

Brownfield Independent School District

Brownfield Education Center

2015-2016 Goals/Performance Objectives/Strategies



Mission Statement

We exist to prepare each student academically and socially to be a productive citizen upon graduation.

Vision

All students and staff will aspire to be a community of learners.

Table of Contents

Goals	4
Goal 1: Brownfield Education Center will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.	4
Goal 2: Brownfield Education Center will increase student attendance and completion rates.	12
Goal 3: Brownfield Education Center will maintain a safe and drug free and secure environment for staff and students.	14
Goal 4: Brownfield Education Center will foster positive community, parent, teacher and student communication and relationships to involve parents as partners to promote student learning.	15
Goal 5: Brownfield Education Center will recruit and maintain a highly qualified staff.	17
Goal 6: Brownfield Education Center will implement technology to increase the effectiveness of student learning, instructional management and staff development.	18
State System Safeguard Strategies	20

Goals

Goal 1: Brownfield Education Center will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 1: Brownfield Education Center will continue teacher-based instruction support to supplement computer-based intervention in core academic areas.

Summative Evaluation: BEC will use TAPR reports and generated reports to assess student progress in core academic areas.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 4 1) Create a c schedule for core classes.	1, 2, 3, 4, 8, 9	Principal	Have a hard copy of year schedule.				
	Funding Sources: 199 General Fund						
2) Will use teacher base support for EOC intervention in core academic areas.	1	Teachers, principal	Classroom attendance logs				
3) Use data to create individual plans for each student.	1	Teachers, principal	Reports generated after classroom assements.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Brownfield Education Center will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 2: Brownfield Education Center will meet or exceed all student's performance on state and local mandated tests to help each student meet his/hers educational potential.







Summative Evaluation: BEC will use EOC data to assess student needs.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategies 1) Each student will receive classroom intervention in EOC classes daily.	1, 2, 3, 4, 8	BEC teachers	Use eduphoria reports, state testing results and CBA's.		✓	✓	✓

Goal 1: Brownfield Education Center will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 3: Brownfield Education Center will develop and utilize data sources to guide individual student growth throughout the year.

Summative Evaluation: BEC will use EOC results, daily assessments, and Eduphoria to monitor student progress.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Staff will use data collected daily on assigned work in the core areas.</p>	1, 8, 9	Principal, teachers, and staff	The staff will assess data on a daily basis using reports generated from the software that each students are using.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








Goal 1: Brownfield Education Center will increase all students' performance on state and locally mandated tests to help each student meet his/her educational potential.

Performance Objective 4: Meet the academic needs and maximize achievement for the Migrant Education Program for designated student groups. (Students identified as Migrant; Migrant students identified as Priority of Services)








Summative Evaluation: TAPR Data, AYP and State Assessment Scores, Migrant Needs analysis, Program evaluation by staff, Region 16 SSA Reports.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Beginning July 1 through June 30, identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment (ID&R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students.	6, 7, 9, 10	Migrant Recruiter, Special Programs Director	Copies of Certificates of Eligibility				
Funding Sources: 212 Title I, Part C- Migrant							
2) ID&R: Conduct ID&R activities as outlined in the ID&R plan as provided by the State MEP.	7, 9, 10	Migrant Recruiter, Special Programs Director	Copies of Certificates of Eligibility				
Funding Sources: 212 Title I, Part C- Migrant							
3) Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.	7, 9, 10	Migrant Recruiter, Special Programs Director, Principals	Summer School Attendance records				
Funding Sources: 212 Title I, Part C- Migrant							
State System Safeguard Strategies 4) Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed the State Assessment in any content area are accessing local, intrastate, and interstate opportunities available for summer remediation.	8, 9, 10	Special Programs Director, Principals	Summer School Attendance Records				
Funding Sources: 212 Title I, Part C- Migrant							
5) NGS: Beginning July1 through June 30, encode all required data into the New Generation System (NGS) and conduct all required activities as outlined in the NGS Implementation Guidelines for ESCs and LEAs.	10	Migrant Recruiter Special Programs Director	Copies of Certificates of Eligibility, Region 16 NGS Reports				
Funding Sources: 212 Title I, Part C- Migrant							

