

# **Brownfield Independent School District**

## **Brownfield Middle School**

### **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.

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# Goals

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

**Performance Objective 1:** All Brownfield Middle School student groups will meet or exceed the state average in the respective assessment.

**Summative Evaluation:** STAAR/EOC










| Strategy Description  | Title I          | Staff Responsible for Monitoring | Evidence that Demonstrates Success  | Formative Reviews |     |     |      |
|---|------------------|----------------------------------|---|-------------------|-----|-----|------|
|   |                  |                                  |   | Nov               | Jan | Mar | June |
| <p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>1) Common-Ongoing Assessments/Unit tests will be developed and reviewed by core teams prior to instruction for each unit.</p>   | 1, 2, 3, 8       | Core Lead Teachers and Principal | Teacher's instruction will be focused on expected student outcomes for each unit and aligned to the state standards. Campus-based assessment scores.  |                   |     |     |      |
| <p><b>State System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4</p> <p>2) Students who demonstrate difficulty mastering proficient or advanced levels of academic achievement standards will be assigned before and/or after-school accelerated instruction.</p> | 1, 2, 3, 9       | Core Lead Teachers and Principal | Before and After-school acceleration logs and improvement in campus-based assessments. Instructional programs' ongoing progress reports.  |                   |     |     |      |
| Funding Sources: 211 Title I, Part A - \$5000.00  |                  |                                  |   |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>3) Implementation of district curriculum based on the research of Margaret Kilgo.</p>   | 1, 2, 3, 4, 8, 9 | Principal and Core Teachers      | Teachers' instruction will be aligned to the state standards, 50% of the standards in each subject will be taught by January 1, 2016, and 100% of the standards in each subject will be taught by March 31, 2016. |                   |     |     |      |
| <p><b>State System Safeguard Strategies</b><br/><b>Federal System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4 CSF 5</p> <p>4) Student use of online instructional programs to be used at and away from school.</p>  | 1, 6, 9, 10      | Principals and Core Teachers     | Usage and performance reports.  |                   |     |     |      |
| <p><b>State System Safeguard Strategies</b><br/><b>Federal System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 6</p> <p>5) Mentor groups provided for at-risk students.</p>  | 1, 2, 9          | All staff                        | Student improvement in grades, attendance, and assessments.   |                   |     |     |      |

|   |                   |                                       |  |   |   |  |  |
|---|-------------------|---------------------------------------|--|---|---|--|--|
| <p><b>State System Safeguard Strategies</b><br/> <b>Federal System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b><br/> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) Implementation of Afterschool Centers on Education.</p>   | 1, 2, 3, 9,<br>10 | Principal and ACE<br>Site Coordinator | ACE attendance, student improvement in grades,<br>attendance, and assessments. |   |   |  |  |
| <p><b>State System Safeguard Strategies</b><br/> <b>Federal System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b><br/> CSF 1 CSF 7</p> <p>7) Provide support for and ensure teachers obtain Pre-AP training certificates in<br/> different core areas.</p>   | 2, 3, 4, 9,<br>10 | Principal                             | Training certificates  |  |  |  |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |                   |                                       |  |   |   |  |  |

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

**Performance Objective 2:** Meet the academic needs in identified programs for designated student groups. (Special Education Students)










**Summative Evaluation:** Texas Academic Performance Reports (TAPR), State and Local Assessment Scores, Program evaluation by staff, PBMAS Report

| Strategy Description   | Title I | Staff Responsible for Monitoring                     | Evidence that Demonstrates Success                             | Formative Reviews   |   |     |      |
|--|---------|--|--|---|---|-----|------|
|  |         |  |  | Nov   | Jan   | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>1) Utilize all appropriate accommodations and modifications.</p>   | 2, 3, 9 | Principal, Diagnostician, Special Education teachers | Improvement on campus-based assessments and state assessments. |  |  |     |      |
| <p><b>State System Safeguard Strategies</b><br/><b>Federal System Safeguard Strategies</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>2) Special Education students will have full access to the general curriculum through inclusion.</p>   | 2, 10   | Principal, Diagnostician, Special Education teachers | Improvement on campus-based assessments and state assessments. |  |  |     |      |
| <p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p> |         |  |  |   |   |     |      |

