

Brownwood ISD
District Improvement Plan
2024-2025



August 12, 2024
Date of School Board Approval of Goals

Mission Statement

Brownwood ISD, in cooperation with parents and the 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.

24-25 District Improvement Planning and Decision-Making Committee

*= Voting Members

Name	Position	Name	Position
Kara Bessent, John Barnhum, Michelle Brasher, Rowanna McNeely, & Jeina Hooker	*Parent Representatives	Hilary Stegemoller, Ed Kading, Roland Soto, Dr. Cory Hines, Daniel Hutson, Donna Howey, Amary Doremus, & Ryan Reagan	*Community Representatives
Ray Garza, Tim Espinoza, & Kylah Clark-Eoff	*Business Representatives	Ren Yantis, Valerie Scull Terri Stephens	*Teachers- BHS
Leslie Wood, Leslie Kelly, & Lauren Mays	*Teachers- NES	Lila Mobley, Heather Bowers, & Keri John	*Teachers- EES
Mary Lehrer, Adrian Stewart, & (Margie) Jan Briggs	*Teachers- WHES	Angela Fabbiani, Brittany Estess, & Cortney Kemp	*Teachers- CES
Johnna Elliott & Christina Jenkins	*Teacher- BMS	Lindsay Smith	*BHS Principal
Jennifer Crosby	*Teacher- BAHS/DAEP	Kali McLaughlin & Veronica Ballenger	*CES Principal
Mykia Andersen	*BMS Principal	Dee Dee Wright	*NES Principal
Jennifer Gwathmey	*EES Assistant Principal	Christi Burks	*EES Principal
Jeanette Lancaster	*WHES Principal	Rachel Griffin	*CES Counselor
Denise Cox	*BMS Counselor	Doug Bonsal & Adrienne Horton	Director of Human Resources
Liesa Land & Mitch Moore	Administration	Jimmy Fisher, Sr	Director of Technology
Rebecca Faulkner	Director of Special Populations	Helen Lacy	Director of Nurses
Sammy Burnett	Director of Athletics	Danielle Howard	Mental Health Specialist
Heidi Gardner	Director of Finance & Grants	Stacy Loftin	Special Program Coordinator
Jenny Swanzy	Elementary Curriculum Coor.	Andy Gill & Brian Harris	BHS Assistant Principals
Sheri Bonsal	Special Population Coor.	Kristi Owen	Secondary Curriculum Coor.
Jake Senkirik	BMS Assistant Principal	Kassie Russell	WHE Assistant Principal
Amy Morris	NWE Assistant Principal	Charles Musgrove	Community Relations Coor.
Elizabeth Gilmore	Instructional Technologist	Jerry O'Neal	Maintenance Coordinators
Emily Wilson	District Library Coordinator	Fred Bastardo & Robert Lee	District Resource Officers
Joey Zapata	Coor of Grounds/Sport Facilities		

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 2023-2024 school year. They, along with other staff members, served BISD's 601 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, 2024) Brownwood ISD employed 41.625 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

Of the 3441 students that were enrolled in the 23-24 school year. 44.55% were At-risk of dropping out of school. After a review of our preliminary STAAR/EOC scores, the At-risk students consistently performed approximately 30% below students that were not considered At-risk.

The comprehensive, intensive, accelerated instruction program at this district consists of tutorials for students at-risk, RtI specialists, mental health specialists, elementary instructional coaches, secondary instructional coordinator, Special Education instructional coordinator, teacher paraprofessionals to reduce the student/teacher ratio, and behavioral aides to help lessen behavior referrals that contribute to learning loss. BISD will utilize Amplify Reading program and added a systematic and explicit phonics supplement. Texas Reading Academy requirements are being met in K-3rd grade. At the secondary level students can 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 using intensive, prescriptive, and research-based efforts that students in 3rd through 12th grade consistently performed approximately 30% below students that were not considered At-risk.

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

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	\$1,072,115
Title II, Part A	\$162,376
Title IV, Part A	\$72,022
Title V, Part B - RLIS	TBA
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
Dyslexia (PIC 24)	TBA

Comprehensive Needs Assessment Summary as of Summer 2024

Section 1 – District Profile

Brownwood ISD is a school district in Brownwood, TX. It is a district-wide Title 1 district. As of the 2023-2024 school year, it had 3441 students. 65.79% of the students are eligible for Free/Reduced Meals. 44.55% of students were considered at risk of dropping out of school. 3.81% of students were enrolled in English language learning program (LEP). 17.47% of students were enrolled in the Special Education Program. 7.35% participate in the Gift and Talented Program. 54.65% 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 the excitement of the updates and renovations due to the Bond passing.
- Parents were happy about the Roar on the Shore program continuing in Summer 2024
- Parents shared the need of more timely and clearer communication.

