

Brackett Independent School District

District Improvement Plan

2014-2015

Accountability Rating: Met Standard



Mission Statement

The mission of the District, in partnership with parents and the community, is to enable all students to be safe and to obtain the knowledge, desire, and integrity to pursue meaningful and productive lives.

Vision

The District ensures graduates have diverse learning experiences, creating confidence to reach their full potential, and the honesty to own mistakes and the integrity to start again and achieve goals.

Core Beliefs

We believe Brackett ISD instills confidence, honesty, and integrity in students to challenge, prepare, and empower students to succeed in life.

We believe our students desire to be productive citizens.

We believe in Brackett ISD that instruction should be flexible to meet each student's needs.

We believe that Brackett ISD attracts and retains highly qualified staff.

We believe the Brackett ISD school Board is open-minded, engaged, supportive, student-focused and provides the tools and resources necessary for success.

We believe the Brackett ISD community is a supporting, giving, and trusting community that deserves to be informed and involved.

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Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Community and student engagement rating data

Student Data: Student Groups

- Migrant population, including performance, discipline, attendance and mobility

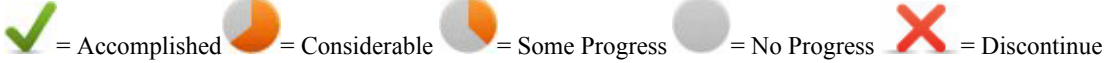
Employee Data

- Highly qualified staff data

Goals


Goal 1: Develop a College and Career readiness Culture and facilitate the integration of 21st Century learning skills into all aspects of teaching and learning among the school, community and its district stakeholders.

Performance Objective 1: Implement a more defined academic curriculum from PK to Junior High to High School

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Implement Generation Texas Week 12/01 - 12/6 Organize Parent Chat - Elem. - High School 12/4/14		Administrators / Teacher / Counselors	Parent Meetings/ Secondary College Career Day	✓			
2) Administer PSAT Exam to all Juniors		Secondary Counselor	October	✓			
3) Offer College and Career Readiness Course		Administrators / Secondary Counselor	Students enrolled in course High School Teacher	✓			
							


Goal 1: Develop a College and Career readiness Culture and facilitate the integration of 21st Century learning skills into all aspects of teaching and learning among the school, community and its district stakeholders.

Performance Objective 2: College and; Career counseling beginning at the Junior High in accordance with House Bill 5 guidelines

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 8th Grade Graduation Plans for every incoming Freshmen Junior High Career Day		Secondary Counselor		✓			
2) Implement Department Head Collaboration Meetings District -Wide		Superintendent / Administrators	In service Trainings and monthly Collaboration	✓			
3) Host a CTE Fair for Junior High		CTE Teachers CTE High School Students Secondary Administrators Special Programs Director Secondary Counselor	November Fair	✓			
							

Goal 1: Develop a College and Career readiness Culture and facilitate the integration of 21st Century learning skills into all aspects of teaching and learning among the school, community and its district stakeholders.

Performance Objective 3: Secure an articulated graduation plan with specific endorsements for students by the time they graduate 8th grade according to House Bill 5 guidelines

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Secondary Counselor has secured Graduation Plans for every High School Student according to HB5		Counselor High School Administrator	Graduation Plans are in place and being implemented and followed with all students at BISD	✓			
2) Developed Endorsements for Brackett ISD		CTE Teachers Academic Department Heads	Plan is in place	✓			
							








Goal 1: Develop a College and Career readiness Culture and facilitate the integration of 21st Century learning skills into all aspects of teaching and learning among the school, community and its district stakeholders.

Performance Objective 4: Hold at least two Parent / Community meetings to explain and discuss College and; Career Readiness

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) District Open House September		Brackett ISD Staff	District Wide				
2) Generation Texas Week & Parent Chat Night - District Wide 12/04/2014		BISD Staff	Dec 1 - 5				
3) Special Education Parent meetings		Director of Special Programs Secondary Counselor	December 2				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Develop a College and Career readiness Culture and facilitate the integration of 21st Century learning skills into all aspects of teaching and learning among the school, community and its district stakeholders.

Performance Objective 5: Student driven courses at the secondary level based on interest inventories and availability of faculty

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) High School / Junior High students participate in Interest Inventories		Administrators Secondary Counselors CTE Teachers Director of Special Programs Secondary Teachers	Completion of Interest Inventories through Career Cruising				
2) Offer variety of electives in Course Catalog		Administrators Secondary Teachers	Electives in place by student interest				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							









Goal 1: Develop a College and Career readiness Culture and facilitate the integration of 21st Century learning skills into all aspects of teaching and learning among the school, community and its district stakeholders.

Performance Objective 6: Secure teacher certifications for specific student industry certifications predicated on interest inventories

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Microsoft Word Certification		Business Technology Teacher	In Progress				
2) SWTJC Dual Credit Welding Course		AST	SWTJC Dual Credit Welding course in collaboration with Brackett ISD				
3) Long Range Plan for Meat Science Lab		Administrator AST Teacher	Planning				
4) Introduction of New Courses in Architecture & Design		Family Consumer Science Teacher	Students enrolled in courses				
5) Planned hiring of a Technology Instructor		Superintendent	2015				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							









Goal 1: Develop a College and Career readiness Culture and facilitate the integration of 21st Century learning skills into all aspects of teaching and learning among the school, community and its district stakeholders.

Performance Objective 7: More student engagement for 21st Century learning by secure technology and digital resources

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Region 20 Digital Technology Meeting with Suzanna Garza - 2014 -2015 Technology Plan - TEA		Department Heads Administrators Technology Director Secondary Counselor Director of Special Programs Superintendent of Schools	December 1 Meeting January Meeting set				
2) Senior utilization of Galaxy Tablets		Secondary Teachers	Student performance				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							








Goal 2: The board supports the use of technology upgrades and staff development for teachers, administrators and technology personnel to meet the needs of the 21st Century learner.

Performance Objective 1: Implement the recommendations from the Region 20 Technology Needs Assessment

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Strategies in place to follow the Implementation of the Region 20 Technology Assessment.		Region 20 Technology Team Brackett ISD Technology Team	Remedial Services scheduled				
2) AT&T Opti-Man System in Place before December		AT&T Brackett ISD Technology Team	Schedules set for AT&T Site construction				
3) Region 20 Technology Remediation Team	1	Region 20 Staff					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							










Goal 2: The board supports the use of technology upgrades and staff development for teachers, administrators and technology personnel to meet the needs of the 21st Century learner.

Performance Objective 2: Work towards providing each student with a mobile data driven device at the High School level

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Galaxy Tablets for every Senior. Over the next four years Brackett ISD will update and purchase a new set of Tablets for the Senior class and pass each set down until they reach the freshmen class and we have arrived at a one to one initiative for the High School.		Brackett ISD Brackett Technology Team	Each Senior using there Galaxy Tablets in their classes.				
2) Long Range Plan - one to one initiative		Superintendent Technology Director Director of Special Programs Administrators	Plan in place				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							


Goal 2: The board supports the use of technology upgrades and staff development for teachers, administrators and technology personnel to meet the needs of the 21st Century learner.

Performance Objective 3: Implement technology to support both instructional and operational needs of the technology system

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Region 20 Assessment Plan		Superintendent Technology Director	Plan Implemented				
2) Digital Technology Support Group		Department Heads Administrators Director of Special programs Superintendent Technology Director	Meetings attended Dec 1 January meeting scheduled				
3) Technology courses taught by a certified technology instructor		Superintendent	2015				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							







Goal 2: The board supports the use of technology upgrades and staff development for teachers, administrators and technology personnel to meet the needs of the 21st Century learner.

Performance Objective 4: Secure emerging technology to maximize student achievement and manage information efficiently

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Odyssey Lab Subscription / Credit Recovery		Secondary Administrators	Students enrolled in Online Courses	✓			
2) SWTJC Dual Credit College Courses Courses		Administrators	Students enrolled	✓			
3) Secure a Technology Plan with TEA		Director of Special Programs Technology Director Campus Administrators Superintendent	Filed with TEA in November	✓			
4) Develop a Professional Development Plan in accordance with the Technology Plan		Administrators Director of Special Programs Superintendent	Region 20 Technology Department working with Brackett ISD through the Digital Learning Department	🟡			
							


Goal 2: The board supports the use of technology upgrades and staff development for teachers, administrators and technology personnel to meet the needs of the 21st Century learner.

Performance Objective 5: Update the current network system with new opt-e-man lines to secure needed stability and internet speed for computers and student applications

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) OPT-E-Man Lines agreements signed and work orders placed for upgrades		AT&T Business manager Superintendent	December Instillation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: The board supports the use of technology upgrades and staff development for teachers, administrators and technology personnel to meet the needs of the 21st Century learner.

Performance Objective 6: Implement internet usage policies for students and staff members that limits the use of social networking sites and any sites that may contain sexually explicit information on drugs or alcohol related paraphernalia

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Barracuda Filtering Software		Technology Director	Barracuda System downloaded on all computers district- wide	✔			
							


Goal 3: The board supports a renewed unity between all campuses at Brackett ISD, with a vision of unity districtwide.

Performance Objective 1: Weekly administration meetings to discuss information from each campus

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) District Administration meetings weekly		Superintendent Administrators	16 meetings to date	✓			
2) District - wide Department Head Collaboration meetings on Curriculum alignment		Administrators High School Department Heads Elementary Department Heads	August Collaboration meeting October Collaboration meeting Digital Learning Workshop Textbook Adoption meeting with core subject teachers	✓			

Goal 3: The board supports a renewed unity between all campuses at Brackett ISD, with a vision of unity districtwide.

Performance Objective 2: Improved communication among all campuses

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) District Wide Announcements on all district sponsored activities		Administrators Superintendent Director of Special programs	Generation Texas Week - District Wide message	✓			
							

Goal 3: The board supports a renewed unity between all campuses at Brackett ISD, with a vision of unity districtwide.

Performance Objective 3: At least two school/community events where all campuses participate








Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Back to School Fajita Dinner		Brackett ISD Staff	District Wide Collaboration amongst all district personnel				
2) December District Celebration		Brackett ISD Staff	NCO Cub - December 15				
3) Fall Festival and Trunk or Treat		Brackett ISD Staff	Fall Festival 10/30/2014				
		Administrators Superintendent Brackett ISD Clubs and Organizations	Over 600 students, faculty, parents and community members participating				
Funding Sources: Local							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: The board supports a renewed unity between all campuses at Brackett ISD, with a vision of unity districtwide.

Performance Objective 4: Weekly, districtwide department head meetings to discuss curriculum alignment










Goal 3: The board supports a renewed unity between all campuses at Brackett ISD, with a vision of unity districtwide.

Performance Objective 5: Continued growth in districtwide events that allow participation from staff and students from all campuses

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Ramtech Design Build project Special Education Center		Superintendent Director of Special programs	Unified Plans - for a Special Education Center that serves students district - wide. Pending Board approval				
2) Planned peer Mentoring from Secondary students		Brackett Secondary Students Brackett Junior High Students	Secondary students serve as teacher aides district - wide				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							








Goal 3: The board supports a renewed unity between all campuses at Brackett ISD, with a vision of unity districtwide.

Performance Objective 6: Facilities updates at all campuses to meet the needs of every campus so staff members and student facility needs will be met

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Design Build Project - 12,000 sq ft facility - 10 Classroom Project		Brackett ISD Board of Trustees Superintendent	Phase II of the project complete. Final Plans and Hard Pricing at the January Board meeting				
System Safeguard Strategies 2) High School Annex Renovation		Brackett ISD Board of Trustees	Annex Renovation completed 09/20/2014 Paint Tile Bathroom Renovation Tape and Texture Hallways Bathroom Hard ware and porcelain fixtures replaced new Blinds in all classrooms				
Funding Sources: Local - \$59000.00							
3) District Wide Painting All Campus Buildings		Board of Trustees Superintendent	Guerra Bros. Contract of District - wide painting completed. September 10				
Funding Sources: Local - \$49000.00							
4) Elementary Campus wiring assessment		Board of Trustees	Trevino Electric - Infra-structure wiring estimate				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: The board supports an environment that respects cultural diversity and supports our non-English speaking students and their families.

Performance Objective 1: Seek English as a Second Language (ESL) certification for our faculty members districtwide that will impact English Language Learner (ELL) Student Achievement and incentives to ensure ESL program awareness and increase proficiency for staff members so we can get more faculty member ESL certified







Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Implement ESL Certification Incentive Plan		Director of Special Programs Superintendent Administrators	Region 20 collaboration on incentives set by neighboring districts				
	Funding Sources: Title 1						
2) ESL Parent Night		Director of Special Programs	Dec 1 ESL Parent Night- Student Graduation Plan packets given to all attendees				
	Funding Sources: Title 1						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: The board supports an environment that respects cultural diversity and supports our non-English speaking students and their families.

Performance Objective 2: Seek Region 20 grant assistance for our ESL program and students








Goal 4: The board supports an environment that respects cultural diversity and supports our non-English speaking students and their families.

Performance Objective 3: Increase staff development in English Language Proficiency Standards (ELP)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) ESL Certification for ESL program leader that works district - wide with all ESL students from K-12		ESL Program Director	ESL Director works with ESL students on a daily basis from K - 12				
		Director of Special Programs					
Funding Sources: Title 1							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

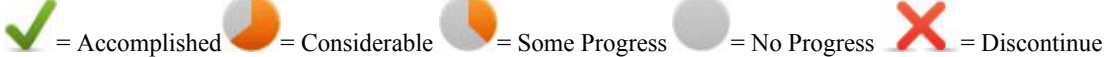
Goal 4: The board supports an environment that respects cultural diversity and supports our non-English speaking students and their families.