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

**Performance Objective 3:** Meet the academic needs in identified programs for designated student groups. (Students with Dyslexia)










**Summative Evaluation:** Texas Academic Performance Reports (TAPR), State and Local Assessment Scores, Program evaluation by staff

| Strategy Description   | Title I | Staff Responsible for Monitoring    | Evidence that Demonstrates Success                             | Formative Reviews   |   |     |      |
|--|---------|-------------------------------------|--|---|---|-----|------|
|  |         |                                     |  | Nov   | Jan   | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>1) Utilize all appropriate accommodations and modifications.</p>   | 2, 3, 9 | Principal, Counselor, Core Teachers | Improvement on campus-based assessments and state assessments. |  |  |     |      |
| <p><b>State System Safeguard Strategies</b><br/><b>Federal System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>2) Provide ongoing, individual student support through a certified dyslexia teacher.</p>  | 3, 9    |                                     |  |  |  |     |      |
| <p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p> |         |                                     |  |   |   |     |      |

**Goal 1:** Brownfield Middle School 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 in identified programs for students in the designated groups. (Career and Technical Education [CTE])

**Summative Evaluation:** Texas Academic Performance Reports (TAPR), State and Local Assessment Scores, Program evaluation by staff, PBMAS Report

| Strategy Description  | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success       | Formative Reviews   |   |     |      |
|---|---------|----------------------------------|--|---|---|-----|------|
|   |         |                                  |  | Nov   | Jan   | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>1) Reinforce Math and Science principles using hands-on activities.</p>   | 2, 3, 8 | Principal and CTE teachers       | Lesson Plans and classroom observations  |  |  |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>2) Integrate core subject standards through elective class activities and warm-ups.</p>   | 2, 3, 9 | Principal and elective teachers  | Lesson plans and classroom observations. |  |  |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |         |                                  |  |   |   |     |      |



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

**Performance Objective 5:** Meet the academic needs in identified programs for designated student groups. (Students identified Limited English Proficient)






**Summative Evaluation:** Texas Academic Performance Reports (TAPR), State and Local Assessment Scores, Program evaluation by staff, TELPAS Report, PBMAS Report

| Strategy Description   | Title I           | Staff Responsible for Monitoring             | Evidence that Demonstrates Success                             | Formative Reviews |     |     |      |
|--|-------------------|--|--|-------------------|-----|-----|------|
|  |                   |  |  | Nov               | Jan | Mar | June |
| <b>State System Safeguard Strategies</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2<br>1) Individualized instruction with qualified staff.  | 1, 2, 3, 9        | Principal and ELL Teacher                    | Improvement on campus-based assessments and state assessments. |                   |     |     |      |
| <b>State System Safeguard Strategies</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 7<br>2) English Language Proficiency Standards (ELPS) clearly written and integrated in all classes, lesson plans, and instruction. | 1, 2, 3, 9        | All core teachers and campus administrators. | Improvement on campus-based assessments and state assessments. |                   |     |     |      |
| <b>State System Safeguard Strategies</b><br><b>Federal System Safeguard Strategies</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 7<br>3) Provide SIOP training for all staff.  | 1, 2, 3, 4, 9     | Principal                                    | Training completion certificates                               |                   |     |     |      |
| <b>State System Safeguard Strategies</b><br><b>Federal System Safeguard Strategies</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 4<br>4) Provide Accelerated Instruction specifically planned and designed for ELL students. | 1, 9              | Principal and Core Teachers                  | Acceleration lesson plans and attendance rosters.              |                   |     |     |      |
| <b>State System Safeguard Strategies</b><br><b>Federal System Safeguard Strategies</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 7<br>5) Provide support for and ensure core teachers obtain ESL certifications.             | 1, 2, 3, 4, 9, 10 | Principal                                    | Certifications   |                   |     |     |      |
| = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue  |                   |  |  |                   |     |     |      |

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

**Performance Objective 6:** Meet the academic needs in identified programs for designated student groups. (Students identified as Homeless under McKinney Vento)