<p align="center">State System Safeguard Strategies</p> <p>6) Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/ore early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.</p>	1, 8, 9, 10	Migrant and School Counselor, Special Programs Director, Principal	Academic Records, Migrant Records				
Funding Sources: 212 Title I, Part C- Migrant, 244 Perkins - Career & Technical							
<p align="center">State System Safeguard Strategies</p> <p>7) Middle School Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.</p>	8, 9	Counselor, Principal, HQ Teacher	Academic Records				
Funding Sources: 212 Title I, Part C- Migrant							
<p align="center">State System Safeguard Strategies</p> <p>8) Middle School Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.</p>	6, 8, 10	Counselor, Principal, HQ Teacher	Academic records, attendance records				
Funding Sources: 212 Title I, Part C- Migrant							
<p>9) Middle School Students: Provide a presentation or information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. The presentation or information must include directions for non-MEP staff to notify MEP staff of referrals and interventions.</p>	4	Counselor, Principal, HQ Teacher	Priority for Services reports, Academic and attendance records.				
Funding Sources: 212 Title I, Part C- Migrant							
<p align="center">State System Safeguard Strategies</p> <p>10) Middle School Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.</p>	6, 8, 9, 10	Counselor, Principal, HQ Teacher	Academic Records, meeting sign in sheets, attendance records.				
Funding Sources: 212 Title I, Part C- Migrant							
<p align="center">State System Safeguard Strategies</p> <p>11) Students in Grades 3-11: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the TAKS/EOC are accessing local, intrastate, and interstate opportunities available for summer TAKS/EOC remediation.</p>	8, 9, 10	Counselor, Principal, HQ Teacher	Academic Records, meeting sign in sheets, attendance records, MSIX Log in records.				
Funding Sources: 212 Title I, Part C- Migrant, 199 General Fund							
<p>12) Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migatory children, ages 3-5 are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example Head Start, Even Start, Texas Migrant Council, or other early childhood programs.)</p>	6, 7, 10	Counselor, Principal, HQ Teacher	PEIMS, Certificates of Eligibility, academic records.				
Funding Sources: 212 Title I, Part C- Migrant, 263 Title III, Part A - ELA							

13) District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant student with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration.	1, 2	Counselor, Principal, Special Programs Director	Academic Records, attendance records, procedures manuals.				
14) Interstate Coordination: Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs.	10	Special Programs Director, Migrant Education Personnel at Region Service Center	Contact logs. Migrant program logs.				
Funding Sources: 212 Title I, Part C- Migrant							
15) Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.	10	Special Programs Director, Migrant Education Personnel at Region Service Center	Staff Records, PEIMS				
16) Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.	10	Special Programs Director, Migrant Education Personnel at Region Service Center	Staff Records, PEIMS				
17) Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The PAC must abide by the guidelines outlined in the State's MEP policy manual. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.)	1, 10	Special Programs Director, Migrant Education Personnel at Region Service Center.	SSA Migrant PAC Meeting attendance sheets.				
18) Program Evaluation: Conduct an evaluation of your Migrant Education Program.	1	Special Programs Director, Migrant Education Personnel at Region Service Center	Migrant Procedures Manual, Program evaluation forms.				
19) PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students to be encoded into PEIMS with the Migrant Indicator Code.	2	Special Programs Director, Migrant Education Personnel at Region Service Center, PEIMS Registrar	PEIMS, COE				