Performance Objective 4: Support involvement in community events that celebrate diverse cultures

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
System Safeguard Strategies 1) Brackett ISD - Supports Cinco de Mayo Celebration		Director of Special Programs Administrators Superintendent	Implement Plans for Brackett ISD Cinco De Mayo celebration				
	Funding Sources: Local						
2) Seminole Indian Celebration		Brackett ISD Social Studies and History Teachers Brackett ISD Student Body					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							


Goal 5: The board will continue to support an aggressive drug and alcohol intervention program. The board will also support a districtwide safety program that addresses issues with inclement weather, natural disasters, and internal and external terroristic threats.

Performance Objective 1: Districtwide Code Red lock down and evacuation program

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) SRP - District Wide Standard Response Protocol		Brackett ISD Staff Brackett ISD Resource officer Kinney County Sheriffs Department United States Border Patrol Brackettville Police Department Kinney County Fire and Rescue	Monthly Drills in place district - wide	✔			
							

Goal 5: The board will continue to support an aggressive drug and alcohol intervention program. The board will also support a districtwide safety program that addresses issues with inclement weather, natural disasters, and internal and external terroristic threats.

Performance Objective 2: Continued support of districtwide school resource officer and secure grant for continued financial support

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Juvenile Resource officer Grant		Director of Special Programs Kinney County Sheriffs Department	Resource Officer Grant filed Resource officer on staff at Brackett ISD	✓			
2) Texas Schools and Safety Center Safety Summit		Brackett ISD High School Principal Brackett ISD Resource Officer	October 8-10	✓			
							






Goal 5: The board will continue to support an aggressive drug and alcohol intervention program. The board will also support a districtwide safety program that addresses issues with inclement weather, natural disasters, and internal and external terroristic threats.

Performance Objective 3: Alliance with all first responders in Kinney County including:

- A. Kinney County Sheriff’s Office
- B. City of Brackettville Police Dept.
- C. United States Border Patrol
- D. Kinney County Fire & Rescue
- E. Kinney County Emergency Medical Services (EMS)


Goal 5: The board will continue to support an aggressive drug and alcohol intervention program. The board will also support a districtwide safety program that addresses issues with inclement weather, natural disasters, and internal and external terroristic threats.

Performance Objective 4: Random drug dog searches, intermediate through secondary level

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Global Training Academy		Brackett Secondary Administrators Global Training Academy Drug Dog Force	Random Monthly Drug Dog Searches at Brackett ISD	✔			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							


Goal 5: The board will continue to support an aggressive drug and alcohol intervention program. The board will also support a districtwide safety program that addresses issues with inclement weather, natural disasters, and internal and external terroristic threats.

Performance Objective 5: Random student drug testing

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Pinnacle Student Drug Testing Program		Pinacle	Initial Extra-Curricular activity participants testing	✓			
		Secondary Administrators	3 Random Tests conducted in the fall of 2014				
Funding Sources: Title 1							
							

Goal 5: The board will continue to support an aggressive drug and alcohol intervention program. The board will also support a districtwide safety program that addresses issues with inclement weather, natural disasters, and internal and external terroristic threats.

Performance Objective 6: Districtwide drug, bullying and gang prevention lessons for students with appropriate presentations/assemblies








Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Uvalde Rural Health Drug, Bully and Gang prevention Program District Contract		Drug & Bully Prevention Program Liaison	Weekly Junior High Drug, Bully and gang prevention classroom trainings	✓			
							

Goal 5: The board will continue to support an aggressive drug and alcohol intervention program. The board will also support a districtwide safety program that addresses issues with inclement weather, natural disasters, and internal and external terroristic threats.

Performance Objective 7: Work with first responders on a virtual crisis training on weekends with administrator involvement

Goal 5: The board will continue to support an aggressive drug and alcohol intervention program. The board will also support a districtwide safety program that addresses issues with inclement weather, natural disasters, and internal and external terroristic threats.

Performance Objective 8: Work with first responders on school maps, plans, and schematics to equip them with information in regard to all campus locations

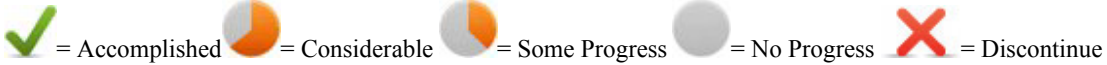
Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Kinney County Fire and Rescue Tour		Kinney County Fire and Rescue Superintendent U.S. Border Patrol	September Tour Schematics and maps of the district forwarded to the Fire and Rescue team				
2) New Fire Prevention Pipeline Plan		Brackett ISD Trustees Kinney County Fire and Rescue Superintendent Dierskin & Co	Initial Meetings set between Kinney County Fire & Rescue and Dierskin & CO.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: The board will continue to support an aggressive drug and alcohol intervention program. The board will also support a districtwide safety program that addresses issues with inclement weather, natural disasters, and internal and external terroristic threats.

Performance Objective 9: Use district and local law enforcement to ensure safety at all extra-curricular activities







Goal 6: Improve Communication between the district, community and other stakeholders.

Performance Objective 1: The district will build and maintain positive relationships with its stakeholders, to create common interest in support of the district’s mission. Stakeholders include employees, students, parents, trustees, media, volunteers, business partners, senior citizens, and other taxpayers and voters

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) House Bill 5 Community Engagement Planning		Brackett ISD Teachers Brackett ISD Administrators	Brackett iSD Open House Brackett ISD Parent Chat Community Engagement Surveys Campus Advisory Committees Frontier Christmas - Brackjett ISD Lighting Ceremony Brackettville Chamber of Commerce Member	✔			
							

Goal 6: Improve Communication between the district, community and other stakeholders.

Performance Objective 2: Provide teen pregnancy prevention programs and education at the Junior High and High School levels, to include students and parents

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Sex Education Course - 7th & 8th Grade	1	Secondary Counselor	Spring Semester 2015				
Funding Sources: Title 1							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: Improve Communication between the district, community and other stakeholders.

Performance Objective 3: Improve community involvement through enhanced use of social media, improved district website, and more efficient use of news media

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Brackett ISD Facebook Page		Central Office - Human Resources Superintendent	Daily updates on the Brackett ISD Facebook page on activities and events at the District	✓			
2) Making A Difference		Superintendent	Weekly News Article - Kinney County Post	✓			
3) Brackett ISD Web Page		Central Office - Human Resources	Daily News, Updated School Calendars, Employment Opportunities, District Updates and legal updates	✓			
4) Implement Teacher Web Page Planning Encourage all teachers to develop teacher web pages with resources for students and parents		Brackett ISd Administrators Brackett ISD Teachers					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
3	6	2	High School Annex Renovation
4	4	1	Brackett ISD - Supports Cinco de Mayo Celebration

District Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	3			\$0.00
3	6	2			\$59,000.00
3	6	3			\$49,000.00
4	4	1			\$0.00
Sub-Total					\$108,000.00
Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
4	1	2			\$0.00
4	3	1			\$0.00
5	5	1			\$0.00
6	2	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$108,000.00

Addendums

BRACKETT ISD

CDN 136901

BRACKETT ISD

Single Attendance District

STATE COMPENSATORY EDUCATION:

AN ADDENDUM TO THE DISTRICT IMPROVEMENT PLAN

SCHOOL YEAR 2014-2015

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OVERVIEW OF STATE COMPENSATORY EDUCATION

State Compensatory Education (SCE) is the state's means for addressing the unmet needs of students in "at-risk" situations, i.e., are not functioning at grade level. These funds are to be used to improve and enhance the programs funded under the regular educational program by addressing the needs of students who are at risk of dropping out of school.

STUDENTS IN AT-RISK SITUATIONS

The Texas Education Code (TEC §29.081) provides criteria for identifying students who are “at risk,” that is, those who are eligible to receive the SCE services. As amended by S. B. 702, “students at risk of dropping out of school” includes each student under 21 years of age who:

(1) was not advanced from one grade level to the next for one or more school years (excluding students who did not advance from prekindergarten or kindergarten to the next grade level only as the result of the request of the students’ parents);

(2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

(3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently 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;

(4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

(5) is pregnant or is a parent;

(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;

(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;

(8) is currently on parole, probation, deferred prosecution, or other conditional release;

(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

(10) is a student of limited English proficiency, as defined by Section 29.052;

(11) is in the custody of care of the Texas Department of Family and Protective Services or has, during the current school year been referred to the department by a school official, officer or the juvenile court, or law enforcement officer;

(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

(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.

In addition to the above list, the local education agency may establish local criteria for identifying students who are at risk. However, the number of students served using local criteria during a school year may not exceed ten percent of the number of students served using state-defined criteria during the preceding school year. Students identified solely under local criteria are not included in the PEIMS count.

Module 9 of the Financial Accountability System Resource Guide (FASRG) clearly states that the SCE funds “are intended for the primary benefit of students in at-risk situation, as defined in Texas Education Code Section 29.081” [FASRG, §9.2.3.1].

Authority for funding for the State Compensatory Education program is found in the Texas Education Code (TEC) Section 42.152. For each student who is educationally disadvantaged or who is a student who does not have a disability and resides in a residential placement facility in a district in which the student’s parent or legal guardian does not reside, a district is entitled to an annual allotment equal to the adjusted basic allotment multiplied by 0.2. The adjusted basic allotment is multiplied by 2.41 for each full-time equivalent student who is in a remedial and support program under §29.081 because the student is pregnant.

For purposes of funding, the number of educationally disadvantaged students is determined by averaging the best six months’ enrollment in the national school lunch program of free or reduced-price lunches for the preceding school year. Determination of the number of such students is based on the number of students actually receiving free or reduced-price lunches as submitted to the Texas Education Agency (TEA) on monthly reimbursement claims. Passed in 2009, Section 52 of HB 3646 amends Texas Education Code Section 42.152(c) to increase the indirect cost rate or administrative allowable to forty-eight percent (48%); however, each district must use at least fifty-two percent (52%) of its allotment for instructional purposes.

POLICIES AND PROCEDURES

Brackett ISD has adopted the following administrative policies and procedures for identifying students:

- 1) Students shall be identified as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 annually when that information is accumulated for the Public Education Information Management System (PEIMS).
- 2) The district does not use local criteria to identify students in at-risk situations.

3) Students meeting one or more of at-risk criteria as defined in TEC Section 29.081 will be considered for placement in one or more of the programs and/or services currently being implemented with funds under the State Compensatory Education (SCE) program. Students most in need based on their performance on the various assessment instruments administered by the district, number of years retained, etc., and upon their teacher's recommendation will be entered into a program or service that best addresses their individual needs.

4) Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned may be exited from the program and/or service upon the recommendation of the their teacher(s).

5) Students who perform at a level of 110 percent of the satisfactory performance on the assessment instrument administered to the student under Subchapter B, Chapter 39 of the TEC shall no longer be considered at risk inasmuch as satisfactory performance of the instrument is concerned. This determination shall be made annually upon the receipt of the student's performance on said instrument.

6) The district has established staffing ratios and financial allocation standards for basic education programs to ensure that all SCE-funded activities are supplemental. Brackett ISD uses all SCE funds to supplement services beyond those offered through the regular education program, less 48 percent indirect costs and the 18 percent allowable to provide base services at the DAEP.

7) According to the Financial Accountability System Resource Guide (§9.2.14.2): SCE funds may only be used on a Title I, Part A schoolwide campus to upgrade the entire educational program where the actual poverty percentage of the campus is 40% or greater. SCE funds may be used to upgrade the entire educational program on a schoolwide campus as long as the SCE funds allocated to the campus are supplemental to the costs of the regular education program. Although, activities conducted with SCE funds do not have to be supplemental, the campus must continue to receive its fair share of state and local funds for conducting the regular education program, and the intent and purpose of the SCE program must met. A SCE Program implemented under the flexibility of a Title I, Part A schoolwide program will follow the same rules and regulations that govern the Title I, Part A program. To determine a campus' poverty percentage under SCE, school district will use the same auditable poverty data it uses for Title I, Part A for identifying campuses in the NCLB Consolidated Federal Grant Application.

USE OF FUNDS

According to TEC §42.152, school districts must spend SCE funds:

...to improve and enhance programs and services funded under the regular school program. A district's compensatory education allotment may be used for costs supplementary to the regular program, such as costs for program and student evaluation, instructional materials and equipment, and other supplies required for quality instruction, supplemental staff expenses, salary for teachers of at-risk students, small class size and individualized instruction.

The rules governing SCE require school districts to identify student needs through a comprehensive needs assessment, to design effective programs to address the identified needs, and to evaluate the effectiveness of the programs in meeting those needs. While innovative programs are encouraged only successful programs, as determined by the local evaluation, may be continued under SCE funding.

To provide the maximum amount of local control and local responsibility consistent with the statutory provisions, the Texas Education Agency (TEA) recommends that the following five questions be considered by the school in determine the appropriate use of SCE funds. The school is responsible for maintaining information to support affirmative responses to these questions.

- 1) Is the proposed program or service identified in the campus and/or district improvement plan, as required by TEC §11.252 and §11.253? [These sections of law require the there be a comprehensive needs assessment, measurable performance objectives identified strategies for improvement of student performance, identified resources for each strategy, identification of staff responsible for ensuring the accomplishment of each strategy, timelines for monitoring implementation of each strategy, and evaluation criteria.]
- 2) Will the effectiveness of the proposed program or service be evaluated locally, as required by TEC §29.081(c)?
- 3) Is the program or service designed to reduce the dropout rate for students identified in TEC §29.081 as being at risk of dropping out of school?
- 4) Is the program or service designed to increase the achievement of students identified in TEC §29.081 as being at risk of dropping out of school?
- 5) Is the program or service designed to supplement the regular education program, a required by TEC §42.152(q)?

DISTRICT PROFILE AND NEEDS ASSESSMENT

Brackett ISD serves approximately six hundred ten students in grades Early Elementary (EE) through twelfth grade. In its 2014-2015 application for federal funding, Brackett ISD reported that over forty-six percent of the students meet the low-income criteria for eligibility for free or reduced-price lunches.