**Summative Evaluation:** AEIS Data, AYP and State Assessment Scores, TEXSHEP Grant reports

| Strategy Description   | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success   | Formative Reviews |     |     |      |
|--|---------|----------------------------------|--|-------------------|-----|-----|------|
|  |         |                                  |  | Nov               | Jan | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>1) Continue Pak-Pals to provide weekend meals for all students in need.</p>  | 2, 10   | Counselor                        | Documentation of students participating in the program.  |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>2) Mentor program for Homeless students using staff as well as community volunteers.</p>   | 2, 10   | Principal and Counselor          | Documentation of students participating in the program and positive interactions with mentors. |                   |     |     |      |
| <p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p> |         |                                  |  |                   |     |     |      |

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

**Performance Objective 7:** Meet the academic needs in identified programs for designated student groups. (Gifted and Talented)

**Summative Evaluation:** Texas Academic Performance Reports (TAPR), State and Local Assessment Scores, Program evaluation by staff

| Strategy Description  | Title I        | Staff Responsible for Monitoring       | Evidence that Demonstrates Success                         | Formative Reviews   |     |     |      |
|---|----------------|--|--|---|-----|-----|------|
|   |                |  |  | Nov   | Jan | Mar | June |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2<br>1) Implement projects and project-based assessments.  | 2, 3, 9        | Principal and teachers of GT students. | Documentation of projects and project-based assessments.   |   |     |     |      |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 4<br>2) Have high-performing acceleration groups targeted to reach advanced levels of academic achievement.  | 2, 3, 9        | Principals and core teachers           | Acceleration lesson plans, rosters, and attendance sheets. |   |     |     |      |
| <b>State System Safeguard Strategies</b><br><b>Federal System Safeguard Strategies</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 7<br>3) Provide support for and ensure teachers obtain Pre-AP training certificates in different core areas.   | 2, 3, 4, 9, 10 | Principal                              | Training certificates                                      |  |     |     |      |
| <b>Critical Success Factors</b><br>CSF 1<br>4) Provide enrichment opportunities for students through extra-curricular activities and educational field trips.   | 9              | Principal                              | GT attendance and involvement in enrichment programs       |  |     |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |                |  |  |   |     |     |      |






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

**Performance Objective 8:** 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:** AEIS 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 |     |     |      |
| 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 July 1 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 |     |     |      |
| 6) 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.   | 8, 9        | Counselor, Principal, HQ Teacher                         | Academic Records   |   |     |     |      |
|   |             |  |  | Funding Sources: 212 Title I, Part C- Migrant |     |     |      |







|   |             |   |  |  |  |  |  |
|---|-------------|---|--|--|--|--|--|
| <p align="center"><b>State System Safeguard Strategies</b></p> <p>7) 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,<br>Principal, HQ<br>Teacher  | Academic records, attendance records   |  |  |  |  |
| Funding Sources: 212 Title I, Part C- Migrant   |             |   |  |  |  |  |  |
| <p>8) 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,<br>Principal, HQ<br>Teacher  | Priority for Services reports, Academic and attendance records.                    |  |  |  |  |
| Funding Sources: 212 Title I, Part C- Migrant   |             |   |  |  |  |  |  |
| <p align="center"><b>State System Safeguard Strategies</b></p> <p>9) 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,<br>Principal, HQ<br>Teacher  | Academic Records, meeting sign in sheets, attendance records.                      |  |  |  |  |
| Funding Sources: 212 Title I, Part C- Migrant   |             |   |  |  |  |  |  |
| <p align="center"><b>State System Safeguard Strategies</b></p> <p>10) 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,<br>Principal, HQ<br>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>11) 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.</p>  | 1, 2        | Counselor,<br>Principal, Special<br>Programs Director                                       | Academic Records, attendance records, procedures manuals.                          |  |  |  |  |
| <p>12) 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.</p>   | 10          | Special Programs<br>Director, Migrant<br>Education<br>Personnel at Region<br>Service Center | Contact logs. Migrant program logs.  |  |  |  |  |
| Funding Sources: 212 Title I, Part C- Migrant   |             |   |  |  |  |  |  |
| <p>13) 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.</p>   | 10          | Special Programs<br>Director, Migrant<br>Education<br>Personnel at Region<br>Service Center | Staff Records, PEIMS   |  |  |  |  |

|   |          |  |  |  |  |  |  |
|---|----------|--|--|--|--|--|--|
| 14) 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.           |  |  |  |  |
| 15) 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. |  |  |  |  |
| 16) 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   |  |  |  |  |
| 17) 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   |          |  |  |  |  |  |  |
| 18) 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   |          |  |  |  |  |  |  |
| 19) Summer Programs--Project SMART (including current or past programs)   |          | Special Programs Director, Campus Principal, HQ Teacher Record                                   | Summer school attendance forms                       |  |  |  |  |
| 20) 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 Middle School will increase student attendance and completion rate.