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 utilizes the Raptor alert system.
- We employ two full time SROs within the district and a Guardian on each campus.
- BISD will become complete its keyless entry system plan on all campuses

Staff:

- The goal of BISD is to have 100% HQ staff
- BISD has taken steps towards improving the knowledge and skills of all stakeholders in the areas of Trauma informed care.
- 54.65% of teacher had 11 or more years of experience
- BISD annually conducts Active Shooter Response and “Stop the Bleed” trainings
- BISD is fully approved TIA district with 34 designated teachers.

<p><u>Students:</u></p> <ul style="list-style-type: none"> • High participation rate in extra-curricular activities • High participation rate in CTE courses • High participation rate extracurricular participation 	<p><u>Parents/Community:</u></p> <ul style="list-style-type: none"> • Strong social media presence • Community business' exhibit high support of BISD
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Section 5 – Weaknesses

<p><u>Students:</u></p> <ul style="list-style-type: none"> • High percentage (65.97%) of EcoDis students district-wide. • High percentage (44.55%) 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 paraprofessionals • 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 systems on some facilities • Aging vehicle fleet for maintenance/grounds departments
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Section 6 – Identified Needs

<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

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 2025, 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.	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
Continue to purchase the Music Play program for the elementary campuses.	1, 4	Principals, Music Teachers	Continual	Title 1	Walk-through and TTESS evaluation data, Lesson Plans	Increased student participation and performance

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 one Secondary Instruction Coordinators and four 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 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 225 Chromebooks for BHS freshman, 250 Chromebooks for all 2 nd grade classrooms, 2 Promethean Panels at BMS and 10 at BHS.	2, 3, 4	Technology Dept.	August	Local Title V	Logs of Chromebooks	Increased student performance on curriculum-based assessments
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 FinalSite 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	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	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 grades 6-12.	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, 2025 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 utilizing the STOPiT Program, 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 two full-time Student Resource Officers and guardians on each campus.	1	Superintendents, SRO	August	Local Title IV	HR records, Police reports	Increased SRO presence on all campuses. 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 utilize the Raptor Identification Management System district-wide.	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, 2025 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.
Utilize Section 504 coordinators on each campus.	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
Employ a Behavioral TA’s on each of the elementary	1	Principals	August	Title 1	Discipline Reports in Ascender	Reduced number of office behavior referrals

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 2025, 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.	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 2025, 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

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

Objective 1: By May 2025, 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	School Messenger and other social media reports	Parents receive reports of assessment results via social media
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 School Messenger 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 stake-holders

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

Puede obtener este documento para padres en español visitando el sitio web de BISD
<https://resources.finalseite.net/images/v1721662718/brownwoodisdorg/jfh3j3bsup8cq12qysbh/2425DistrictPFEPolicySp>

BROWNWOOD ISD

Title 1, Part A Family Engagement District Policy

2024-2025

Brownwood Independent School District (BISD) is committed to partnering with parents/families, students, the community, and other stakeholders to improve student academic achievement and social-emotional development. We believe that parents have an important role as their child's first teacher and are essential and valued partners in the educational process.

Brownwood Independent School District will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

- BISD will provide open and two-way verbal and written communication between families through various strategies and methods including, but not limited to, email, newsletters, district/campus websites, social media, phone calls, and printed notices sent home or posted in community.
- BISD schools will provide a safe and open atmosphere for parents and families to visit the school their children attend.

Brownwood Independent School District receives Title I, Part A funds. Our goal is to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance. Therefore, BISD will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written family engagement policy.

- The policy shall be incorporated into the local educational agency's (LEA) plan developed under section 1112 (District Improvement Plan, DIP),
- The policy will establish the LEA's expectations and objectives for meaningful parent and family involvement.
- The policy will be posted on the BISD District website for all families to access and review.
- Each School-Parent compact that outlines how parents, staff, and students share the responsibility for improved student academic achievement. This agreement is posted on campus websites, at the annual Title 1 meetings and available at the front office of each campus for all families to access and review.
- Each campus will hold their annual Title I meetings for parents in the fall semester. It will be offered twice, on two different days at different times to meet the needs of our families. The purpose of the meetings is to provide parents with information regarding Title 1-A guidelines and services offered as stated in the current Family Engagement Policy. The policy will also be

24-25 Brownwood ISD DIP

distributed to parents during this meeting and parents will be given the opportunity to comment and offer their suggestions for any revisions. This meeting will be held at a convenient time and all families of enrolled students will be invited and strongly encouraged to attend.

Brownwood Independent School District will provide the coordination, technical assistance, and other support necessary to assist and build capacity for all its schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.

- BISD Campus Administration and School Counselors are assigned to Title I campuses for this support.
- Provide ongoing professional development to all teachers, specialized instructional support personnel, principals, and other school staff on how to engage and communicate with parents as equal partners.
- BISD families are provided parent involvement services at each individual campus as well as at BISD's Central Support Center.

BISD Central Support Center
2707 Southside Drive - Brownwood, Texas 76801
Gloria Salazar at (325) 643-5644 - Gloria.Salazar1@Brownwoodisd.org

Brownwood Independent School District will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children.

- All BISD parents are strongly encouraged to volunteer at their child's campuses. We always value additional assistance making copies, helping in the libraries, reading with students and helping in other areas.
- All parents and community volunteers must comply with district policy regarding volunteer requirements, orientation, and State of Texas background checks.