Brackett ISD conducts an annual needs assessment to identify students who have not made, or are not making satisfactory academic progress and students with non-academic problems which may inhibit academic success. This information is used to set priorities and goals, to allocate available financial and support resources, and to determine whether the redirection of the SCE programs and services is needed.

Data collected and utilized in the needs assessment process include but are not limited to district and campus TAPR Reports with STAAR scores, achievement test scores and/or scores of fall readiness tests, daily work assignments and tests, and other data/information as appropriate. Data provided by the district is summarized in the SCE At-Risk Needs Assessment tables found in Appendix B.

Brackett ISD is a public school district based in Brackettville, Texas. The district's boundaries parallel that of Kinney County. In 2011, the school district was rated "Recognized" by the Texas Education Agency. The mission of the District, in partnership with parents and the community, is to enable all students to be safe and obtain the knowledge, desire, and integrity to pursue meaningful and productive lives. The District ensures graduates have diverse learning experiences, creating confidence to reach their full potential, and the honesty to own mistakes and the integrity to start again and achieve goals.

Brackett ISD is a single attendance area school district consisting of Brackett High School (campus 001), Brackett Junior High (campus 041) and Jones Elementary/Intermediate School (campus 101). According to the 2012-2013 Texas Academic Performance Report (the most recent and released version as of the writing of this report), the ethnic makeup of the district's students is approximately six-tenths of a percent African American, sixty-nine percent Hispanic, thirty percent White, three-tenths of a percent Asian, and eight-tenths percent, two or more races.

The district's site-based decision-making committee has relied on a variety of assessments, including standardized, non-standardized and criterion-referenced assessments, to make determinations regarding needed changes to the SCE program in order to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion, between students at risk of dropping out of school and all other students in the district (TEC Section 29.081).

Each campus is responsible for developing its own programs and services designed to address the needs of students in at-risk situations identified during a comprehensive needs assessment conducted at each campus each year. Those programs and services as well as the needs assessments may be found in each individual campus improvement plan.

Using the state's criteria to identify students in at-risk situations, Brackett ISD has found over that the greatest number and percent of student at-risk, were those students who did not pass the STAAR exam. One hundred thirty four students, or twenty one percent met this criterion for being at-risk. In the category, "Performed unsatisfactorily on a readiness test or assessment instrument during school year 2013-2014", seventy two students or eleven percent met this criterion. Districtwide, one hundred thirteen students were not promoted, this accounts for eighteen percent of the students.

The districtwide programs and services to be funded with State Compensatory Education funds for school year 2014-2015 include: an at risk counselor, educational aides, a supplemental counselor and supplemental teachers, summer school instructors, summer school supplies and materials, tutors and tutoring instructional supplies and materials.

DESCRIPTION OF SCE PROGRAMS AND SERVICES 2014-2015

Objective: To reduce the dropout rate and decrease any disparity in performance on state assessments between students at risk of dropping out of school and all other district students.

Strategy/Activities	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Educational Aide - Provide supplemental instructional support in the resource setting for differentiated instruction based on the needs of at-risk students	1.34 FTEs	Principal	Every Six Weeks	Report Cards	STAAR/TAKS/EOC Reading Scores (Total Number of At-Risk Students Passing on First Administration)
Library Aide - Provide academic support in instructional material to increase literacy among at-risk students	1.0 FTE	Principal	Every Six Weeks	Report Cards	STAAR/TAKS/EOC Reading Scores (Total Number of At-Risk Students Passing on First Administration)
At-Risk Counselors - Provide counseling services to those students identified as at-risk to ensure academic success	1.47 FTE	Principal	Every Six Weeks	Report Cards	STAAR/TAKS/EOC Reading Scores (Total Number of At-Risk Students Passing on First Administration)
Class Size Reduction Teachers - Supplemental teachers provided to allow for more direct instruction in a reduced class size setting	2.98 FTE	Principal	Every Six Weeks	Report Cards	STAAR/TAKS/EOC Reading Scores (Total Number of At-Risk Students Passing on First Administration)
Computer Assisted Instruction (1.75 FTE) - An instructional aide is to provide support utilizing learning software in a lab.	1.73 FTE	Principal	Every Six Weeks	Report Cards	STAAR/TAKS/EOC Reading Scores (Total Number of At-Risk Students Passing on First Administration)

USE OF OTHER RESOURCES FOR COMPENSATORY ACTIVITIES

Federal and State Programs

1. ESEA, Title I, Part A: Brackett provides, to students at the early elementary campuses, grade EE-04, a schoolwide program that is designed to upgrade the entire instructional program in the areas of reading/ELA, math, writing, science and social studies. Other planned Title I program activities include supplemental parent involvement activities and professional development activities. Supplemental instructional services are delivered with small group instruction, tutorials and computer-aided instruction. Students in at-risk situations are provided supplemental interventions designed to address their specific needs by closing the achievement gap between these students and all students.
2. ESEA, Title II, Part A (Teacher and Principal Training and Recruiting Fund): The district REAPs 100% of its Title II money into the Title I program.
3. ESEA, Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act – The district is a member of a shared service arrangement with Region XX and uses these funds to ensure that limited English proficient students develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.
4. Title I, Part C, Carl D. Perkins Career and Technology Education Improvement Act - The district is a member of a shared service arrangement with Region XX and uses these funds to ensure students in at-risk situations in grades 9-12 benefit from the district's participation in a consortium, the funds of which are coordinated with the minimum foundation program in the areas of English, Science, Math, Social Studies, with career cluster areas. Provision of non-duplicated services is coordinated with the areas of special education, accelerated and compensatory education. This program provides supplemental funds to support the Career and Technology Education program at the High School.

5. Bilingual Education and English as a Second Language (ESL)- Funds received from the State for this program are used to supplement the district's resources to develop special language programs for students classified as English language learners by the Language Proficiency Assessment Committee (LPAC). The goal of these programs is to transition students from their home language to English while maintaining the student's skills in his/her home language and creating an appreciation of the student's culture. English language learners are considered as being in an at-risk situation by definition.
6. Special Education- This program is designed to meet the special education needs of students who have been identified by the Admissions, Review, and Dismissal (ARD) Committee as having a disability. The ARD designs an individual education plan (IEP) for each student so identified. Special education services are then provided in accordance with the individual education plan and funded with Federal and/or State funds. Services include, but are not limited to, resource, self-contained, physical and speech therapy, occupational therapy, and inclusion. In every case, the least restrictive environment is selected to provide these services in an atmosphere as close to the regular classroom as possible.
7. ESEA, Title I, Part C (Migrant)- The district is a member of a shared service arrangement with Region XX and uses these funds to ensure provision of a migrant coordinator, recruiter, community liaison, and an NGS data specialist to coordinate and manage the migrant program within the SSA.

APPENDICES

APPENDIX A: NEEDS ASSESSMENT

APPENDIX B: STUDENT PERFORMANCE ON THE STAAR

APPENDIX C: EVALUATION OF THE 2012-2013 PROGRAM

APPENDIX D: ASSURANCES AND GOOD PRACTICES

APPENDIX E: STATE COMPENSATORY EDUCATION BUDGET

APPENDIX A: NEEDS ASSESSMENT

The requirement for Texas districts and campuses to conduct a comprehensive needs assessment (CNA) as part of the planning and decision-making process is contained in the Texas Education Code (TEC) Sections 11.252(a)(1-2) and 11.253. A Comprehensive Needs Assessment should identify and prioritize district and campus needs by analyzing and interpreting multiple sources of data.

NUMBER AND PERCENTAGE OF STUDENTS IN AT-RISK SITUATIONS IDENTIFIED BY CRITERION

This table presents the percentage of students at each grade level who have been identified under each of the state and local criteria as being at risk of dropping out of school. At-risk status is obtained from the PEIMS 110 records. The percent of at-risk students is calculated as the sum of the students coded as at risk of dropping out of school, divided by the total number of students in membership.

A column showing at-risk student performance is shown on the district, region, and state TAPR reports. While this column is not available on the campus-level reports, counts of at-risk students are shown in the Profile section of the campus reports (as well as the district, region, and state reports).

NUMBER & PERCENTAGE OF STUDENTS IN AT-RISK SITUATIONS IDENTIFIED BY CRITERION

Grade	# of Students	Not Promoted		Below 70 Avg		Failed STAAR		Failed Readiness (PK-3)		Pregnant/ Parenting		AEP		LEP	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	36	0	0%					0	0%	0	0%	0	0%	0	0%
K	38	3	8%					15	39%	0	0%	0	0%	5	13%
1	50	8	16%					24	48%	0	0%	0	0%	3	6%
2	40	7	18%					17	43%	0	0%	0	0%	7	18%
3	52	17	33%			0	0%	16	31%	0	0%	0	0%	1	2%
4	36	10	28%			3	8%			0	0%	0	0%	2	6%
5	48	11	23%			15	31%			0	0%	0	0%	6	13%
6	43	14	33%			15	35%			0	0%	0	0%	3	7%
7	53	7	13%	3	6%	13	25%			0	0%	0	0%	5	9%
8	41	7	17%	7	17%	14	34%			0	0%	0	0%	2	5%
9	60	11	18%	13	22%	17	28%			1	2%	2	3%	3	5%
10	55	9	16%	7	13%	26	47%			1	2%	1	2%	3	5%
11	42	7	17%	10	24%	13	31%			2	5%	1	2%	2	5%
12	48	2	4%	4	8%	18	38%			4	8%	1	2%	1	2%
Total	642	113	18%	44	7%	134	21%	72	11%	8	1%	5	1%	43	7%

APPENDIX B: STUDENT PERFORMANCE ON THE STAAR

The following tables and graphs present the percentage of students making satisfactory performance on the Reading, Math, Writing, Science and Social Studies sections of the STAAR. Additionally, the STAAR results for At-Risk students are compared with the results for Not At-Risk students. The goal of State Compensatory Education is to increase the academic performance of students identified as being in at-risk situations, to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 between students at risk of dropping out of school and all other district students, as well as to reduce the dropout rate of identified students in at-risk situations. The tables are arranged by grade levels three through eight and the End-of-Course results for grades 9-11 to facilitate the analysis of the results for each campus and grade level. The following keys are used to identify those cases where there were too few students taking the test to generate a passing rate and where the data was not available:

* = Too few students took the test to generate a passing rate.

N/A = Data was not available at the time this report was developed.

PERCENTAGE OF STUDENTS PASSING THE STAAR, TWO YEAR HISTORY

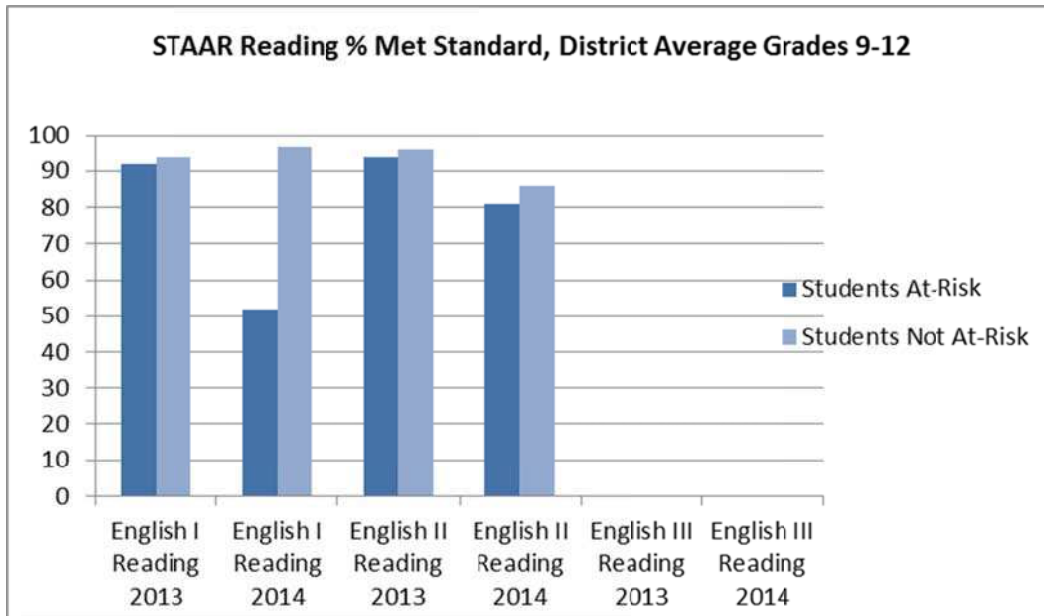
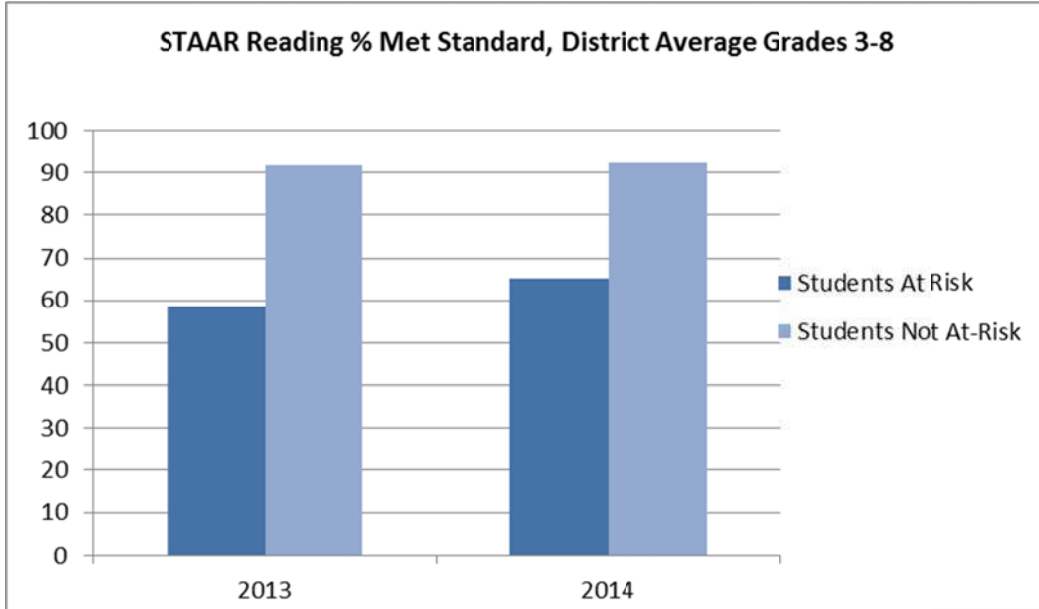
2013-2014 STAAR RESULTS

