Brownwood Independent School District

Parent Involvement Policy 2023-2024

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 for the parents and families of BISD students 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. BISD will provide materials and training to help parents work with their children to improve academic achievement through:
 - Offering a variety of parent training sessions throughout the year to aid in various methods of how to help their child with academic, behavioral, and social-emotional well-being.
 - Jointly developing and approving the district and campus improvement plan with parents and families
- 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. BISD provides online calendars, both at the individual campuses and district level.
 - Utilizing the online calendar will help parents stay informed about activities, such as school holidays, state assessment dates and other significant happenings within the district.
- Reviewing and discussing the state assessment and graduation program requirements with your child's teacher, counselor or administrator.
 - Each campus will hold at least one Open House Event. The event will include going over assessments and grade level/graduation requirements.
- Monitoring your child's academic progress, including grades and STAAR assessment scores, with the use of BISD's online gradebook portal and the ability to check assessment results through the website. To support parents BISD will help parents understand assessments and challenging state academic standards through.
 - Educating parents on how to monitor student grades online through instructional letters and in-person assistance.

- Sending home frequent progress reports of students' growth.
- Ensuring your child attends all classes at school at least 90% of the school days according to TEC §25.085, Texas Compulsory Attendance Laws.
- Keeping in contact with your child's teachers and campus as necessary. You may contact your child's campus and teacher by phone, email or text to set up a conference time. To support parents:
 - BISD will educate teachers and staff on the value and utility of working with parents and families and how to reach out to communicate with parents. BISD conducts this training annually with all teachers and staff.
 - BISD will employ various means to ensure parents can access relevant information in a language and format that they can understand. Oral translation will be used at parent involvement events, upon request, and written translations will be provided for Parent Involvement policies. For more information on attaining translation of documents or requesting translation help, please contact the Special Populations Coordinator at (325) 643-5644.
- 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, including the Superintendent's Parent Advisory Cabinet, 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.
 - BISD will utilize parent representatives and other stakeholders to evaluate its parent involvement activities, policies, compacts, and more. These parent representatives will be invited to attend the annual evaluation meeting where they will be asked for suggestions on improving BISD parent involvement activities and minimizing barriers to participation for other parents and families.
 - Input collected from evaluation meetings and parent surveys will be used to improve and implement subsequent parent involvement activities.
- 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 or watching the regular school board meetings live-streamed through the BISD website. The meetings are also archived and can be viewed at a later time. (See policies at BE and BED for more information)
- Registering your student, each year, for school using BISD's online registration.
- Registering yourself for School Messenger alerts will allow you the most recent updates regarding your students and activities not only in their class but also for their campus and the district.

School District: Brownwood ISD
Region: 15

Priority for Service (PFS) Action Plan

School Year: 2023 - 2024

Completed By:
Date: 09/20/2023

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) 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., Emergent Bilingual, economically disadvantaged).

Goal(s):	Objective(s):
To focus on the unmet needs of migrant children who have been identified for "Priority for Services" (PFS) by providing them with supplemental instructional and support services.	<p>PFS students will have access to supplemental instructional and support services documented on the PFS Student Review Form.</p> <p>PFS students will have a PFS Student Review Form completed with academic information to monitor student success.</p>

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are PFS.			
<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory 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"> 			

Priority for Service (PFS) Action Plan for Migrant Students

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 Texas – New Generation System (TX-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><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><u>AND</u></p> <ul style="list-style-type: none">Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <u>or</u>For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, 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 the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district's PFS Action 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.

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 TX-NGS Priority for Service (PFS) 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 PFS criteria. 	July1-August 30	ESC Migrant Department District Migrant Contact	Sign-In Sheets/Zoom chat/Emails/phone logs/ PAC agenda
<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 virtual, home and /or community visits to update parents on the academic progress of their children. 	July1-August 30	ESC Migrant Department District Migrant Contact	PFS Parent Form Zoom, sign in sheets
Additional Activities			
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/Instruc tional 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	ESC Migrant Department District Migrant Contact	Student Participation List, Invoices, Sign In logs
Additional Activities			
<ul style="list-style-type: none"> Provide students/parents with community resources and services. Coordinate with other programs to provide credit accrual options. 	July1-August 30	District Migrant Contact ESC Migrant Department	PAC Agenda, Monthly Zoom recordings, flyers

LEA Signature

Date Completed

ESC Signature

Date Received