Brownwood ISD
District Improvement Plan
2019-2020

August 12, 2019

Date of School Board Approval

(PENDING)

Mission Statement

Brownwood ISD, in cooperation with parents and community, commits to developing self-directed and academically prepared graduates who exhibit strong moral character and productive citizenship for life-long success.

District Improvement Plan Goals

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

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

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

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

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

Goal 6: **(District Commitment)** Brownwood ISD shall be a good steward of the community's, state's and federal resources including financial, human, facilities, as well as explore new opportunities for organizational efficiency and continued success.

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District Improvement Planning and Decision-Making Committee

Name	Position	Name	Position
Dr. Joe Young	Superintendent	Leslie Kelly	Teacher- NES
Mrs. Liesa Land	Deputy Superintendent	Brenda Fissler	Teacher- EES
Dr. Hector Martinez	Assistant Superintendent	Johna Elliott	Teacher- BMS
Heidi Gardner	Special Programs Director	Dean Kiesling	Teacher- NES
Landry Blackstock	Special Ed Director	Dana Cyr	Teacher- NES
Kati Burke	Finance Director	Kelsie Eldred	Teacher- WHES
Mark Stanley	Technology Director	Angela Fabbiani	Teacher- CIS
Charles Musgrove	Community Relations Coordinator	Starla Tedford	Teacher- BMS
Mitch Moore	BHS Principal	Melody Smith	Teacher- BMS
Lindsay Smith	BHS Assistant Principal	Kerri Jones Castaneda	Teacher- BHS
Andy Gill	BHS Assistant Principal	Estrella Soto	Teacher- BHS
Richard Sweaney	BMS Principal	Jessica Lynn	Teacher- BAHS
Sandra Richardson	BMS Assistant Principal	Valerie Scull	Parent Representative
Stacy Loftin	CIS Principal	Kara Bessent	Parent Representative
Ann Fowler	CIS Assistant Principal	Michelle Brasher	Parent Representative
Jake Senkirik	CIS Assistant Principal	Esme Soto	Parent Representative
Allison Northcutt	NES Principal	Jennifer Barberie	Community Representative
Bucky Bates	NES Assistant Principal	Hilary Stegmoller	Community Representative
Jeanette Lancaster	WHES Principal	Roland Soto	Community Representative
Kristi Owen	WHES Assistant Principal	Ray Garza	Community Representative
Dee Dee Wright	EES Principal	Tim Espinoza	Community Representative
Sammy Burnett	Athletic Admin.	Ray Tipton	Community Representative
Rachel Griffin	Counselor	Kayla Clark-Goff	Community Representative
Denise Cox	Counselor	Eric Evans	Public Relations Subcommittee
Helen Lacy	Health Services	Donna Howey	Public Relations Subcommittee
Emily Wilson	Library Coordinator	Diane Roberts	Public Relations Subcommittee
Officer Fred Bastardo	District Security	Emily Crawford	Public Relations Subcommittee
Bobby August	Grounds/Maintenance Director	Ryan Reagan	Public Relations Subcommittee

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THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL 1:   The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL 2:   The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL 3:   The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL 4:   The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.
OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.
OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.
OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

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DISTRICT ESSA REQUIREMENTS

Poverty Criteria *[Sec. 1112(b)(4)]*:
Brownwood ISD determines Title I eligibility and rank/serve order through the following:
- Most recent census data
- Number of children eligible for free and reduced-price lunches
- Number of children in families receiving state/government assistance
- Number of children eligible to receive Medicaid

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

SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

☐ **School Parent & Family Engagement Policy** *[ESSA Sec. 1116(b)]*:
  o Annual Title I meeting
  o Flexible number of meetings
  o Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
  o Provide Parents:
    ▪ Timely notification about Title I programs
    ▪ Description and explanation of curriculum and assessments used
    ▪ Upon request, opportunities for regular meetings to participate in decisions related to child
    ▪ Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents

☐ **School-Parent Compact** *[ESSA Sec. 1116(d)]*
  o Describe school's responsibilities to provide effective learning environment
  o Describe ways in which parents will be responsible for supporting student learning
  o Address importance of communication
    ▪ Parent-teacher conferences in elementary (annually, at a minimum)
    ▪ Frequent reports to parents regarding student's progress
    ▪ Reasonable access to staff, volunteer opportunities and observation of classroom activities
    ▪ Ensure two-way, meaningful communication in language family understands (as practicable)