State Compensatory Education Program									
At Risk Students Academic Comparison - Grades 3-11 - State Assessment Results									
Brackett ISD									

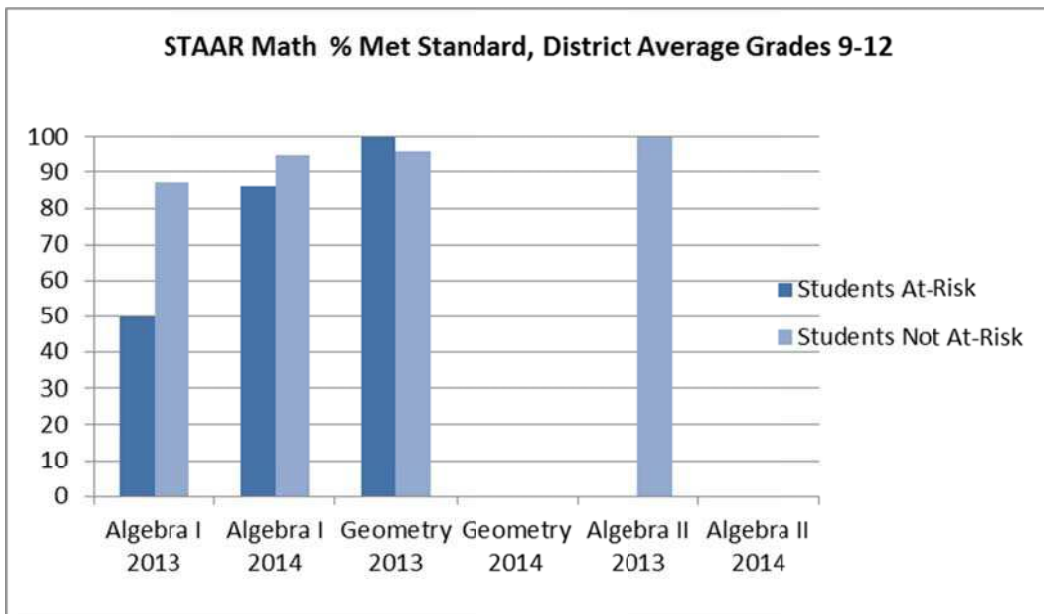
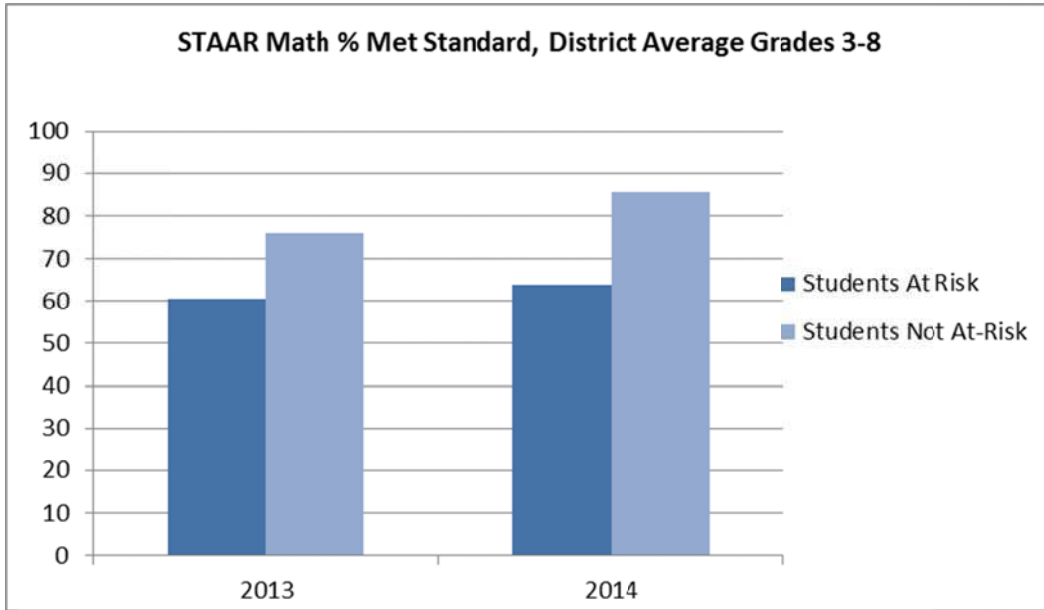
STAAR	Math % Met Standard		Reading/ELA % Met Standard		Writing % Met Standard		Science % Met Standard		Social Studies % Met Standard	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
Third Grade										
Students At-Risk	67	70	80	81						
Students Not At-Risk	86	91	100	100						
Fourth Grade										
Students At-Risk	31	21	50	64	44	54				
Students Not At-Risk	64	74	90	87	87	83				
Fifth Grade										
Students At-Risk	38	62	56	57			38	46		
Students Not At-Risk	71	88	81	100			68	85		
Sixth Grade										
Students At-Risk	73	78	25	67						
Students Not At-Risk	90	89	87	82						
Seventh Grade										
Students At-Risk	75	67	76	50	53	50				
Students Not At-Risk	71	77	93	90	83	84				
Eighth Grade										
Students At-Risk	80	86	65	73			33	50	13	14
Students Not At-Risk	74	94	100	94			69	57	50	34

End of Course ELA (9-12)	English I Reading % Met Standard		English II Reading % Met Standard		English III Reading % Met Standard	
	English I Reading 2013	English I Reading 2014	English II Reading 2013	English II Reading 2014	English III Reading 2013	English III Reading 2014
Students At-Risk	92	52	94	81	*	*
Students Not At-Risk	94	97	96	86	*	*
End of Course Writing (9-12)						
End of Course Writing (9-12)	English I Writing % Met Standard		English II Writing % Met Standard		English III Writing % Met Standard	
	English I Writing 2013	English I Writing 2014	English II Writing 2013	English II Writing 2014	English III Writing 2013	English III Writing 2014
Students At-Risk	43	*	50	*	*	*
Students Not At-Risk	69	*	89	*	*	*
End of Course Math (9-12)						
End of Course Math (9-12)	Algebra I % Met Standard		Geometry % Met Standard		Algebra II % Met Standard	
	Algebra I 2013	Algebra I 2014	Geometry 2013	Geometry 2014	Algebra II 2013	Algebra II 2014
Students At-Risk	50	86	100	*	*	*
Students Not At-Risk	87	95	96	*	100	*
End of Course Science (9-12)						
End of Course Science (9-12)	Biology % Met Standard		Chemistry % Met Standard		Physics % Met Standard	
	Biology 2013	Biology 2014	Chemistry 2013	Chemistry 2014	Physics 2013	Physics 2014
Students At-Risk	91	100	71	*	*	*
Students Not At-Risk	94	100	71	*	100	*
End of Course Social Studies (9-12)						
End of Course Social Studies (9-12)	World Geography % Met Standard		World History % Met Standard		US History % Met Standard	
	World Geography 2013	World Geography 2014	World History 2013	World History 2014	US History 2013	US History 2014
Students At-Risk	69	*	47	*	*	86
Students Not At-Risk	92	*	88	*	*	100

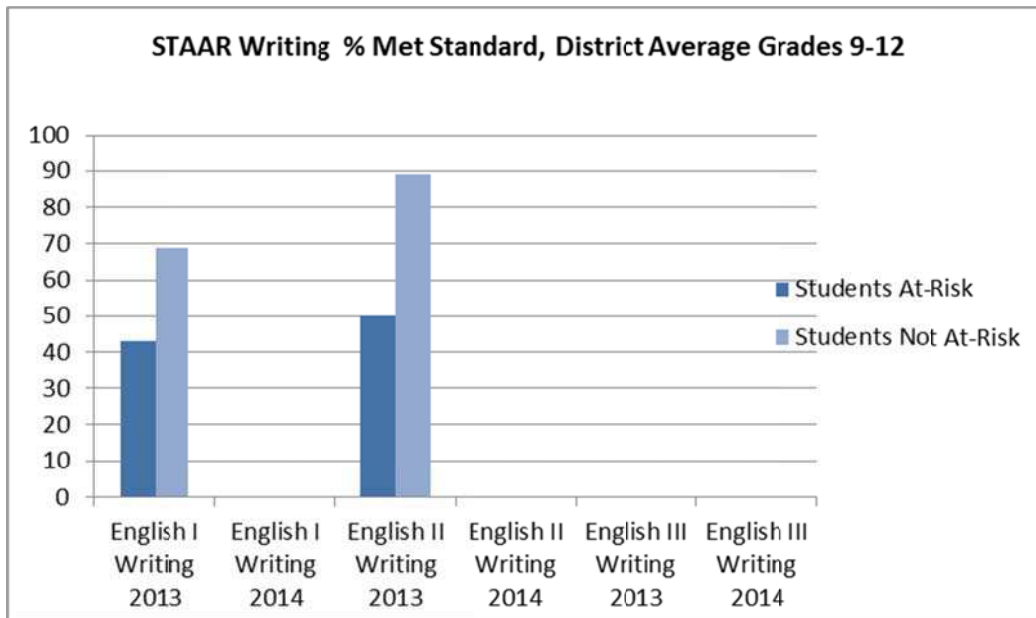
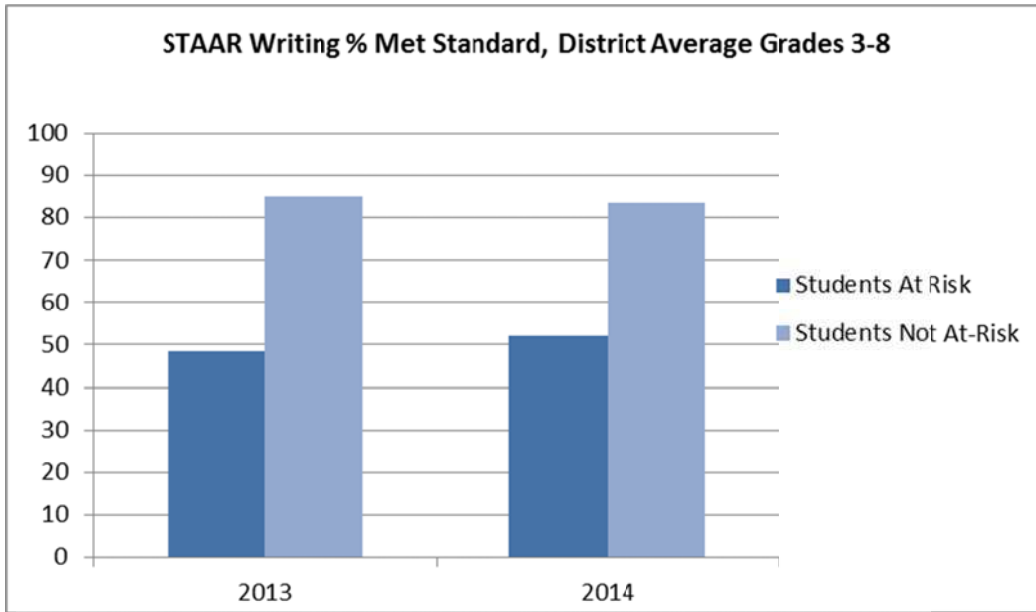
STUDENT PERFORMANCE ON THE STAAR IN BRACKETT ISD, READING