**Performance Objective 1:** Increase attendance to 97% and maintain a dropout rate of less than 1%.


**Summative Evaluation:** TAPR Report, PEIMS Report

| Strategy Description  | Title I  | Staff Responsible for Monitoring      | Evidence that Demonstrates Success | Formative Reviews   |     |     |      |
|---|----------|---------------------------------------|------------------------------------|---|-----|-----|------|
|   |          |                                       |                                    | Nov   | Jan | Mar | June |
| <b>Critical Success Factors</b><br>CSF 1 CSF 4 CSF 5<br>1) Parents of students who are absent will be contacted each day.   | 2, 6     | Assistant Principal, Attendance Clerk | 97% Attendance                     |   |     |     |      |
| <b>Critical Success Factors</b><br>CSF 1 CSF 5<br>2) All instructional staff will participate in home visits. (Minimum of 1 per school year.)   | 2, 6     | Principal                             | 97% Attendance                     |   |     |     |      |
| <b>Critical Success Factors</b><br>CSF 1 CSF 4 CSF 5<br>3) Letters will be mailed to parents of students with 3, 5, and 7 or more unexcused absences.   | 6, 10    | Assistant Principal                   | 97% Attendance                     |   |     |     |      |
| <b>Critical Success Factors</b><br>CSF 1 CSF 4<br>4) Strict adherence to attendance laws will be maintained including filing with court system.   | 10       | Assistant Principal                   | 97% Attendance                     |   |     |     |      |
| <b>Critical Success Factors</b><br>CSF 1 CSF 4 CSF 5<br>5) Students with perfect attendance will be recognized each six weeks; students will be named/pictured in the local newspaper. They will be entered into a drawing for a prize at the end of the semester.  | 2, 10    | Assistant Principal                   | 97% Attendance                     |   |     |     |      |
| <b>State System Safeguard Strategies</b><br><b>Federal System Safeguard Strategies</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 4<br>6) Provide counseling services for students who fail to meet compulsory attendance laws.  | 1, 2, 10 | Assistant Principal                   | Counseling referrals               |  |     |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |          |                                       |                                    |   |     |     |      |

**Goal 3: Brownfield Middle School will maintain a safe and drug free and secure environment for staff and students.**

**Performance Objective 1:** Decrease total number of office referrals by 15%.

**Summative Evaluation:** Skyward Discipline Report








| Strategy Description  | Title I | Staff Responsible for Monitoring    | Evidence that Demonstrates Success        | Formative Reviews |     |     |      |
|---|---------|-------------------------------------|---|-------------------|-----|-----|------|
|   |         |                                     |   | Nov               | Jan | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 5 CSF 6</p> <p>1) PBIS Cub Pride Tickets will be given to students demonstrating PRIDE characteristics. Students receiving tickets are entered into a drawing for prizes and receive a positive call to their parent/guardian.</p>   | 2, 6    | Principal, All Staff                | Decrease total number of referrals by 15% |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 6</p> <p>2) BMS will make available a qualified counselor trained to serve the needs of its students in the event of violence, abuse, addiction, and other behaviors against students. The counselor will work closely with the principals in helping to deal with student conflicts and bullying.</p> | 2       | Counselor                           | Decrease total number of referrals by 15% |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 6</p> <p>3) Activities/presentations will be held which will help educate students about the dangers of tobacco, alcohol, and other drugs, bullying and criminal/violent acts facing the public schools.</p>   | 2       | Principal, Counselor                | Decrease total number of referrals by 15% |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 6</p> <p>4) BMS will have regular and random visits by a canine drug and weapons detection service. The Brownfield Police Department and SRO will present drug awareness and violence prevention programs throughout the year to all students.</p>   | 2       | Principal, School Resource Officers | Decrease total number of referrals by 15% |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 6</p> <p>5) BMS will have a uniformed SRO officer to monitor the BMS campus. SRO will instruct, counsel, and/or prevent behaviors against individuals or the school by conducting assemblies.</p>  | 2       | Principal, School Resource Officers | Decrease total number of referrals by 15% |                   |     |     |      |
|   |         |                                     |   |                   |     |     |      |



**Goal 3:** Brownfield Middle School will maintain a safe and drug free and secure environment for staff and students.

**Performance Objective 2:** Provide educational instruction and programs on drug and bully awareness and social and emotional wellness.