☐ **Build Capacity for Involvement** *[ESSA Sec. 1116(e)]*
  o Provide assistance in understanding academic standards and assessment and how to monitor child's progress
  o Provide materials and training to help parents work with children to improve achievement
  o Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
  o Coordinate/integrate parent involvement programs, as feasible
  o Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
  o Provide other reasonable support for parental involvement activities

☐ **Accessibility** *[ESSA Sec. 1116(f)]*
  o Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

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State Compensatory Education
State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency (LEP)
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

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State Compensatory Education

This district has written policies and procedures to identify the following:
- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District: (as of May 31, 2019) Brownwood ISD employed 44.742 staff members.

The process we use to identify students at-risk is: The campus At-risk Coordinators determine the At-Risk status of all students on their campuses, using the current-year criteria list from the Texas Education Data Standards. The coordinator then notifies the PEIMS data-entry personnel on the campus for coding in our Student Information System (TxEIS). The data is printed by the campus PEIMS personnel and reviewed for accuracy by the campus At-Risk Coordinators at least twice per year prior to PEIMS submissions 1 and 3.

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

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State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Students At-Risk	59%	55%	61%	41%	44%	48%	36%	34%	59%	53%	84%	64%	53%	65%	54%
Students Not At-Risk	90%	92%	92%	88%	92%	92%	88%	83%	81%	93%	96%	98%	91%	94%	94%

	Drop Out Data				Completion Data			
	2015-2016	2016-2017	2017-18	2018-19	2015-2016	2016-2017	2017-18	2018-19
Students At-Risk	62.5% (5)	83.3% (10)	66.67% (12)	33.34% (3)	20% (51)	24.1% (63)	42.31% (88)	42.22% (102)
Students Not At-Risk	37.5% (3)	16.6% (2)	33.33% (6)	66.67% (6)	80% (204)	75.8% (198)	57.69% (120)	57.68% (139)

The comprehensive, intensive, accelerated instruction program at this district consists of after school tutorials for students at-risk, four RtI specialists, a RtI behavior specialist, teacher's aides to reduce the student teacher ratio, and the opportunity of those at-risk to attend evening classes. Students are also able to graduate with the possibility of 15 college credits free of charge. BISD utilized Fountas and Pinnell Phonics and Fountas and Pinnell Reading program and added additional academic courses, at both the Middle and High Schools as well as grown its extracurricular programs substantially to reduce the risk for student dropping out of school.

Upon evaluation of the effectiveness of these programs the committee finds that the data shows BISD had an increase in at-risk student meeting standard on the STAAR in Math, Reading, and Writing. BISD also had an increase in students who were not at-risk in Math, Reading, Science and Social Studies meeting the STAAR passing rate.

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Comprehensive Needs Assessment
Comprehensive Needs Assessment Summary
as of Summer 2019

Section 1 – District Profile

Brownwood ISD is a school district in Brownwood, TX. As of the 2018-2019 school year, it had 3655 students. 42.68% of students were considered at risk of dropping out of school. 2.76% of students were enrolled in English language learning program (LEP). 10.31% of students were enrolled in the Special Education Program. Over 50% of BISD's teachers had 11 or more years of teaching experience. The average SAT score at Brownwood ISD in 2017-18 was 1035. The average ACT score in 2017-18 was 19.2. In the Class of 2019, 100% of students received their high school diplomas on time or earlier.

Section 2 – Data Reviewed

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

Section 3 – Findings/Conclusions

- Brownwood ISD had a state equity gap of 4.38%, for the 2018-19 school year, when looking at the percent of inexperienced teachers serving low-income students.
- The majority Brownwood ISD's inexperienced teachers scored overall as proficient or better on all areas of their 2018-19 TTESS evaluation.
- Brownwood ISD has already taken steps in the right direction towards improving the knowledge and skills of our instructional leaders.
- Brownwood ISD had no other equity gaps when looking at the percent of inexperienced teacher or the percent of out-of-field teachers serving low–income and students of color.