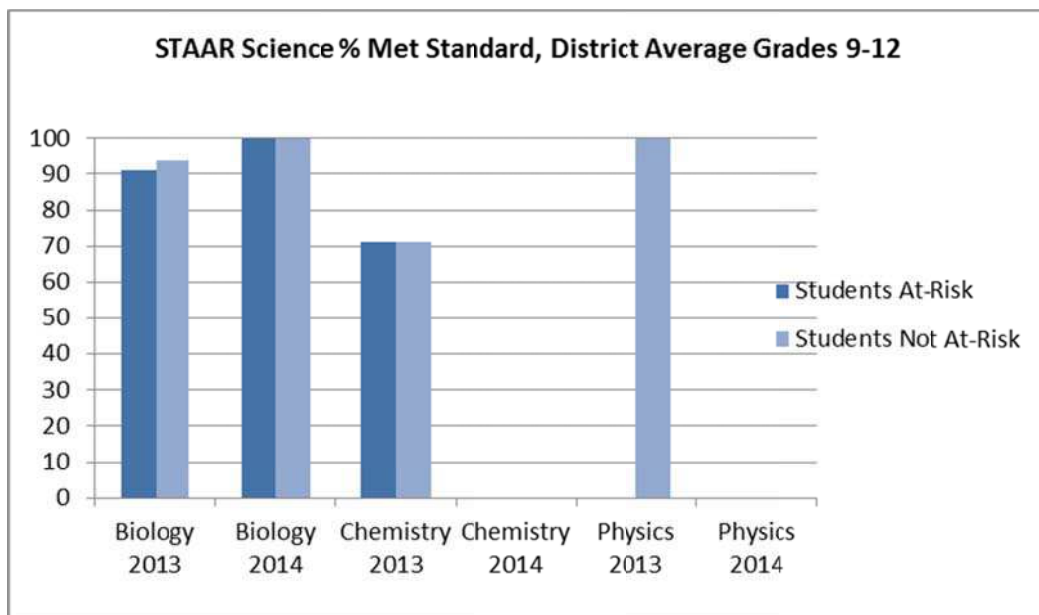
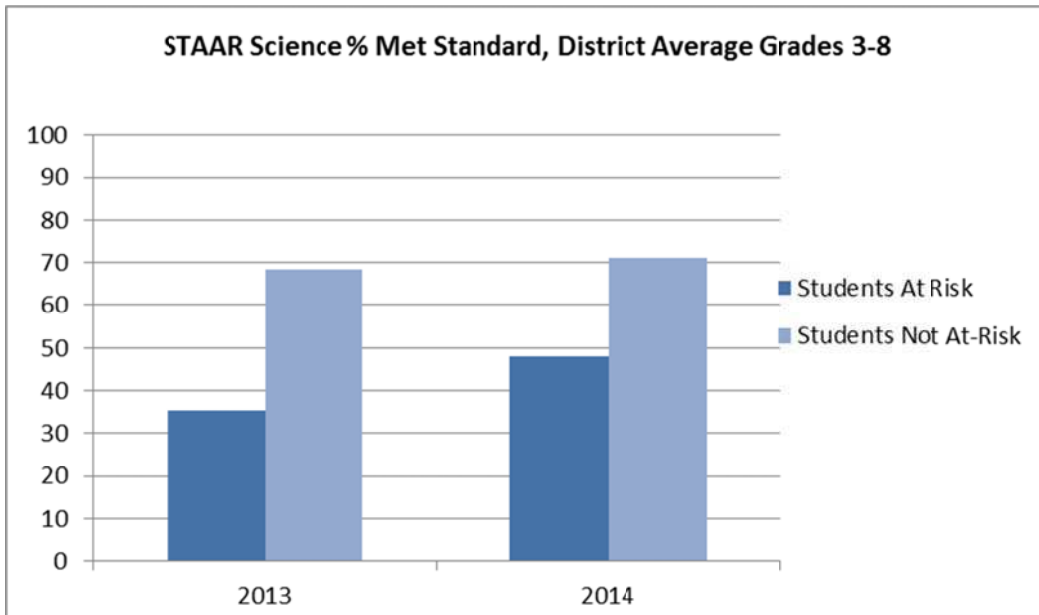
STUDENT PERFORMANCE ON THE STAAR IN BRACKETT ISD, MATH



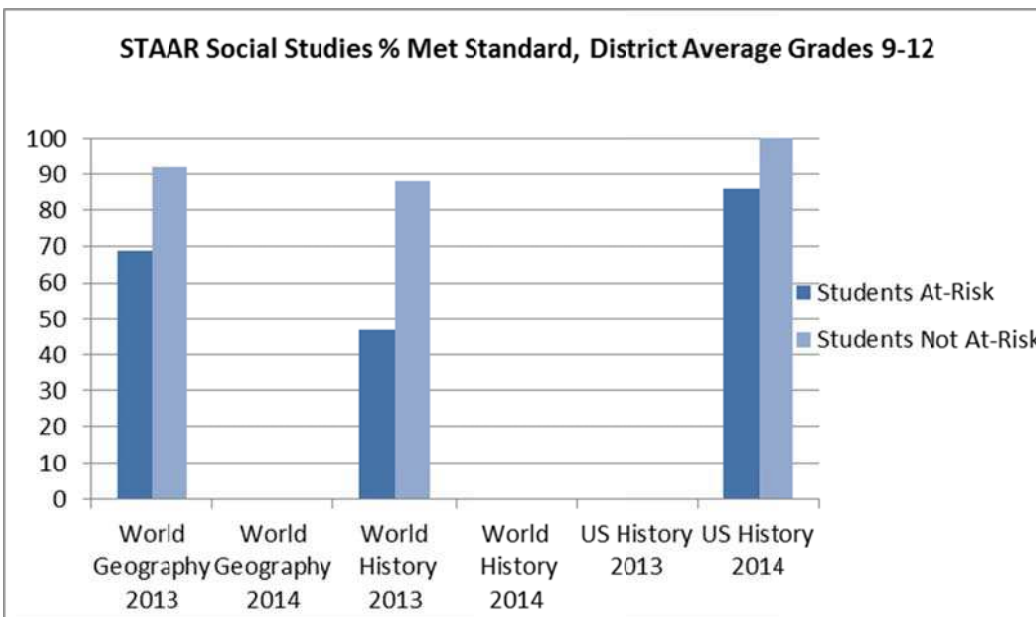
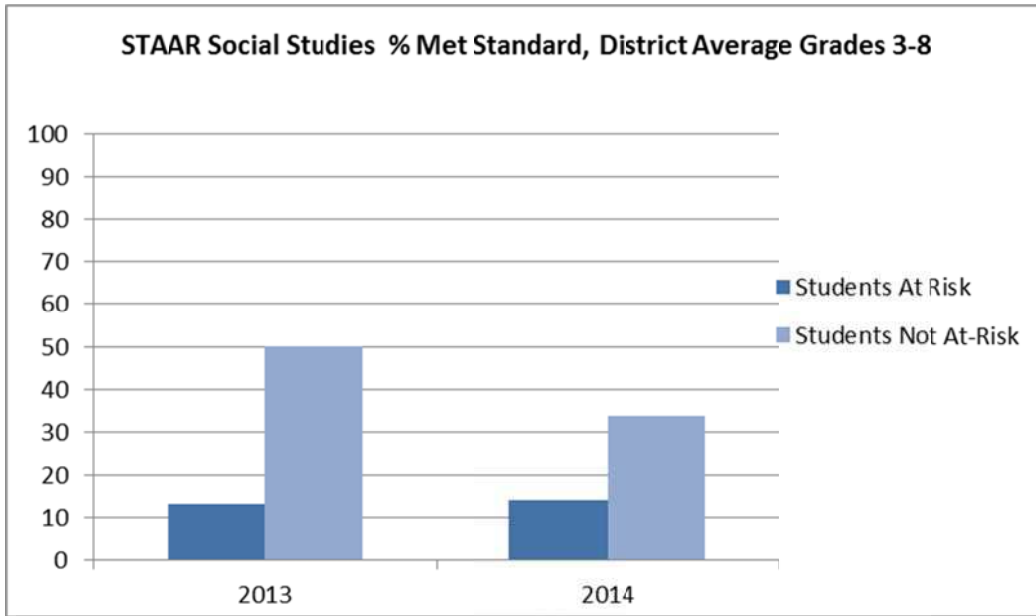
STUDENT PERFORMANCE ON THE STAAR THE STAAR IN BRACKETT ISD, WRITING



STUDENT PERFORMANCE ON THE STAAR THE STAAR IN BRACKETT ISD, SCIENCE



STUDENT PERFORMANCE ON THE STAAR IN BRACKETT ISD, SOCIAL STUDIES



APPENDIX C: EVALUATION OF 2013-2014 PROGRAMS

This table presents the number of students served in each of the programs/services provided under State Compensatory Education funding and the percentage of these students who met the criteria established by Brackett ISD to determine their success in the program.

EVALUATION OF 2013-2014 PROGRAM

District Name: Brackett ISD		Co. Dist. No.: 136901		
Campus Name: Brackett High School				
SCE FUNDED PROGRAM/STRATEGY	CRITERIA TO MEASURE SUCCESS	NUMBER SERVED	NUMBER MEETING CRITERIA	PERCENT MEETING CRITERIA
Educational Aide (1.25 FTE) - Provide supplemental instructional support in the resource setting for differentiated instruction based on the needs of at-risk students	STAAR/TAKS/EOC Reading Scores (Total Number of At-Risk Students Passing on First Administration)	30	19	63%
Library Aide (1.0 FTE) - Provide academic support in instructional material to increase literacy among at-risk students	STAAR/TAKS/EOC Reading Scores (Total Number of At-Risk Students Passing on First Administration)	74	55	74%
At-Risk Counselor (.65 FTE) - Provide counseling services to those students identified as at-risk to ensure academic success	STAAR/TAKS/EOC Reading Scores (Total Number of At-Risk Students Passing on First Administration)	74	55	74%

District Name: Brackett ISD

Co. Dist. No.: 136901

Campus Name: Brackett Junior High

SCE FUNDED PROGRAM/STRATEGY	CRITERIA TO MEASURE SUCCESS	NUMBER SERVED	MEETING CRITERIA	PERCENT MEETING CRITERIA
Educational Aide (1.25 FTE) - Provide supplemental instructional support in the resource setting for differentiated instruction based on the needs of at-risk students	STAAR/TAKS/EOC Reading Scores (Total Number of At-Risk Students Passing on First Administration)	13	8	62%
Library Aide (1.0 FTE) - Provide academic support in instructional material to increase literacy among at-risk students	STAAR/TAKS/EOC Reading Scores (Total Number of At-Risk Students Passing on First Administration)	63	34	54%
At-Risk Counselor (.65 FTE) - Provide counseling services to those students identified as at-risk to ensure academic success	STAAR/TAKS/EOC Reading Scores (Total Number of At-Risk Students Passing on First Administration)	63	34	54%

Campus Name: Brackett Elementary and Intermediate

SCE FUNDED PROGRAM/STRATEGY	CRITERIA TO MEASURE SUCCESS	NUMBER SERVED	MEETING CRITERIA	PERCENT MEETING CRITERIA
Educational Aide (.5 FTE) - Provide supplemental instructional support in the resource setting for differentiated instruction based on the needs of at-risk students	STAAR/TAKS/EOC Reading Scores (Total Number of At-Risk Students Passing on First Administration)	17	8	47%
Library Aide (1.0FTE) - Provide academic support in instructional material to increase literacy among at-risk students	STAAR/TAKS/EOC Reading Scores (Total Number of At-Risk Students Passing on First Administration)	117	87	74%
At-Risk Counselor (.89 FTE) - Provide counseling services to those students identified as at-risk to ensure academic success	STAAR/TAKS/EOC Reading Scores (Total Number of At-Risk Students Passing on First Administration)	30	19	63%
Class Size Reduction (2.98 FTE) - Supplemental teachers provided to allow for more direct instruction in a reduced class size setting	STAAR/TAKS/EOC Reading Scores (Total Number of At-Risk Students Passing on First Administration)	36	19	53%
Computer Assisted Instruction (1.75 FTE) - An instructional aide is to provide support utilizing learning software in a lab setting	STAAR/TAKS/EOC Reading Scores (Total Number of At-Risk Students Passing on First Administration)	117	87	74%

APPENDIX D: ASSURANCES AND GOOD PRACTICES

STATE AND LOCAL EFFORT

State and local funds are used to provide the regular program of instruction for all students to include general operating costs of instruction, which includes expenses related to building, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.

IMPROVEMENT AND ENHANCEMENT

State Compensatory Education funds are used to improve and enhance the regular program of instruction for students who are at risk of academic failure or of dropping out of school as defined in the state rules and the district's at-risk criteria.

COORDINATION OF FUNDING

All federal, state and local funds received by the district will be coordinated to ensure that all of the programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services. The integrity of supplemental programs is maintained.

COORDINATION OF INSTRUCTION

Instruction will be coordinated between and among regular classroom teachers and special program staff who are serving students in the same content area. Instructional coordination will be skill and concept specific for activities that include assessment, instructional activities and on-going monitoring of student progress. Special emphasis is given to collaborative planning between regular classroom teachers and the staff of the special programs.

APPENDIX E: STATE COMPENSATORY EDUCATION BUDGET

Authority for funding for the State Compensatory Education program is found in the Texas Education Code (TEC) Section 42.152. For each student who is educationally disadvantaged or who is a student who does not have a disability and resides in a residential placement facility in a district is entitled to an annual allotment equal to the adjusted basic allotment multiplied by 0.2. The adjusted basic allotment is multiplied by 2.41 for each full-time equivalent student who is in a remedial and support program under §29.081 because the student is pregnant.

For purposes of funding, the number of educationally disadvantaged students is determined by averaging the best six months' enrollment in the national school lunch program of free or reduced-price lunches for the preceding school year. Determination of the number of such students is based on the number of students actually receiving free or reduced-price lunches as submitted to the Texas Education Agency (TEA) on monthly reimbursement claims. Section 52 of HB 3646 amends the Texas Education Code Section 42.152 (c) to increase the indirect cost rate or administrative allowable to forty-eight percent (48%); however, each district must use at least fifty-two percent (52%) of its allotment for instructional purposes.

As allowed by the Financial Accountability System Resource Guide (§9.2.14.2), the district uses SCE funds to support the Title I, Part A schoolwide programs at Brackett High School (001), Brackett Junior High (041), and Jones Elementary/Intermediate (101). The aforementioned campuses reported a low-income enrollment of 40 percent or above on the *2014-2015 NCLB Consolidated Application for Federal Funding*.

The district sufficiently funds the accelerated instructional activities for students who have failed to perform satisfactorily on an end-of-course (EOC) assessment as identified in the programs and activities section and prioritizes SCE funding for those activities in keeping with TEC §28.0217.