20) Graduation Plan Support--Employ migrant counselor or qualified specialized staff to provide graduation plan support above and beyond what is provided by regular school counselors, including to (1) develop individualized migrant student action plans, (2) provide leadership for coordination of services. (3) monitor course completion for PFS students with late entry and/or early withdrawal, (4) review district policies and procedures concerning students with late entry and/or early withdrawal, (5) intervene on behalf of students whose concerns put their academic success at risk, and (6) ensure that migrant students and parents are receiving timely information and assistance regarding the college application process, including scholarship opportunities and financial aid.	8, 9	Special Programs Director, Migrant Education Personnel at Region Service Center, Migrant and School Counselor	Graduation Plans on file, Academic Records, PFS reports, Migrant School Counselor reports.				
21) Credit Accrual--Offer a variety of alternative methods for credit accrual and recovery by providing (1) opportunities for earning credit by exam or distance learning coursework, such as that available through the Portable Assisted Study Sequence (PASS) courses or the University of Texas at Austin's Migrant Student Graduation Enhancement Program; and (2) use of equipment, space and support staff necessary for successful completion of course work. MEP funding is allowable only where migrant students cannot be served by other available resources.	8, 9	Special Programs Director, Migrant Education Personnel at Region Service Center, Migrant and School Counselor	Graduation Plans, Migrant School Counselor reports.				
22) Credit Accrual--Tuition or fees for evening classes, summer school or credit-by-exam	10	Counselor, Principal, HQ Teacher	Graduation Plans, Migrant School Counselor reports.				
Funding Sources: 212 Title I, Part C- Migrant							
23) Supplemental Instruction--Extended-Day Tutoring in Core Content Areas (before school, after school, or on Saturdays)	8, 9, 10	Special Programs Director, Campus Principal, HQ Teacher of Record	Attendance sheets				
Funding Sources: 199 General Fund, 212 Title I, Part C- Migrant							
24) Supplement Instruction--Extended-Day EOC STAAR Acceleration (before school, after school, or on Saturdays)	8, 9, 10	Special Programs Director, Campus Principal, HQ Teacher of Record	Attendance sheets, lesson plans				
Funding Sources: 199 General Fund, 212 Title I, Part C- Migrant							
25) Summer Programs--Project SMART (including current or past programs)		Special Programs Director, Campus Principal, HQ Teacher Record	Summer school attendance forms				
26) Supplemental Instruction--Home Based Building Bridges: Provide a lead teacher to train and support staff and administer home-based implementation of the Building Bridges Early Childhood Program to migrant 3 and 4 year olds if children cannot be served by other available resources.	7, 10	Special Programs Director, Campus Principal, Home based trained instructor	Migrant Records				
Funding Sources: 212 Title I, Part C- Migrant							

27) Supplemental Instruction--Other Center Based Program for 3 and 4 year olds: District Pre-K to serve 4 year olds. Three year olds to be served with Building Bridges.	7, 10	Special Programs Principal, HQ Teacher	Attendance forms, migrant program records.				
	Funding Sources: 205 Head Start, 212 Title I, Part C- Migrant						
28) Identified Needs for Academic and Nonacademic Support Services-- Clothing and School Supplies. Coordination with local, state and other community resources to meet this needs will occur before sourcing Migrant program funds.	1, 10	Special Programs Director, Campus Personnel	Student records, meeting notes				
	Funding Sources: 212 Title I, Part C- Migrant						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Brownfield Education Center will increase student attendance and completion rates.

Performance Objective 1: Brownfield Education Center is going to increase the graduation rate by 5% and maintain a drop out rate less than 1%.

Summative Evaluation: BEC will use TAPR to gather data for graduation rates.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p align="center">State System Safeguard Strategies</p> <p>1) Principal and teachers will make phone calls and home visits the day the student is absent.</p>	1, 6	Principal, teachers	Using Skyward attendance information and have a daily phone log to record parent calls. Use home visit logs.		✓	✓	✓
<p>2) Principal will send letters to students parents concerning the lack of attendance.</p>		Principal	Copy of letters sent to parents.		✓	✓	✓
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Brownfield Education Center will increase student attendance and completion rates.

Performance Objective 2: Brownfield Education Center will increase attendance to 97%.







Summative Evaluation: BEC will use daily attendance reports generated from Skyward to monitor attendance.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Administration and teachers will make home visits before the start of the school year of the students enrolled in BEC the previous year.</p>	6	Principal, Teachers, and staff	Have a home visit log and provide prizes for perfect attendance.				
<p>2) Administration and teachers will provide incentives to students when they finish courses to earn a credit.</p>	6	Principal, teachers, and staff	Data from Odysseware.				
<p>3) BEC will provide counseling for excessive absences.</p>	6	Principal and counselor	Sign in logs.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 3: Brownfield Education Center will maintain a safe and drug free and secure environment for staff and students.