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Section 4 – Strengths

Facilities:
- All facilities are ADA accessible.
- Maintenance and ground crews work diligently to make any repairs/improvements in a timely manner.
- All skilled tradesmen are licensed

Staff:
- 100% staff is qualified the position in which they hold
- Most Teachers scored proficient or better in all areas of TTESS
- Over 50% of teacher had 11 or more years of experience

Students:
- 97.8% received diplomas
- Increased participation in extra-curricular activities
- Increased participation in CATE courses

Parents/Community:
- Strong social media presence
- Community business' exhibit high support of BISD

Section 5 – Weaknesses

Students:
- High percentage (63.37%) of EcoDis students district-wide.
- High percentage (42.68%) of At-risk student's district-wide
- Low attendance rates (96.92%)

Staff:
- High number of mobility amongst the teaching staff
- Equity gap of inexperienced teachers serving the high EcoDis campus'

Parents/Community:
- Low percentage of traditional households
- High number of low EcoDis households
- Low attendance at academic events

Facilities:
- Need additional classrooms for our growing population
- Need additional traffic flow solutions during pick-up and drop off times- start May 2020.
- Aging vehicle fleet for maintenance/grounds departments

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Section 6 – Identified Needs

- Additional parent liaisons to serve all the campus'
- Incentives that would entice parents to attend school functions
- Improved pick-up and drop-off traffic patterns / solutions
- More parental participation in academic functions
- Increased attendance rates
- Additional classrooms for growing populations

19-20 Brownwood ISD DIP   *Template Developed by* Region 15

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

Objective 1: By May 2020, all students and each student group, including Special Education students tested, will meet established standards on local assessments in grades PK-2nd and the state assessments for 3rd-12th grade by 2%.

Summative Evaluation: An increase of 2% of all students will pass all portions of the state or local assessments, meet ARD expectations, and the District will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide differentiated instruction for students who are at risk of failure in core subject areas.	2	Teachers, Principal	Every 3 weeks		Tutorial attendance records	Improved six weeks grades, Reduced failure rate
Provide flexible, focused small group instruction in the core subject areas utilizing the Fundamental Five Model of Instruction.	2	Teachers, Principal	Every 3 weeks	Title I	Lesson plans, walk through data	Improved performance on concept-specific aligned assessment, Student success as evidenced by walkthrough documentation
Support teachers with coaching and collaboration that will develop teachers as experts in the subject area.	2	Principal, ESC 15	Continual		Sign-in sheets, agendas	Higher TTESS, STAAR, ACT, SAT scores
Improve Tier One instruction in the classrooms with focus toward mastery of skills.	1	Superintendents, Principals, Teachers	Continual		Lesson Plans, TTESS evaluations	Increased student performance on curriculum-based assessments
Continue to implement Positive Behavior Support training for all staff.	1	Behavioral Specialist	August		Agenda, sign-in sheets	Decrease in office referrals due to discipline issues
The staff will implement the Fundamental 5 Formula strategies to improve instructional activities.	1, 4	Superintendents, Principals, Teachers	Continual		Walk-through and TTESS evaluation data, Lesson Plans	Increased student performance on curriculum-based assessments

19-20 Brownwood ISD DIP

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

Objective 1: By May 2020, all students and each student group, including Special Education students tested, will meet established standards on local assessments in grades PK-2nd and the state assessments for 3rd-12th grade by 2%.

Summative Evaluation: An increase of 2% of all students will pass all portions of the state or local assessments, meet ARD expectations, and the District will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Host academic parent involvement activity gatherings. • Family reading nights • GT showcases • Career exploration nights • Family games nights • Science fairs • Course choice assemblies	2, 3, 4	Principals, Counselors, Teachers	Minimum of one activity per 9 weeks reporting period	Local	Social media posts, hand-outs, sign-in sheets	Parent will become more aware and involved in their students' academic activities
Employ an Elementary Curriculum Coordinator	1, 4	Principals, Teachers	Continual	Local	Meeting rosters, team meeting sign-in sheets, lesson plans	Increased student performance on curriculum-based assessments
Employ an Additional Band Director	2	Principals	Continual	Local	Class Rosters, Lesson Plans, Master Schedule	Increased enrollment in the Band Program
Partner with 3M and TSTC to implement Manufacturing and Academic Partnership (MAP) Program.	3	3M, TSTC and BISD Staff Members	August		Class Rosters, Lesson Plans, Master Schedule	Increased enrollment in the trades courses
Add five new iPads to each elementary classroom	2, 3, 4	Technology Dept.	August		Logs of iPad locations	Increased student performance on curriculum-based assessments
Increase the number of Chromebook carts by nine at the CIS campus	2, 3, 4	Technology	August		Sign-out sheets, lesson plans, student products	Increased student knowledge and academic participation

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

Objective 1: 100% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements.