TECS Budget Worksheet

FY2015 State Compensatory Education

Brackett ISD

136-901

Account Code	Account Title	Total Amount Budgeted for FY2015
999 Districtwide		
199-11-6112-00-999-5-30-0-00	Instrl / Substitutes	\$4,000.00
199-11-6119-00-999-5-30-0-00	Instrl / Summer School Stipends	\$3,000.00
999 Districtwide Total		\$7,000.00

**2014-2015 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Service Center, Region 20**

Education

Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status 5/13/2014
Required Training	Participate and complete Annual Identification & Recruitment (ID&R) Training and New Generation System (NGS) Training offered by the Texas Education Agency (TEA)	August or dates the online state training is released	All ESC MEP Staff	Online state trainings NGS website ID&R & NGS Manuals.	Certificates		
	Participate in Identification & Recruitment (ID&R) and New Generation System (NGS) series days offered by ESC.	August thru May	All ESC MEP Staff	Online state trainings NGS website ID&R & NGS Manuals and updated resources from TEA.	Certificates		
	New employees attend MSIX training offered by ESC 20	Year round	Ed Specs	TEA materials MSIX website	Certificates		

**2014-2015 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Service Center, Region 20**

Education

Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).						
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status 5/13/2014
Identification & Recruitment	Brainstorm and plan recruitment strategies for SSAs and Non Project districts and review roles & responsibilities of recruiters.	Year round	MEP staff	ID&R Manual new guidelines SSA Procedures Handbook	Increased identification of migrant students		
Identification & Recruitment	Finalize all forms, documents and logs that will be utilized. Disseminate and train on all forms, documents, and logs, etc.	By September 30, and as needed			Forms that meet Title I Part C Migrant Compliance Report		
Identification & Recruitment	Contact potential/current eligible migrant families: using door to door recruitment based on leads or referrals.	Year round	Recruiters / SEA / Reviewers	Family Surveys Growers Community agencies District personnel COEs	Recruiter logs and certified letters sent to parents after three attempts to contact the family; completed COEs, videos		
Identification & Recruitment	Follow-up on family surveys.	Year round	Recruiters/SSA District Contacts	Family Surveys/NGS Reports	Recruiter logs, spreadsheet		

**2014-2015 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Service Center, Region 20**

Education

Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).						
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status 5/13/2014
Identification & Recruitment	Conduct community outreach and contact other federal agencies that serve migrant families.	Year round	Recruiters	Community Agencies listings from leads or websites	Recruiter Logs, Agency Resource List		
Identification & Recruitment	Visit Local Growers.	Year round	Recruiters including OSY Recruiters	ID&R Manual suggested websites and other leads	Recruiter Logs, increase in Local Growers List		
Identification & Recruitment	Locate out of school youth including preschool aged children.	Year round	Recruiters including OSY Recruiter	ID&R Manual, Procedure Manual, NGS, & PEIMS.	Recruiter Logs, increase in OSY		
Identification & Recruitment	Contact current eligible migrant families to determine if new qualifying moves have occurred. Complete new COEs as needed.	July 1- October 1 and as needed	Recruiters	ID&R Manual & COE Family Reports	Completed COEs and documentation of contact attempts on First Contact Spreadsheet		

**2014-2015 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Service Center, Region 20**

Education

Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).						
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status 5/13/2014
Identification & Recruitment	Review Family Surveys for potential eligible students. Follow procedures as outlined in MEP procedural manual.	Aug to Oct 31 for beginning of the year family surveys and year round	All ESC MEP Staff	ID&R Manual, Procedure Manual, NGS, & PEIMS.	Complete COEs for qualifying family surveys.		
Identification & Recruitment	Recruiter will complete COEs and Supplemental Documentation Form (SDF) for all families with a new Qualifying Arrival Data (QAD) and submit to Eligibility Reviewer.	Year round submit to reviewer within 3 working day from parent signature	Recruiters / SEA / Reviewers	ID&R Manual COE, SDF, SSA Procedures Handbook	Completed COE and SDF for all families having a new QAD		

**2014-2015 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Service Center, Region 20**

Education

Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status 5/13/2014
Identification & Recruitment	SEA Reviewers review COEs and SDF for all families with a new QAD. Return COE and SDF to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed for entry in NGS.	September-August Reviewer submit to terminal site within 5 days of parent signature Refer to current NGS Manual for entry procedures and timelines.	Recruiters, SEA Reviewer, System Specialist	COE, SDF; ID&R Manual; NGS Guidelines, SSA Procedures Handbook; COE Log	Monthly Unique Reports for each SSA district.		
	Conduct Residency Verification to verify continued residency for all currently eligible children who have not made a new qualifying move during the current reporting period.	Sept 1 – Nov 1 or for 2 year olds turning 3: on or after 3rd birthday, & OSY.	Recruiters, System Specialist	NGS Guidelines, ID&R Manual, NGS Reports, PEIMS, & NGS.	Monthly Residency Verification Report.		

**2014-2015 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Service Center, Region 20**

Education

Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).						
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status 5/13/2014
Interagency Coordination	Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff.	Year round	OSY Recruiter / Recruiters / Ed Spec Counselor	ID&R Manual / SSA Procedures Handbook	Increase in services provided to migrant families by community organizations		
	Share and exchange information with parents, students, and district staff regarding High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) sites and Teaching and Mentoring Communities (TMC).	Year round	MEP staff	ID&R Manual / District Staff	Increase in services provided to migrant families by community organizations		
Quality Control	Develop written procedures that outline ID&R quality control within the SSA.	Sept. 30	MEP staff	ID&R Manual / TEA	Written procedures for quality control		

**2014-2015 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Service Center, Region 20**

Education

Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status 5/13/2014
Quality Control	Develop written procedures that outline ID&R quality control for Project Districts.	Sept. 30	Ed Spec / NGS	SSA Procedures Handbook	Written procedures for quality control		
Quality Control	Follow protocol for COEs that warrant further review by TEA as outlined in the ID & R Manual	Year round	Ed Spec		Compliance with TEA requirements		
Quality Control	Provide ID&R awareness and support to SSA MEP staff as specific needs are observed throughout the year.	Year round	Ed Spec	ID & R Manual; SSA Procedures Handbook; Second Reviewer Form	Sign in Sheets from SSA Contact meetings.		
Quality Control	Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven years from the date eligibility ends.	Year round	MEP staff	ID&R Manual; NGS Manual; SSA Procedures Handbook	Compliance with Records Retention policies by April 30.		

**2014-2015 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Service Center, Region 20**

Education

Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).						
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status 5/13/2014
Quality Control	Validate eligibility through re-interview process according to instructions set forth by TEA.	As directed by the State MEP	MEP staff	N/A	100 percent accuracy rate		
Evaluation	Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes in subsequent ID&R plan for continuous improvement.	Nov. 30	MEP Staff	ESC-20 Quality Services Survey; Parent Advisory Council (PAC); Parent Survey; Student Survey; SSA Contacts Survey	Identified strengths and weaknesses to redesign the services provided by ESC-20 MEP.		

2014-2015 SSA Migrant Districts Priority for Service (PFS) Action Plan Education Service Center, Region 20

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (d)]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for 2014-2015

Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; and have their education interrupted during the previous or current regular school year.
Grades K-2	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level and have their education interrupted during the previous or current regular school year.

2014-2015 SSA Migrant Districts Priority for Service (PFS) Action Plan

Goal(s):

Objective(s):

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status

On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

	Monthly	System Specialists	NGS Monthly Reports		
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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.

	May-August	MEP Coordinator Ed Spec Supervisors Counselors, Recruiters System Specialists District Contact	Completed 2014-2015 PFS Action Plan		
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The PFS Action Plan must include the following:

When, in your school year calendar, the district's MEP Contact will provide each campus principal, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.

Provide SSA migrant contacts a copy of the PFS criteria, monthly updated NGS PFS reports, and expectation of procedures to follow with PFS students.	Monthly	Ed Spec Supervisors, System Specialists, Counselor District Contact, Campus Administrator or Campus Designee	PFS Report		
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2014-2015 SSA Migrant Districts Priority for Service (PFS) Action Plan

Goal(s):

Objective(s):

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
Provide all parents of PFS students a letter explaining why the child was identified as PFS and who to contact for more information.	Upon identification as PFS	Ed Spec Supervisors	PFS Reports		
Provide all parents a copy of the PFS criteria, what it means, and implications for the student to ensure awareness.	August	Ed Spec Supervisors	PFS Criteria Letter		

When, in your school year calendar, the district MEP contact, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.

2014-2015 SSA Migrant Districts Priority for Service (PFS) Action Plan

Goal(s):

Objective(s):

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
Provide parents of PFS students with the knowledge of local and state requirements for promotion, graduation	Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed (case by case)	Campus and Migrant Counselor, Campus Administrator or Campus Designee	Counselor follow-up, student feedback		
Provide parents of PFS students an update on the academic progress of their child,	Individual meetings/phone calls with parents as needed (case by case)	Ed Spec Supervisors, Counselor, Tutors, District Contact, Campus Administrator or Campus Designee	Parent evaluations/feedback, Counselor follow-up		

2014-2015 SSA Migrant Districts Priority for Service (PFS) Action Plan

Goal(s):

Objective(s):

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
Provide parents of PFS students information about available community and/ or social services.	Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed (case by case)	Ed Spec Supervisors, Counselor, Recruiters, Tutors, District Contact, Campus Administrator or Campus Designee	Parent evaluations/ feedback, Counselor follow-up, tutor feedback, student feedback		

How the district's MEP contact will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.

SSA districts will develop a set of procedures that outline a variety of strategies for migrant students with late entry and/or early withdrawal and saved course slots in elective and core subject areas. (Required Activity "m")	August	District Contact or appropriate district designee; Ed Spec	100% of students who enroll late will be placed in the necessary core content classes.		
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How the district's MEP contact will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.

2014-2015 SSA Migrant Districts Priority for Service (PFS) Action Plan

Goal(s):

Objective(s):

<p>Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.</p>		<p>100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.</p>			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
<p>Provide appropriate placement/ programs for students not meeting the state content standards or mastering TEKS objectives. Ex: tutoring, state assessments, remediation, UT Austin migrant coursework, credit recovery (Nova Net, Plato, FLEX, night school, etc.), summer school, or community resources/ services.</p>	<p>Year Round</p>	<p>District designee, Ed Spec, Ed Spec Supervisor, Counselor</p>	<p>Increased number of students completing partial credit and/or passing state assessments.</p>		
<p>Coordinate with MEP to provide resources and tools to promote student academic success.</p>	<p>Year Round</p>	<p>District designee, Ed Spec, Ed Spec Supervisor, Counselor</p>	<p>Increased number of students completing partial credit courses, passing state assessments, and passing courses.</p>		
<p>Identify dropout students/ out-of-school youth (OSY) to provide information regarding options for obtaining diploma/ GED.</p>	<p>Year Round</p>	<p>OSY Recruiter, Ed Spec Supervisor, Counselor</p>	<p>Identify and provide information regarding options to 100% of OSY students.</p>		

2014-2015 SSA Migrant Districts Priority for Service (PFS) Action Plan

Goal(s):

Objective(s):

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status

What federal, state and local programs service Priority for Service students?

Identify state, federal, and local programs that serve PFS students during the current school year in order to ensure migrant services are supplemental.	Year Round	Ed Spec Supervisor	Completed Academic Services Form from each SSA district on file		
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The MEP Contact will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	June	Ed Spec Supervisor, Counselors	Copy of DIP showing insertion of PFS Action Plan		
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2014-2015 SSA Migrant Districts Priority for Service (PFS) Action Plan

Goal(s):

Objective(s):

Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status

Additional Activities	Timeline	Persons Responsible	Documentation	Activity Status	
Collect and analyze sources of student data (transcripts, testing data) to determine progress toward graduation.	Year Round	Counselor, Ed Spec Supervisor, System Specialists	Increased number of students completing partial credit and/or passing state assessments.		
Provide an opportunity for campus counselors to participate in the Migrant Counselor Overview session to analyze migrant student educational needs.	Year Round	Counselor	Increase the number of participants to this session by 100%.		

2014-2015 SSA Migrant Districts Priority for Service (PFS) Action Plan

Goal(s):

Objective(s):

<p>Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.</p>		<p>100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.</p>			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
<p>Provide on-line and face to face opportunities for district/campus staff to attend staff development for enhancing their knowledge of the migrant student population including migrant student needs.</p>	<p>Year Round</p>	<p>Ed Spec Supervisor, Counselors</p>	<p>Increase the number of participants at the ESC sessions/ contact meetings by 100%. Participant evaluations. Participant feedback.</p>		

TEXAS EDUCATION AGENCY
2014 Accountability Summary
 JONES ELEMENTARY/INTERMEDIATE SCHO (136901101) - BRACKETT ISD

Accountability Rating

Met Standard

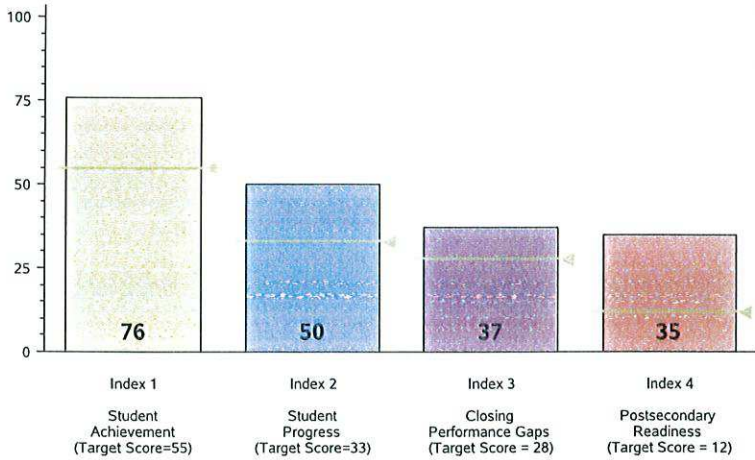
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	- NONE

Distinction Designation



Academic Achievement in Reading/ELA
DISTINCTION EARNED
Academic Achievement in Mathematics
DISTINCTION EARNED
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	287 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	65.2%
Percent English Language Learners	8.0%
Mobility Rate	17.2%

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	232	304	76
2 - Student Progress	595	1,200	50
3 - Closing Performance Gaps	511	1,400	37
4 - Postsecondary Readiness			
STAAR Score	35.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		35

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	12 out of 12 = 100%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
Total	20 out of 20 = 100%

