

**Brookesmith  
District Improvement Plan  
2021-2022**

Aug. 25, 2021  
**Date of School Board Approval**

## Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

## Mission Statement

The Mission of the Brookesmith Independent School District is to educate, within a safe environment, all students to live and work effectively, efficiently, and responsibly to their maximum intellectual and physical capacities.

## 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

## DISTRICT ESSA REQUIREMENTS

**Equity Plan [ESSA Sec. 1112(b)(2)]:** We do not have an equity gap with the state for inexperienced or out-of-field teachers. However, we do see gaps in student achievement for Reading ELA between our eco-dis students and our non-eco-dis students. To decrease gaps BISD will enhance the role of the campus principal as instructional leader by redistributing administrative duties and by emphasizing the role of principal as instructional coach for all teachers. We will provide additional training to our principal regarding instructional coaching for all teachers.

**School Support & Improvement [Sec. 1112(b)(3)]:** NA

**Poverty Criteria [Sec. 1112(b)(4)]:** Brookesmith ISD determines Title I eligibility and rank/serve order through Direct Certification for the Community Eligibility Provision (CEP) under the National School Lunch Program.

**Schoolwide Programs [Sec. 1112(b)(5)]:** Targeted interventions through the utilization of aides and tutorial times.

**Targeted Participants [Sec. 1112(b)(6)]:** NA

## SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, be mindful of the following requirements as you develop your plans:

- **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:
  - Annual Title I meeting
  - Flexible number of meetings
  - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
  - Provide Parents:
    - Timely notification about Title I programs
    - Description and explanation of curriculum and assessments used
    - Upon request, opportunities for regular meetings to participate in decisions related to child
    - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- **School-Parent Compact** [SESSA Sec. 1116(d)]
  - Describe school's responsibilities to provide effective learning environment
  - Describe ways in which parents will be responsible for supporting student learning
  - Address importance of communication
    - Parent-teacher conferences in elementary (annually, at a minimum)
    - Frequent reports to parents regarding student's progress
    - Reasonable access to staff, volunteer opportunities and observation of classroom activities
    - Ensure two-way, meaningful communication in language family understands (as practicable)
- **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
  - Provide assistance in understanding academic standards and assessment and how to monitor child's progress
  - Provide materials and training to help parents work with children to improve achievement
  - Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
  - Coordinate/integrate parent involvement programs, as feasible
  - Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
  - Provide other reasonable support for parental involvement activities
- **Accessibility** [ESSA Sec. 1116(f)]
  - Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

## **State Compensatory Education**

### State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

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

## State Compensatory Education

Brookesmith ISD 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 State Compensatory Education at this District is 0.3 or 2% of the school personnel.

The process we use to identify students at-risk is: Campus personnel review the permanent records for each student and compares their data with the State of Texas Student Eligibility Criteria to update the status of the student.

The process we use to exit students from the SCE program who no longer qualify is based on the results of the review of permanent records of the student on STAAR/EOC assessments or if the student is working on grade level.

**At Brookesmith ISD State Compensatory Funds are used to support Title I initiatives.  
State Compensatory Education**

STAAR	Math			Reading/ELA			Writing			Science			Social Studies			
	% Met Standard	2019	2020	2021	% Met Standard	2019	2020	2021	% Met Standard	2019	2020	2021	% Met Standard	2019	2020	2021
Students At-Risk			NA				NA				NA				NA	
Students Not At-Risk			NA				NA				NA				NA	

	Drop Out Data			Completion Data		
	2019	2020	2021	2019	2020	2021
Students At-Risk	0	0	0	2	9	3
Students Not At-Risk	0	0	0	6	7	7

Brookesmith Schools will budget for and expend Compensatory, Intensive, and Accelerated Instruction funds to design and implement appropriate compensatory, intensive, or accelerated instructional services. These services will include scheduled tutorials for all students, ESL instruction for targeted students, instructional aides in regular classrooms, and Resource Room availability for qualifying students. Upon evaluation of the effectiveness of this program the committee will find that students perform at grade level at the conclusion of the 2021-2022.



## Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only [ESSA Sec. 1114(b)(7)(B)]**

Federal	
Program/Funding Source	Amount of Funding
Title 1, Part A	\$36,864
Title II, Part A	\$4,925
Title IV, Part A	\$10,000
REAP	\$14,000
IDEA-B	\$39,843
ESSER II	\$125,000
ESSER III	\$90,000
Carl Perkins	\$900
Department of AG Food Service	\$98,076
<b>State</b>	
Program/Funding Source	Amount of Funding
Special Education	\$313,084
Career & Technology	\$262,482
CCMR	\$16,000
Comp Ed	\$136,521
Early Education	\$13,262
Dyslexia	\$848
School Safety Allotment	\$1,604
Fast Growth Allotment	\$9,094
EMAT	\$16,000
<b>Local</b>	
Program/Funding Source	Amount of Funding
BCAD-Taxes	\$1,448,935
Misc Rev-Local Sources	\$3,000
Athletic Activity	\$8500



Interest

General Operations

\$1000

### Academic Achievement

**Goal 1:** 60% of Brookesmith ISD students will attain a minimum of one year's growth in all tested areas on the State of Texas Assessment of Academic Readiness exams.