**Summative Evaluation:** Document programs, instruction, and sign-in sheets.

| Strategy Description  | Title I  | Staff Responsible for Monitoring | Evidence that Demonstrates Success                | Formative Reviews   |     |     |      |
|---|----------|----------------------------------|---|---|-----|-----|------|
|   |          |                                  |   | Nov   | Jan | Mar | June |
| 1) Continue Rachel's Challenge, a district-wide program to provide education on drug and bully awareness/empathy, and social and emotional wellness.  | 2, 6, 10 | Campus Administration            | Program Implementation                            |   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> 2) UMC NEIDS - Nurses Education on Illegal Drugs and Synthetics - student presentation.  | 1, 2, 10 | Principal                        | Program attendance                                |  |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> 3) Transforming Through Transition - 8th grade transition fair through partnership with Texas Tech University to provide curriculum, lessons, and activities to promote self, social, and emotional wellness.  | 1, 2, 10 | Principal                        | Lesson plans, program attendance, student surveys |  |     |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |          |                                  |   |   |     |     |      |

**Goal 3:** Brownfield Middle School will maintain a safe and drug free and secure environment for staff and students.

**Performance Objective 3:** Maintain safety and minimize classroom disruptions so that faculty and staff are providing an effective learning environment.



**Summative Evaluation:** Faculty and staff surveys.




| Strategy Description   | Title I | Staff Responsible for Monitoring                   | Evidence that Demonstrates Success   | Formative Reviews |     |     |      |
|--|---------|--|--|-------------------|-----|-----|------|
|  |         |  |  | Nov               | Jan | Mar | June |
| 1) Effectively train teachers to consistently use Behavior Intervention forms when dealing with classroom behavioral problems.                                       | 2, 10   | Assistant Principal and Behavioral Interventionist | Correct use of forms in the classroom observed through classroom observations. Monitoring and recording Behavioral Intervention forms by the Behavioral Interventionist. |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 6 CSF 7</p> 2) Effectively train teachers to consistently use classroom management strategy, CHAMPS.                | 2, 10   | Campus Administration                              | Expectations posted in classrooms. Expectations taught before classroom activities observed through classroom observations.  |                   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 6</p> 3) Review and revise campus behavioral expectations through campus Positive Behavior Initiatives and Supports team. | 2, 10   | PBIS Team  | Meeting Agendas and Minutes  |                   |     |     |      |
|    |         |  |  |                   |     |     |      |

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

**Performance Objective 1:** Brownfield Middle School will host events to promote positive community and parent involvement to build relationships and partners to promote student learning.

**Summative Evaluation:** Sign-in sheets, Agendas






| Strategy Description   | Title I     | Staff Responsible for Monitoring     | Evidence that Demonstrates Success                              | Formative Reviews   |     |     |      |
|--|-------------|--------------------------------------|---|---|-----|-----|------|
|  |             |                                      |   | Nov   | Jan | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> <p>1) Provide snacks and door prizes to increase parent participation in parental involvement activities.</p>   | 6           | Principal and Campus Leadership team | Sign-in sheet documentation at parental involvement activities. |   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>2) Regularly provide parents information through multi-media, including social-media and text-line.</p>  | 6           | Campus Administration                | Sign-in sheet documentation at parental involvement activities. |    |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> <p>3) Offer "Bring a Parent to School" day to allow parents to visit their child's classes and experience classroom procedures and expectations.</p>  | 6           | Campus Leadership Team               | Sign-in sheet documentation at parental involvement activities. |   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> <p>4) Initiate "Mend the Halls" on select days in the Spring semester and encourage parents to visit the school and observe hallways during passing periods in hopes to build positive relationships and improve campus morale.</p> | 6           | Campus Leadership Team               | Sign-in sheet documentation at parental involvement activities. |   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> <p>5) Host Academic Parent Night each semester to showcase campus instruction and increase parent involvement.</p>  | 6           | Campus Administration                | Sign-in sheet documentation at parental involvement activities. |   |     |     |      |
| <p><b>State System Safeguard Strategies</b><br/><b>Federal System Safeguard Strategies</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 5</p> <p>6) Provide Title III parent meetings twice per semester to ensure ELL parent support.</p>  | 1, 2, 6, 10 | Principal, Counselor                 | Agendas and Sign-in sheets                                      |  |     |     |      |