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
BISD staff will attend job fairs and participate in recruiting efforts to ensure quality teachers and other staff members reflective of our student demographics.	1	Principals, Human Resources Dept., Superintendents	May, 2019	Local	Travel records, Purchase orders	100% core academic classes taught by certified teachers; 100% paraprofessionals meet ESSA requirements
Ensure that low income and minority students are not taught at higher rates than other students by with less than two years of experience by giving hiring preference to teachers with 3+ years of experience or by transferring employees within the district.	1	Principal, Human Resources Dept.	Beginning of each semester	Title I Local	PEIMS data, HR records, SBEC records, TTESS records	Low income and minority students are taught by certified teachers
BISD will actively encourage ELA teaching staff to become ESL certified by providing reimbursement incentives for passing the TExES.	1	Principals	May, 2019	Title II	HR records, SBEC records, Reimbursement records	Growth in the success rates of our EL learners, Increased number of ESL certified teachers
Utilize employee engagement survey to increase satisfaction.	1	HR Dept.	End of each semester		Survey Results, HR records	Higher staff retention rate

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Objective 1: 100% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements.

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide high quality training, mentoring and leadership development opportunities for principals and aspiring leaders.	1	Principals, Superintendents	Monthly	Title 1 Title II Local	Agendas, sign-in sheets	"Home-grown" administrators hired into BISD's administrative vacancies
Provide a formal mentoring program for all new teachers within BISD.	1	Principal, Teachers	Continual	Title II	Agendas, sign-in sheets	Increased knowledge growth and retention of new teachers
Provide stipends to Head/Lead teachers	1	Principals, HR Department	Monthly		Pay studs, Team meeting sign-in sheets	Student performance on curriculum-based assessments will increase

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

Objective 1: By May, 2020 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 2% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide educational presentations to students, staff and parents to increase awareness of various topics including, but not limited to, Drug and Gang Awareness, Dating Violence, Social Media dangers, etc.	1, 4	Principals, Counselor, Local Agencies	First grading period Monitor: end of each grading period	Title I Local	Agenda, Lesson Plans, Campus Calendar	Reduction in PEIMS and discipline referrals
Employ an additional full-time and an additional part-time Student Resource Officers. (total of 4 individuals)	1	Superintendents, SRO	August	Local Title IV	HR records, Police reports	Increased SRO presence on all campus'. Reduction in number of incidents.
Continue to provide training for school staff regarding bullying preventions and increase campus proficiency with reporting bullying incidents and providing support for bullies, victims and bystanders.	1, 4	Principals, Counselors, Brownwood Police Dept.	Each semester	Title 1 Local	Campus Calendar, Social Media posts, agendas, sign-in sheets	A reduction of bullying incidents documented in TxEIS.
Design and facilitate trainings for teachers, administrators and para-educators to develop research based, proactive discipline measures.	3	RTI Behavior Specialist, Principals, Teachers	Each semester	Title 1 Local	Campus Calendar, Social Media posts, agendas, sign-in sheets	A reduction of discipline issues documented in TxEIS, reduction of DAEP placements.
Continue to install the Raptor Identification Management System until it in use at all campus'	X	Superintendents, Maintenance Personnel	August	Local	Raptor Data Logs	Increased security and safety of our students and staff.

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

Objective 1: By May, 2020 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 2% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Install additional security cameras district-wide	X	Superintendent, Maintenance Personnel	On going	Local	Receipts of purchase, work logs showing installation	Decrease of unwanted behaviors and actions. Increase security prevention.
Employ a Mental Health Counselor/Coordinator	2, 4	Superintendents, Principals, Counselors	Continual	Local	Meeting and training rosters, student records, visitation logs	Decrease in office and DAEP referrals.

19-20 Brownwood ISD DIP

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

Objective 1: By May 2020, a dropout rate of less than 2% for all students and all student groups will be maintained and achieve a completion rate of 98%.