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

TEXAS EDUCATION AGENCY
2014 Accountability Summary
 BRACKETT J H (136901041) - BRACKETT ISD

Accountability Rating

Met Standard

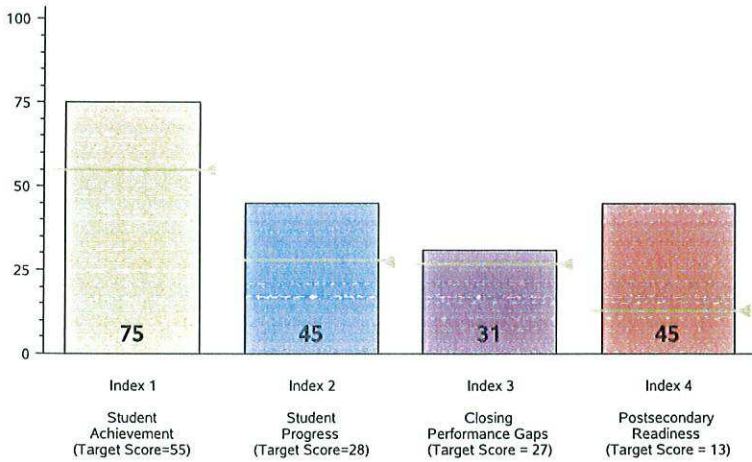
Distinction Designation



Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	- NONE

Academic Achievement in Reading/ELA
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
NO DISTINCTION EARNED
Top 25 Percent Student Progress
DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Middle School
Campus Size	142 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	52.1%
Percent English Language Learners	3.5%
Mobility Rate	13.7%

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	311	415	75
2 - Student Progress	536	1,200	45
3 - Closing Performance Gaps	566	1,800	31
4 - Postsecondary Readiness			
STAAR Score	45.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		45

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	10 out of 15 = 67%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
Total	18 out of 23 = 78%

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

**TEXAS EDUCATION AGENCY
2014 Accountability Summary
BRACKETT H S (136901001) - BRACKETT ISD**

Accountability Rating

Met Standard

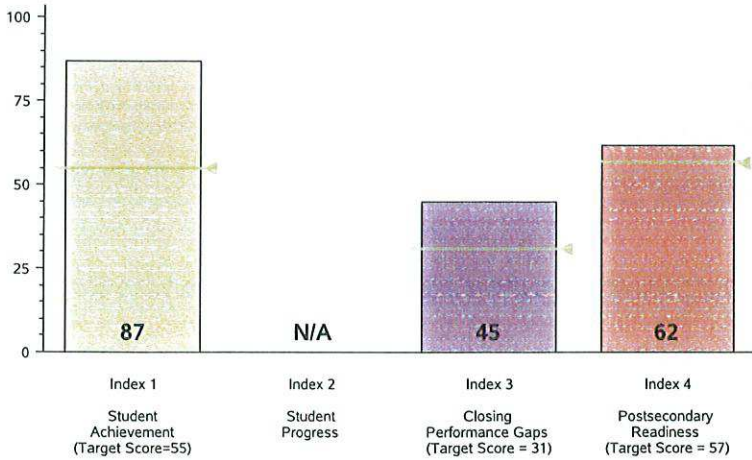
Met Standards on	Did Not Meet Standards on
- Student Achievement - Closing Performance Gaps - Postsecondary Readiness	- NONE

Distinction Designation



Academic Achievement in Reading/ELA
NO DISTINCTION EARNED
Academic Achievement in Mathematics
DISTINCTION EARNED
Academic Achievement in Science
DISTINCTION EARNED
Academic Achievement in Social Studies
DISTINCTION EARNED
Top 25 Percent Student Progress
NOT ELIGIBLE
Top 25 Percent Closing Performance Gaps
DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	High School
Campus Size	211 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	48.8%
Percent English Language Learners	2.4%
Mobility Rate	13.1%

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	212	244	87
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	713	1,600	45
4 - Postsecondary Readiness			
STAAR Score	12.0		
Graduation Rate Score	23.0		
Graduation Plan Score	19.6		
Postsecondary Indicator Score	7.6		62

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	11 out of 11 = 100%
Participation Rates	7 out of 7 = 100%
Graduation Rates	2 out of 2 = 100%
Total	20 out of 20 = 100%

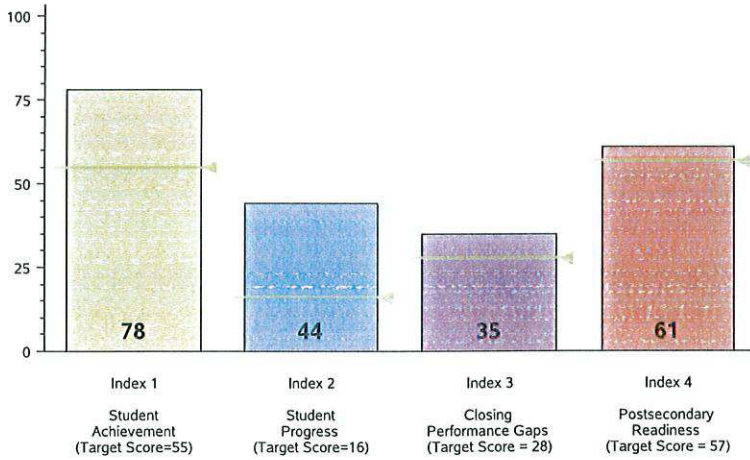
For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

TEXAS EDUCATION AGENCY 2014 Accountability Summary BRACKETT ISD (136901)

Accountability Rating Met Standard

<p>Met Standards on</p> <ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<p>Did Not Meet Standards on</p> <ul style="list-style-type: none"> - NONE
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Performance Index Report



Distinction Designation

<p>Postsecondary Readiness</p> <p>Percent of Eligible Measures in Top Quartile 2 out of 9 = 22%</p> <p>NO DISTINCTION EARNED</p>
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Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	755	963	78
2 - Student Progress	529	1,200	44
3 - Closing Performance Gaps	693	2,000	35
4 - Postsecondary Readiness			
STAAR Score	10.8		
Graduation Rate Score	23.0		
Graduation Plan Score	19.6		
Postsecondary Indicator Score	7.6		61

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	20 out of 22 = 91%
Participation Rates	10 out of 10 = 100%
Graduation Rates	2 out of 2 = 100%
Met Federal Limits on Alternative Assessments	0 out of 1 = 0%
Total	32 out of 35 = 91%

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

Brackett ISD Self-Evaluation of Performance 2013-2014 Community Engagement

Campus: Jones Elementary **2013 Rating:** Recognized

Each district shall self-evaluate the district's performance and the performance of each campus based on criteria established in TEC § 39.0545. The district and each of its campuses will self-assign a performance rating of exemplary, recognized, acceptable or unacceptable.

Performance Ratings:

	<u>Exemplary</u>	<u>Recognized</u>	<u>Acceptable</u>	<u>Unacceptable</u>	<u>NA</u>
Point Value:	4	3	2	1	

1. Fine Arts

		X			

Indicators: UIL sponsored activities, non-UIL competitions, assemblies, clubs, performances, community based fine arts programs, literary publications by students Field trips to museums, community theaters, opera, symphony, etc.; inclusion of art, music and/or theatre TEKS in core subjects, student art exhibits on and off campus, partnership with Council of Arts, distance learning opportunities for Fine Arts, summer camp programs, music memory/picture memory UIL

2. Wellness & P. E.

	X				

Indicators: Daily PE, student recess, safe playground equipment, open gym outside of traditional school day, life skills classes, participation in school breakfast and lunch, summer food program, school nurse on campus, notice of required immunizations, compliance with state and federal nutrition requirements, health fairs, wellness clinics, mobile health screenings on campus, fitness program, fitness gram, walk for life, field day, CPR training, AED training, SHAC Committee, anti-bullying assemblies, anti-bullying weekly counseling sessions, character education, Red Ribbon Week, Bus Safety

3. Community & Parental Involvement

	X				

Indicators: PTO, community service projects, back to school orientation, Veterans Day Program, Materials and training provided in bilingual format as needed, Field trips to museums, theatres, opera, etc., food drives, meet the teacher night, awards assemblies, community wide pep-rally, Donuts with Dad, Muffins with Mom, Open House, Thanksgiving Dinner, Community partnership with library, VFD, Sheriff's Dept., communication with parents via webpage, parent portal, newsletters, required postings, Wednesday Folders, Preschool screenings, Book Fairs, AG Day, 4H Fun Day

4. 21st Century Workforce Program

		X			

Indicators: Career Days, Dress Up for Future Employments, Tutoring opportunities, Response to Intervention, TEA STAR Chart, counseling sessions that address careers, Red Ribbon Week addresses future student plans,

5. Second Language Acquisition Program

		X			

Indicators: Home Language Surveys, Open House for ELL parents and students, TELPAS testing, Rosetta Stone software, ESL components of local textbook adoptions, translation of communication that goes home to parents, collaboration between regular education teachers and ESL teacher, LPAC meetings to address student needs, full time aide for ESL

6. Digital Learning Environment

		X		
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Indicators: Technology support away from school – access to county library, district library, Region 20 links to websites, professional development for mimios, smart boards, 3:1 ratio student/computer availability in classrooms, 2 computer labs available to students, use of technology in classrooms by teacher and students, digital safety training for students, teachers, and parents; training on cyberbullying, brain pop, study island, ed helper, success maker, I station, think through math, yearly surveys of STAR chart,

7. Dropout Prevention Strategies

	X			
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Indicators: Mentoring and tutoring provided by school and county library, end of year awards, kinder graduation, incorporation of Head Start Program, Open House activities, student athlete mentor programs, high school helpers in elementary classrooms, parent volunteers, increased communication to parents, 504 and Special Education meetings, Anti-bullying programs like Lizzie Sider, counseling session weekly, Grand Central Station for Interventions, After school tutorials, Summer School Academic Programs, attendance incentives such as monthly awards, snow cones, popcorn, and class banners; homework help offered at county library, school sports, UIL, little league, 4H opportunities

8. Educational Programs for Gifted and Talented Students

	X			
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Indicators: Teacher certifications and re-certifications; academic UIL student participation, teacher training on Texas Performance Standards, students completed GT projects outside of class following a timeline, GT overnight field trip, student projects showcased to other students, GT student and parent surveys, Chess competition through UIL, differentiated instruction to address GT students, lesson plans reflect support of GT, GT handbook with policies

9. Record of Compliance with Statutory and Policy Requirements

Yes

Indicators: CIPs, 504 Meetings and IEPs, ESL LPAC Meetings, Notice of required immunizations, compliance with state and federal nutrition requirements, participation in health fairs, health screenings, compliance with SHAC, summer food program, notice of required postings, school report card sent home, testing irregularities reported to TEA, grant/federal funds expended as required, bus driver training, CPR, AED, CPI, staff meetings, 100% highly qualified status, required fire drills, tornado drills, and code reds; compliance with state required safety plans, reporting compliance related to NCLB, PBMAS, PEIMS, etc; Jones Advisory Committee mtgs.

Total point value for each rating column:

0	12	8	0
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Overall Rating:

	X		
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Brackett ISD Self-Evaluation of Performance

Campus: Brackett Junior High School **2013 Rating:** Recognized

Each district shall self-evaluate the district's performance and the performance of each campus based on criteria established in TEC § 39.0545. The district and each of its campuses will self-assign a performance rating of exemplary, recognized, acceptable or unacceptable.

<u>Performance Ratings:</u>	<u>Exemplary</u>	<u>Recognized</u>	<u>Acceptable</u>	<u>Unacceptable</u>	<u>NA</u>
Point Value:	4	3	2	1	
1. Fine Arts		X			

Indicators: District 29A UIL, Band, OAP, Art; Band/Choir concerts, Fall/Spring Play; Parades, concerts, shows, exhibits; Old Quarry Society, FCS Arts Council; Songs, Art Class publication; Youth Orchestra of San Antonio, Corpus Christi A&M plays; English I,II,III,IV literary plays; displays in school and community; students can chose Arts and Humanities Endorsements; member of Council of Arts; students may take online classes through TxVSN or other institutions; Band 4, Choir 4, Theatre Arts 4, Art2; summer camp programs for band, color guard, drum major, and twirlers, competition for band and football.

2. Wellness & P. E.		X			
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Indicators: Coaches are designed to open the gym and field house for athletes after school hours at a regular basis; free breakfast offered daily, and free or reduced lunch offered to those who qualify; summer food program offered to all students in the district; 1 district school nurse available, nurse informs parent by phone and mail; food service coordinator is compliant with state and federal nutrition requirements; back to school health fair provides parents with a wide variety of health education from vendors in the area; all students in PE, athletics, and band participate in fitnessgram; CPR & AED training for class sponsors, coaches and bus drivers; Back to school health fair not only provides health information by all provides all students who attend school supplies.

Students who are in need of new shoes also receive shoes; school nurse teaches 8th grade students Big Decisions, which is an abstinence plus program; health education courses are offered to 7th-12th grade. Students learn about body systems and how their bodies work, making health choices, and nutrition; The PAPA program is taught in HS health classes; Cyberbullying presentation give to 6th-12 grades; suicide plan can be found on the BISD website; 1 counselor for 6th-12th; SHAC has quarterly meetings, Student Council hosts 2 blood drives every school year for students and employees; custodians and paraprofessionals receive annual blood born pathogen training; athletics and PE are offered in both JH and HS; Junior class sponsored 5k Color Run; concussion oversight team in place in needed; Jerry Weisinger from South Texas Rural Health comes to BISD and educates 6th-12th grade on making right choices, drugs, bullying, sex and strangers, and much more.