Performance Objective 1: Brownfield Education Center will educate students and staff about a safe and drug free environment at least once every six weeks in staff meeting, guest speakers, and /or classroom activities.










Summative Evaluation: BEC will have a log of activities kept after each program.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Activities/presentations will be held which will help educate students about the dangers of tobacco, alcohol, and other drugs, and criminal and violent acts facing the public schools.	2, 6	Principal, Teachers	Have pamphalet and a log of activities.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Brownfield Education Center will foster positive community, parent, teacher and student communication and relationships to involve parents as partners to promote student learning.

Performance Objective 1: Brownfield Education Center will conduct parent academic nights twice each semester.







Summative Evaluation: BEC will have parent logs and sign in sheets at each event.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Principal, teacher, and staff will host open house at the first of the school year.</p>	6	principal, teachers, and staff	BEC will provide sign in sheets for each activity.				
<p>2) Brownfield Education Center will host a recognition nights to honor academic achievement and graduates in the fall/spring.</p>	6	principal, teachers, and staff	Sign in sheets.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Brownfield Education Center will foster positive community, parent, teacher and student communication and relationships to involve parents as partners to promote student learning.

Performance Objective 2: Brownfield Education Center will increase parental involvement by 5%.







Summative Evaluation: BEC will use parent sign in sheets gathered over the school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Academic nights and home visits.	6	principal, teachers, and staff	Provide sign in sheets and home visit logs.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Brownfield Education Center will recruit and maintain a highly qualified staff.

Performance Objective 1: 100% of Brownfield Education Center staff will be provided training to ensure student success.






Summative Evaluation: BEC will use TAPR, EOC and local data to assess staff development.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Principal will use test and TAPR data to determine the best staff development to help the staff serve our students the best.</p>	1, 4, 8	principal	Use TAPR reports, state testing data and local assessments to determine the best staff development.		✓	✓	✓
<p>2) BEC will be part of the NEU network to provide systems for student success.</p>	1, 6	Staff, and Principal	NEU activities.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: Brownfield Education Center will implement technology to increase the effectiveness of student learning, instructional management and staff development.

Performance Objective 1: 100% of Brownfield Education Centers staff and students will be provided access to technology.






Summative Evaluation: BEC will use all resources available to provide technology access for a students.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Each student will have computer access to complete course work.</p>	1, 4	principal, teachers	Use reports generated from the software.		✓	✓	✓
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Each teacher will have access to eduphoria, apex, to help students succeed.</p>	1, 2, 4	Principal, teachers	Use reports generated from the software.		✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: Brownfield Education Center will implement technology to increase the effectiveness of student learning, instructional management and staff development.

Performance Objective 2: Brownfield Education Center will provide one to one computers for each student to work independently.

Summative Evaluation: BEC will use all generated reports daily to monitor student progress.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) 1.) Each student will have their own computer to access course work and to work independently when needed.</p>	1, 2, 8	Teachers, Principal	Staff will use computer generated reports to monitor students needs.		✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Create a c schedule for core classes.
1	2	1	Each student will receive classroom intervention in EOC classes daily.
1	3	1	Staff will use data collected daily on assigned work in the core areas.
1	4	4	Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed the State Assessment in any content area are accessing local, intrastate, and interstate opportunities available for summer remediation.
1	4	6	Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/ore early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.
1	4	7	Middle School Students: Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.
1	4	8	Middle School Students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.
1	4	10	Middle School Students: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.
1	4	11	Students in Grades 3-11: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the TAKS/EOC are accessing local, intrastate, and interstate opportunities available for summer TAKS/EOC remediation.
2	1	1	Principal and teachers will make phone calls and home visits the day the student is absent.
2	2	1	Administration and teachers will make home visits before the start of the school year of the students enrolled in BEC the previous year.
5	1	1	Principal will use test and TAPR data to determine the best staff development to help the staff serve our students the best.
6	1	1	Each student will have computer access to complete course work.
6	1	2	Each teacher will have access to eduphoria, apex, to help students succeed.