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide credit recovery program and/or acceleration program for students at-risk for failure/dropout.	2, 3, 4	Principal, Designated Teachers	End of each semester	Local	Attendance and grade records for programs	Successful completion of coursework to recover credits
Career and technology students in grades 9-12 will have a coherent sequence of courses planned and integrated with the required graduation plan.	2, 3, 4	Principals, Counselors, Teachers	Beginning of each semester		Report cards, transcripts, graduation plans	Endorsements rates will increase
Parent liaisons will work with parents at all BISD campuses to help reduce the number of drop-outs due to excessive absences.	2, 4	Liaisons, Principals, Attendance Clerks	Continual	Title I	Attendance records, travel logs, meeting notes.	Increased attendance rates
Host assemblies for students and parents regarding course choices and graduation requirements.	2, 4	HS Counselors	Beginning of each semester		Agendas, Signatures on Graduation Plans	Increased awareness of options and requirements
Promote endorsements, advanced, dual-credit and CTE courses/programs through communication of benefits.	2, 4	MS and HS Counselors	Beginning of each semester		Social Media posts, Agendas, Sign-in sheets, transcripts	Increased enrollment into those type courses.

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

<u>Objective 1</u>: By May 2020, a dropout rate of less than 2% for all students and all student groups will be maintained and achieve a completion rate of 98%.

<u>Summative Evaluation</u>: Dropout rate of less than 2% and a completion rate of 98%.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Add additional courses to help meet the further needs and interests of BISD's diverse students/groups. Middle School: • Cosmetology • American Sign Language • Robotics High School: • OnRamps dual enrollment for College Algebra	2, 3, 4	Superintendents, Principals, Counselors, Teachers	Implement August 2018	Local	Master Schedules, Transcripts, Graduation Plans, PEIMS data	An increase of student participation and sense of belonging. Credits earned towards college careers
Offer Dual Credit and Dual Enrollment to students at no cost	3	Superintendents, Principals, Teachers	August		Master Schedules, Transcripts, Graduation Plans, PEIMS data	

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

Objective 1: By May 2020, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand.	2, 4	Principal	Within 10 days of receipt of reports		Copy of reports; Conference agenda/sign in sheet	Parents receive reports of assessment results
Provide and advertise parent involvement activities where educational and parenting information is distributed.	2, 4	Counselor, Principal, Parent Liaisons	Monitor usage each 6-weeks	Title I State Local	Website; Advertisements	Documentation of usage
Update and post DIP and CIP's to parents in a language that they can understand.	2, 4	PR dept, Principal	September, February, and June		Websites, Social Media	Increased parent participation and knowledge
Offer SchoolMessenger messages in a language preferred by parent.	2, 4	PR dept., Technology Dept's	August and then as requested	Title I	Websites, Social Media	Increased parent knowledge about events therefore more participation
Provide Summer and Back to School Guides	4	PR dept., Superintendents, Principals	Summer and Fall		Websites, Socials, Media, actual Guides	Increased parent awareness about school happenings
Implement a Teacher and a Parent Advisory Group	1, 4	Superintendent, Teachers, Parents	Continual		Social Media, sign-in sheets, agendas	Increased parent and teacher involvement in the decision-making process

19-20 Brownwood ISD DIP   *Template Developed by*

Goal 6: (District Commitment) The district shall be a good steward of the community's, state's and federal resources including financial, human, facilities, as well as explore new opportunities for organizational efficiency and continued success.

Objective 1: A balanced budget will be adopted that supports the vision, mission and beliefs of the district while ensuring the achievement of the goals of the district.

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (*Local funds, State, SCE, Title*)	Evidence of Implementation	Evidence of Impact
Departments will provide support and resources to campuses and departments for the compliant implementation of Federal and State Program areas.	1, 2, 3, 4	Superintendents, Business Manager, HR Dept., Maintenance Dept.	Continual		Financial records, purchase orders	Better utilization of state and federal funds
Review and Revise local staffing formulas and staff pattern policies to strive for campus equity.	1, 2, 3, 4	Superintendents, Business Manager, HR Dept., Department/Campus Heads	Quarterly		Agendas, HR records, payroll logs	Optimal utilization of staff resources within the district
Attend federal and state program conferences, webinars and workshops provided by ESC 15 and outside entities.	1, 2, 3, 4	Superintendents, Business Manager, HR Dept., Department/Campus Heads	Continual	Title I Local	Training/Workshop Certificates, Travel records, DL reservations	Greater knowledge and efficiency of the staff involved
Department heads will conduct an assessment of their program, produce a report and present it to the Board of Trustees.	1, 2, 3, 4	Department Heads	Each dept. once a year		Board Agendas, Department Reports	Increased knowledge of Board and community members

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