Brownwood Independent School District will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the family engagement policy in improving the academic quality of all Title I, Part A schools served under this part, including identifying...

- Barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- Strategies to support successful school and family interactions.

Brownwood Independent School District will assess the needs of parents and children in the community through a variety of measures, including parent surveys, so that family engagement programs can be tailored to meet those needs. BISD will use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the family engagement policies.

- An End of Year Family Engagement Survey/Comprehensive Needs Assessment will be distributed through BISD's social media platforms to all BISD families.
- Workshops and other resources will be made available to address the expressed needs. Parents will be notified of these opportunities through BISD's social media and/or their individual campuses.
- Family and Community Engagement Staff provide a minimum of one parent workshop session per semester. All BISD families are invited to attend.
- BISD parents are also encouraged to contact their individual campuses to express an interest in a workshop, topic, or to make recommendations to the program.
- BISD encourages our parents and families to support their children's learning at home and in school and serve as their children's advocate.

Brownwood Independent School District will involve parents in the activities of the schools which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population for the purposes of developing, revising, and reviewing the family engagement policy and provide such other reasonable support for parental involvement activities under this section as parents may request.

BISD encourages families, teachers, and community members to join their campus Parent Teacher Organization (PTO).

BISD parents are also invited to participate in the district level Superintendent Parent Advisory Cabinet meetings (SPAC). Meetings for this school year will be held at 4:00p.m. at Central Support once a month throughout the school year.

To learn more on how to be part of this committee, please reach out to our Gloria Salazar at (325) 643-5644 or at Gloria.Salazar1@Brownwoodisd.org

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Brownwood Independent School District shall:


- Provide assistance to BISD parents in understanding such topics as the State academic standards, State and local academic assessments, the requirements of the family engagement program, and how to monitor a child's progress on Ascenders Parent Portal and work with educators to improve the achievement of their children.
- Provide materials and training to help parents to work with their children to improve their children's achievement, such as using technology, as appropriate, to foster parent involvement.
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.)

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- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

BISD's Family Engagement Policy is a working document that is reviewed on an ongoing basis to assure that we cultivate and strengthen our trust, relationships, partnerships with all our BISD students, families, educators, and community partners.

24-25 Brownwood ISD DIP

Template Developed by  Region 15
Education Service



Title I, Part C – Migrant Education Program Priority for Service (PFS) Action Plan Template for Migratory 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 (PFS) 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>AND</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>AND</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; <p>OR</p> <ul style="list-style-type: none"> • 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 **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 3 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: This document is available on the TMEP Portal.

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
15	025-902		Elizabeth Rangle
District Name: Brownwood ISD		School Year	Date:
Brownwood ISD		2024-2025	August 12, 2024

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)

- Each district’s PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- 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., “MEP PFS Action Plan Section”). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.	ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.
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LEA Staff Signature	Rebecca Faulkner	ESC Reviewer Signature	Elizabeth Rangle
Date	August 12, 2024	Date Review Complete	August 12, 2024

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
15	025-902	Brownwood ISD

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

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>

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory 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. 	July 1- August 30	NGS Data Specialist 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. 	July 1- August 30	ESC Migrant Staff District Migrant Contact	Signed PFS Action Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ 			

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory who are PFS.			
<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. 	July 1- August 30	ESC Migrant Staff 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. 	July 1- August 30	ESC Migrant Staff District Migrant Contact	Sign-In Sheets/ Zoom chats/ 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. 	July 1- August 30	ESC Migrant Staff District Migrant Contact	PFS Parent Form, Zoom meetings, Sign-In Sheets
Additional Activities			
<ul style="list-style-type: none"> ▪ 			

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory who are PFS.			
<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. 	July 1- August 30	ESC Migrant Staff District Migrant Contact	PFS Reports, Emails, District Contact logs
<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. 	July 1- August 30	ESC Migrant Staff District Migrant Contact	Email documentation, Community Resource List, Supplemental/Instructional 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. 	July 1- August 30	ESC Migrant Staff District Migrant Contact	<i>Student Participation List, Invoices, Sign In Logs, District information</i>
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. 	July 1-August 30	District Migrant Contact ESC Migrant Staff	PAC agenda, Monthly Zoom recordings, flyers, social media


PFS Action Plan must address all the required strategies.

ID&R PLAN TEMPLATE

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1 and March 30 for ID&R training or as determined by TEA. TX-NGS training to be determined
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migratory Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migratory Children: Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> TX-NGS Data Specialist is to enter data from each child's COE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS. 	Staff: Designated SEA Reviewers TX-NGS staff	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. <u>Eligibility review.</u> Forward COEs with more than one required eligibility comment or other reasons specified under difficult determination to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name (Heading Section of COE, number (4)) and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Eligibility of previously-identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. Other		
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		
INDIVIDUALS RESPONSIBLE		
TIMELINE		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. Other		

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Template Developed by  Region 15
Educational Services