3. Community & Parental Involvement		X			
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Indicators: Sports, Theatre productions, FCA; GT field trips, YOSA concert, Senior excursions; JH & HS Academic Awards programs, Athletic Banquet; Homecoming peep rally; FCA Taylor's Gift Night, State/Regional qualifiers' send-offs; college/career counseling provide in the counselor's office, SWTJC day, Dual credit orientation; NHS student as mentors, Counselor holds meeting for incoming freshmen and sophomores' parents to review PGPs; counselor's memos to students/parents, School Paw Print newsletter, Website postings; college recruiters' visits, military recruiters' visits, counselor's informational meetings; documentation of IEP personal graduation plans and 504 plans available in counselor's office; athletic and band boosters; FCA food drive; NSH clothing drive, landscaping project, NHS Pathways Children's home service projects; end of the year awards programs; blood drives for school and community; Kinney County Livestock/Project show.

4. 21st Century Workforce Program		X			
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Indicators: Brackett offers courses in several career areas such as business, finance, agriculture, human services, hospitality and tourism and architecture; HS articulates courses in the FSC clusters and the business clusters with SWTJC; students have the opportunity to earn 18 hours of college credit; HS offers several business and industry certification such as Quality Counts; Hunter Safety and Food Handlers; JH offers Career Explorations course in which Career Cruising (an online career exploration program is implemented); 88 out of 197 HS students have coherent sequence of CTE courses; of the class of 2013, 44% enrolled in a 2yr college and 21% enrolled in a 4yr college; students have the opportunity to participate in FFA, NHS and Student Council; FCA and Teens in the Driver's seat are student lead organizations; students achieving 90+ average are encourage to apply for NHS; all 10th and 11th graders have the opportunity to take the PLAN and the PSAT; all students in HS have a PGP; teachers of core areas office tutoring before and after school; students in middle school have the opportunity to take CTE courses, pre AP Algebra and speech and health; Pre AP courses are offered in the math content area. AP Calculus and AP Biology are offered at the HS; college information; FAFSA and college tours are available through TRIO to JH and HS students housed at the BISD campus.

5. Second Language Acquisition Program

	X			
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Indicators: Surveys when students enroll; TELPAS testing; Spanish/English dictionaries, Rosetta Stone software for ESL students, ESL components of local textbook adoptions; important letters, documents, handouts sent home with student; individualization of language acquisition; 31% of HS students taking Spanish II.

6. Digital Learning Environment

		X		
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Indicators: District, Library and ESC20 websites have links to learning sites; low bandwidth, lack of tech support personnel, budget cuts; ESC20 provides webinar trainings online; ration of students to computers is 3:1; TELPAS and STAAR L is offered online; computer lab in Library and floor. COWS in HS & JH, currently do not have flipped classroom; low Wi-Fi bandwidth for access on and off campus for students, faculty and parents, web filters used, iPads purchased for Senior. Plan to purchase iPads for Juniors in 2014; Project Share used to assist students in credit recovery; YouTube and Teacher Tube Channel inaccessible due to web filters & low bandwidth; student access to graphing calculators for state assessment is 1:1 ratio; district uses Facebook and district, school and teacher webpages; student specific username/passwords and JH Computer Class does not exist.

7. Dropout Prevention Strategies

	X			
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Indicators: End of the year awards program, athletic banquet; students allowed to attend school half day in order to accommodate a job; meetings to inform parents of graduation plans, testing requirements; field trip to SWTJC and college fair in Del Rio; TRIO maintains an office on campus; full time school employee works with migrant students; 504 meetings; Lizzie Sider anti-bullying presentations, school assemblies, counseling; JH/HS Counselor; free breakfast offered to all students; On Track program used for students who are behind in credits; Athletic, One Act Play, UIL academics, FFA, Band and Choir; RTI in classroom, use of consistent form to document RTI activity; class periods designed to help student who have failed a STAAR test; provide students with academic help and also give them an opportunity to complete assignments; HS students mentor elementary students; small class sized allow teachers to give students more individual help; a wide variety of career and technology classes are offered, students have opportunity to earn real certifications; eight period day helps students who are behind on credits; students who are behind in their course work receive help with projects and assignments.

Gifted and Talented Students

	X			
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Teacher certifications; students participate in various academic UIL events; 100% of teachers are qualified; yearly GT overnight field trips for JH; HS took an all-day GT field trip this year; teachers and Art class display student work in hallways; all referrals are tested; policies on GT in handbook and supported in lesson plans.

9. Record of Compliance with Statutory and Policy Requirements

Yes	
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Indicators: Campus Improvements plan in place; 504 IEP for students of need; GRAD plans; home language surveys for new enrolled students; LPAC decision implemented for documented ESL students; ESL student tests performed; required immunization notifications are mailed/given at registration; health fair at meet the teacher night; yearly checks of teacher certifications; breakfast and lunch during summer; ongoing notices/postings to web site in a timely manner; school ratings by TEA; testing irregularities reported to TEA in a timely manner during yearly state assessments; grant/federal funds expended as needed.

Total point value for each rating column:

	21	3	
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Overall Rating:

	X		
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Brackett ISD Self-Evaluation of Performance

Campus: Brackett High School 2013 Rating: Recognized

Each district shall self-evaluate the district's performance and the performance of each campus based on criteria established in TEC § 39.0545. The district and each of its campuses will self-assign a performance rating of exemplary, recognized, acceptable or unacceptable.

<u>Performance Ratings:</u>	<u>Exemplary Recognized Acceptable Unacceptable NA</u>				
Point Value:	4	3	2	1	
1. Fine Arts		X			

Indicators: District 29A UIL, Band, OAP, Art; Band/Choir concerts, Fall/Spring Play; Parades, concerts, shows, exhibits; Old Quarry Society, FCS Arts Council; Songs, Art Class publication; Youth Orchestra of San Antonio, Corpus Christi A&M plays; English I,II,III,IV literary plays; displays in school and community; students can chose Arts and Humanities Endorsements; member of Council of Arts; students may take online classes through TxVSN or other institutions; Band 4, Choir 4, Theatre Arts 4, Art2; summer camp programs for band, color guard, drum major, and twirlers, competition for band and football.

2. Wellness & P. E.		X			
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Indicators: Coaches are designed to open the gym and field house for athletes after school hours at a regular basis; free breakfast offered daily, and free or reduced lunch offered to those who qualify; summer food program offered to all students in the district; 1 district school nurse available, nurse informs parent by phone and mail; food service coordinator is compliant with state and federal nutrition requirements; back to school health fair provides parents with a wide variety of health education from vendors in the area; all students in PE, athletics, and band participate in fitnessgram; CPR & AED training for class sponsors, coaches and bus drivers; Back to school health fair not only provides health information by all provides all students who attend school supplies. Students who are in need of new shoes also receive shoes; school nurse teaches 8th grade students Big Decisions, which is an abstinence plus program; health education courses are offered to 7th-12th grade. Students learn about body systems and how their bodies work, making health choices, and nutrition; The PAPA program is taught in HS health classes; Cyberbullying presentation give to 6th-12 grades; suicide plan can be found on the BISD website; 1 counselor for 6th-12th; SHAC has quarterly meetings, Student Council hosts 2 blood drives every school year for students and employees; custodians and paraprofessionals receive annual blood born pathogen training; athletics and PE are offered in both JH and HS; Junior class sponsored 5k Color Run; concussion oversight team in place in needed; Jerry Weisinger from South Texas Rural Health comes to BISD and educates 6th-12th grade on making right cho9ices, drugs, bullying, sex and strangers, and much more.

3. Community & Parental Involvement		X			
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Indicators: Sports, Theatre productions, FCA; GT field trips, YOSA concert, Senior excursions; JH & HS Academic Awards programs, Athletic Banquet; Homecoming peep rally; FCA Taylor's Gift Night, State/Regional qualifiers' send-offs; college/career counseling provide in the counselor's office, SWTJC day, Dual credit orientation; NHS student as mentors, Counselor holds meeting for incoming freshmen and sophomores' parents to review PGPs; counselor's memos to students/parents, School Paw Print newsletter, Website postings; college recruiters' visits, military recruiters' visits, counselor's informational meetings; documentation of IEP personal graduation plans and 504 plans available in counselor's office; athletic and band boosters; FCA food drive; NSH clothing drive, landscaping project, NHS Pathways Children's home service projects; end of the year awards programs; blood drives for school and community; Kinney County Livestock/Project show.

4. 21st Century Workforce Program		X			
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Indicators: Brackett offers courses in several career areas such as business, finance, agriculture, human services, hospitality and tourism and architecture; HS articulates courses in the FSC clusters and the business clusters with SWTJC; students have the opportunity to earn 18 hours of college credit; HS offers several business and industry certification such as Quality Counts; Hunter Safety and Food Handlers; JH offers Career Explorations course in which Career Cruising (an online career exploration program is implemented); 88 out of 197 HS students have coherent sequence of CTE courses; of the class of 2013, 44% enrolled in a 2yr college and 21% enrolled in a 4yr college; students have the opportunity to participate in FFA, NHS and Student Council; FCA and Teens in the Driver's seat are student lead organizations; students achieving 90+ average are encourage to apply for NHS; all 10th and 11th graders have the opportunity to take the PLAN and the PSAT; all students in HS have a PGP; teachers of core areas office tutoring before and after school; students in middle school have the opportunity to take CTE courses, pre AP Algebra and speech and health; Pre AP courses are offered in the math content area. AP Calculus and AP Biology are offered at the HS; college information; FAFSA and college tours are available through TRIO to JH and HS students housed at the BISD campus.

5. Second Language Acquisition Program

	X			
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Indicators: Surveys when students enroll; TELPAS testing; Spanish/English dictionaries, Rosetta Stone software for ESL students, ESL components of local textbook adoptions; important letters, documents, handouts sent home with student; individualization of language acquisition; 31% of HS students taking Spanish II.

6. Digital Learning Environment

		X		
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Indicators: District, Library and ESC20 websites have links to learning sites; low bandwidth, lack of tech support personnel, budget cuts; ESC20 provides webinar trainings online; ration of students to computers is 3:1; TELPAS and STAAR L is offered online; computer lab in Library and floor. COWS in HS & JH, currently do not have flipped classroom; low Wi-Fi bandwidth for access on and off campus for students, faculty and parents, web filters used, iPads purchased for Senior. Plan to purchase iPads for Juniors in 2014; Project Share used to assist students in credit recovery; YouTube and Teacher Tube Channel inaccessible due to web filters & low bandwidth; student access to graphing calculators for state assessment is 1:1 ratio; district uses Facebook and district, school and teacher webpages; student specific username/passwords and JH Computer Class does not exist.

7. Dropout Prevention Strategies

	X			
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Indicators: End of the year awards program, athletic banquet; students allowed to attend school half day in order to accommodate a job; meetings to inform parents of graduation plans, testing requirements; field trip to SWTJC and college fair in Del Rio; TRIO maintains an office on campus; full time school employee works with migrant students; 504 meetings; Lizzie Sider anti-bullying presentations, school assemblies, counseling; JH/HS Counselor; free breakfast offered to all students; On Track program used for students who are behind in credits; Athletic, One Act Play, UIL academics, FFA, Band and Choir; RTI in classroom, use of consistent form to document RTI activity; class periods designed to help student who have failed a STAAR test; provide students with academic help and also give them an opportunity to complete assignments; HS students mentor elementary students; small class sized allow teachers to give students more individual help; a wide variety of career and technology classes are offered, students have opportunity to earn real certifications; eight period day helps students who are behind on credits; students who are behind in their course work receive help with projects and assignments.

Gifted and Talented Students

	X			
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Teacher certifications; students participate in various academic UIL events; 100% of teachers are qualified; yearly GT overnight field trips for JH; HS took an all-day GT field trip this year; teachers and Art class display student work in hallways; all referrals are tested; policies on GT in handbook and supported in lesson plans.

9. Record of Compliance with Statutory and Policy Requirements

Yes	
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Indicators: Campus Improvements plan in place; 504 IEP for students of need; GRAD plans; home language surveys for new enrolled students; LPAC decision implemented for documented ESL students; ESL student tests performed; required immunization notifications are mailed/given at registration; health fair at meet the teacher night; yearly checks of teacher certifications; breakfast and lunch during summer; ongoing notices/postings to web site in a timely manner; school ratings by TEA; testing irregularities reported to TEA in a timely manner during yearly state assessments; grant/federal funds expended as needed.

Total point value for each rating column:

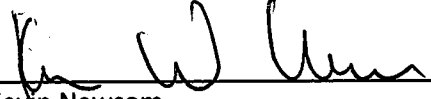
	21	3	
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Overall Rating:

	X		
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CAMPUS	FINE ARTS	WELLNESS & PE	COMMUNITY & PARENTAL INV	21ST CENTURY WORKFORCE DEV	2ND LANGUAGE ACQUISITION	DIGITAL LEARNG ENVIRONMENT	DROPOUT PREV STRATEGIES	ED PROGRAMS FOR GT STUDENTS	COMPLIANCE & POLICY REPORTNG	OVERALL RATING
ELEMENTARY	ACCEPTABLE	RECOGNIZED	RECOGNIZED	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	RECOGNIZED	RECOGNIZED	YES	RECOGNIZED
JUNIOR HIGH	RECOGNIZED	RECOGNIZED	RECOGNIZED	RECOGNIZED	RECOGNIZED	ACCEPTABLE	RECOGNIZED	RECOGNIZED	YES	RECOGNIZED
HIGH SCHOOL	RECOGNIZED	RECOGNIZED	RECOGNIZED	RECOGNIZED	RECOGNIZED	ACCEPTABLE	RECOGNIZED	RECOGNIZED	YES	RECOGNIZED
DISTRICT	RECOGNIZED	RECOGNIZED	RECOGNIZED	RECOGNIZED	RECOGNIZED	ACCEPTABLE	RECOGNIZED	RECOGNIZED	YES	RECOGNIZED

BRACKETT ISD
COMMUNITY ENGAGEMENT
SELF EVALUATION
2013-14



Kevin Newsom
Superintendent

08/07/14
date