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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

**Performance Objective 2:** Brownfield Middle School will establish a Parent-Teacher Organization.







**Summative Evaluation:** Parent memberships

| Strategy Description   | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews |     |     |      |
|--|---------|----------------------------------|------------------------------------|-------------------|-----|-----|------|
|  |         |                                  |                                    | Nov               | Jan | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>1) Campus personnel will recruit parents to establish campus Parent-Teacher Organization.</p>  | 6, 10   | Principal                        | Parent memberships                 |                   |     |     |      |
| <p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p> |         |                                  |                                    |                   |     |     |      |

**Goal 5: Brownfield Middle School will recruit and maintain a highly qualified staff.**

**Performance Objective 1:** 100% of BMS staff will be provided training to ensure student success.


**Summative Evaluation:** Certificates, Surveys and Sign In Sheets

| Strategy Description   | Title I    | Staff Responsible for Monitoring          | Evidence that Demonstrates Success                          | Formative Reviews   |     |     |      |
|--|------------|---|---|---|-----|-----|------|
|  |            |   |   | Nov   | Jan | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>1) New teacher mentoring program.</p>  | 1, 5       | Teacher Mentors and Campus Administration | Turnover rate   |   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 7</p> <p>2) Ruby Payne Poverty Training to all staff.</p>   | 3, 4       | Administration                            | Sign-in sheets  |   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 7</p> <p>3) English Language Proficiency Standards and Language Objective Training for all staff.</p>   | 3, 4       | Administration                            | Sign-in sheets  |   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>4) Teach Like A Champion instructional strategies training for first year teachers.</p>  | 1, 2, 3, 4 | Principal                                 | Classroom observations, meeting agendas, and sign-in sheets |  |     |     |      |
| <p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p> |            |   |   |   |     |     |      |

**Goal 5:** Brownfield Middle School will recruit and maintain a highly qualified staff.

**Performance Objective 2:** BMS will recruit and retain 100% Highly Qualified teachers.








**Summative Evaluation:** HQ Report, SBEC certification records.

| Strategy Description   | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews |     |     |      |
|--|---------|----------------------------------|------------------------------------|-------------------|-----|-----|------|
|  |         |                                  |                                    | Nov               | Jan | Mar | June |
| <b>Critical Success Factors</b><br>CSF 7<br>1) Campus administration will attend regional job fairs.   | 3, 5    | Campus administration            | Teacher recruitment                |                   |     |     |      |
| <b>Critical Success Factors</b><br>CSF 7<br>2) Campus administration will meet with teachers who do not live in Brownfield and brainstorm ideas for retention or relocation to Brownfield. | 3, 5    | Campus administration            | Sign-in sheet and agenda.          |                   |     |     |      |
|    |         |                                  |                                    |                   |     |     |      |

**Goal 5:** Brownfield Middle School will recruit and maintain a highly qualified staff.

**Performance Objective 3:** Increase the percentage of faculty and staff who return to Brownfield Middle School in 2016-2017 by 10%.

**Summative Evaluation:** End of the year turnover rate.






| Strategy Description  | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success  | Formative Reviews   |     |     |      |
|---|---------|----------------------------------|---|---|-----|-----|------|
|   |         |                                  |   | Nov   | Jan | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 7</p> <p>1) Campus administration will meet with teachers who do not live in Brownfield and brainstorm ideas for retainment and relocation to Brownfield.</p>  | 3, 5    | Campus administration            | Sign-in sheet and agenda.   |   |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 7</p> <p>2) Campus administration will explore possible incentives for teachers for remaining at BMS.</p>  | 1, 2, 5 | Campus administration            | 90% of faculty and staff will return to Brownfield Middle School for the 2016-2017 school year.   |  |     |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 3 CSF 6</p> <p>3) BMS will provide ongoing teacher appreciation.</p>   | 2, 5    | Campus administration            | 90% of faculty and staff will return to Brownfield Middle School for the 2016-2017 school year.<br>Calendar of activities, events, and expressions of appreciation. |  |     |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |         |                                  |   |   |     |     |      |



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

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

**Summative Evaluation:** Surveys, AEIS, PEIMS Report, STAR Chart

| Strategy Description   | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success  | Formative Reviews |     |     |      |
|--|---------|----------------------------------|-------------------------------------|-------------------|-----|-----|------|
|  |         |                                  |                                     | Nov               | Jan | Mar | June |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>1) Brownfield Middle School will purchase additional classroom technology through mobile labs.</p>   | 2, 10   | Principal                        | 40 additional units by May 31, 2015 |                   |     |     |      |
| <p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p> |         |                                  |                                     |                   |     |     |      |

## State System Safeguard Strategies

| Goal | Objective | Strategy | Description  |
|------|-----------|----------|--|
| 1    | 1         | 1        | Common-Ongoing Assessments/Unit tests will be developed and reviewed by core teams prior to instruction for each unit.   |
| 1    | 1         | 2        | Students who demonstrate difficulty mastering proficient or advanced levels of academic achievement standards will be assigned before and/or after-school accelerated instruction.   |
| 1    | 1         | 4        | Student use of online instructional programs to be used at and away from school.   |
| 1    | 1         | 5        | Mentor groups provided for at-risk students.   |
| 1    | 1         | 6        | Implementation of Afterschool Centers on Education.  |
| 1    | 1         | 7        | Provide support for and ensure teachers obtain Pre-AP training certificates in different core areas.   |
| 1    | 2         | 2        | Special Education students will have full access to the general curriculum through inclusion.  |
| 1    | 3         | 2        | Provide ongoing, individual student support through a certified dyslexia teacher.  |
| 1    | 5         | 1        | Individualized instruction with qualified staff.   |
| 1    | 5         | 2        | English Language Proficiency Standards (ELPS) clearly written and integrated in all classes, lesson plans, and instruction.  |
| 1    | 5         | 3        | Provide SIOP training for all staff.   |
| 1    | 5         | 4        | Provide Accelerated Instruction specifically planned and designed for ELL students.  |
| 1    | 5         | 5        | Provide support for and ensure core teachers obtain ESL certifications.  |
| 1    | 7         | 3        | Provide support for and ensure teachers obtain Pre-AP training certificates in different core areas.   |
| 1    | 8         | 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    | 8         | 6        | 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    | 8         | 7        | 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    | 8         | 9        | 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.   |

| <b>Goal</b> | <b>Objective</b> | <b>Strategy</b> | <b>Description</b>  |
|-------------|------------------|-----------------|---|
| 1           | 8                | 10              | 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                | 6               | Provide counseling services for students who fail to meet compulsory attendance laws.   |
| 4           | 1                | 6               | Provide Title III parent meetings twice per semester to ensure ELL parent support.  |

## Federal System Safeguard Strategies

| Goal | Objective | Strategy | Description  |
|------|-----------|----------|--|
| 1    | 1         | 4        | Student use of online instructional programs to be used at and away from school.                     |
| 1    | 1         | 5        | Mentor groups provided for at-risk students.   |
| 1    | 1         | 6        | Implementation of Afterschool Centers on Education.  |
| 1    | 1         | 7        | Provide support for and ensure teachers obtain Pre-AP training certificates in different core areas. |
| 1    | 2         | 2        | Special Education students will have full access to the general curriculum through inclusion.        |
| 1    | 3         | 2        | Provide ongoing, individual student support through a certified dyslexia teacher.                    |
| 1    | 5         | 3        | Provide SIOP training for all staff.   |
| 1    | 5         | 4        | Provide Accelerated Instruction specifically planned and designed for ELL students.                  |
| 1    | 5         | 5        | Provide support for and ensure core teachers obtain ESL certifications.                              |
| 1    | 7         | 3        | Provide support for and ensure teachers obtain Pre-AP training certificates in different core areas. |
| 2    | 1         | 6        | Provide counseling services for students who fail to meet compulsory attendance laws.                |
| 4    | 1         | 6        | Provide Title III parent meetings twice per semester to ensure ELL parent support.                   |