**Objective 1:** By the end of the 2021-2022 school year, 40% of all students and each student group, including Special Education and At-Risk students tested, will achieve one year's growth established standards on the STAAR.

**Summative Evaluation:** By May, 2022, 40% of all students and each student group, including Special Education and At-Risk students tested, will achieve one year's growth established standards on the STAAR, meet ARD expectations, and the Campus will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Desegregate STAAR/EOC Data to provide improved instructional plans	2	Teachers Principal Counselor	Twice a year	State & Local funds	Previous years STAAR results Benchmark tests	Improved performance on concept-specific aligned assessment Reduced failure rate on state assessment
Provide tutorial times for students who are at risk of failure in core subject areas	2	Principal	Daily	Title, State, & Local funds	Teacher Made evaluations	Improved six weeks grades Reduced failure rate
Dual Credit	3	Principal Counselor Teachers	Semester	State, & Local funds	Enrollment in College Course	Semester grades Show growth
Reading Specialist	2	Teacher	Daily	Title	Dedicated Reading Program for K-3	Determined by Reading Level
ESL	2	Teachers ESL Coordinator Principal	Daily	Title	Teipass LASlink	STAAR/Benchmarks Improve 6 wk grades



	Counselor			Reduction in failures
				Growth in all 4 core subjects

## Staff Quality

**Goal 2:** In Brookesmith ISD, CTE staff will undergo professional development relevant to needed CTE certifications and to students in treatment facilities. Additional staff will receive professional development to promote retention.

**Objective 1:** Teachers will receive high quality professional development that pertains to CTE certifications, retention, and the needs of students in treatment facilities, relevant to learner styles for children with learning disabilities.

**Summative Evaluation:** By September 2021, all staff will have undergone high quality professional development pertaining to CTE certifications, retention, and the needs of students in treatment facilities.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Employee teachers with industry certifications	3	Principal Human Resources Superintendent	Beginning of each school year	CTE, State & Local funds	HR records	Teacher certifications, Paraprofessional certifications
Retain instructional staff for multiple years	1	Principal Human Resources Superintendent	Each school year	CTE, State & Local funds	HR records	Years of service
Expand professional development opportunities	1	Principal Superintendent	Each school year	CTE, State & Local funds	Staff development sign in sheets Summer staff development completion documents	Reduction in office referrals Improvement in student engagement
Survey staff/faculty members	1	Principal Human Resources Superintendent	Each school year	CTE, State & Local funds	Summary of survey data	Improving communications between staff/faculty and Brookesmith School Planning effective professional development and workshops



## School Climate/Safe & Healthy School

**Goal 3:** Brookesmith ISD faculty, staff, and students will receive training in safety procedures; specifically, to promote a safe and effective learning environment.

**Objective 1:** By September 2021, all faculty and staff will receive training in the aforementioned safety procedures.

**Summative Evaluation:** Through the enhanced safety training, there will be an increase in student engagement and a reduction in office referrals by January 2022.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Promote a safe learning environment by adhering to our multi-hazard emergency operations plan	1,2	Principal Safety Director	Daily	State & Local funds	Routine reviews, inspections, and faculty/student feedback	Increase in student engagement Reduction in office referrals Reduce the number of students removed from classes
Safety survey	1,2	Principal Safety Director	Annually	State & Local funds	Collect and review surveys	Process Data
Integrate safety lessons into our curriculum	1,2	Teachers Principal	Annually	State & Local funds	Lesson Plans	Pre-Test Post Test

## College & Career Readiness/Graduation/Dropout Reduction

**Goal 4:** To provide industry certifications and associate degrees that students can utilize in the job market.

**Objective 1:** By January 2022, 40% of secondary students will work towards an industry certification and/or an associates degree.

**Summative Evaluation:** By June 2022, 30% of all secondary students will earn an industry certification and/or earn college credit.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Offer industry certifications	3	Principal CTE Teachers Counselor	Each School Year	State and Local Funds	Master Schedule Student Transcripts Certification Documents	Successful completion of coursework to be industry certified
Offer Associates Degrees before graduation	3	Principal Counselor Community College	Each School Year	State and Local Funds	Master Schedule Student Transcripts Certification Documents	Successful completion of coursework to receive Associate's Degree
Broaden number of CTE courses	3	Principal CTE Teachers Counselor	Each School Year	State and Local Funds	Master Schedule Student Transcripts	Successful completion of coursework to be industry certified
College/Career days/fairs	3	Principal Counselor	Each School Year	State and Local Funds	Sign in/Attendance sheets	Improvement in the CCMR Data

## Family & Community Engagement

**Goal 5:** To encourage quality communications to establish a successful working relationship with parents, community, and students.

**Objective 1:** By January 2022, Brookesmith ISD will provide professional development for faculty and staff, through survey recommendations and coordinate professional conferences with the RTC, to improve overall community communications.

**Summative Evaluation:** By May 2022, Brookesmith ISD and community members will have achieved an effective communication standard.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Improve use of communication tools	1	Principal Tech Director Teachers	Annually	State & Local Funds	Local policies based on surveys and applicable research	Improved communication
Survey parents and community members	1	Principal Tech Director Teachers	Annually	State & Local Funds	Receipt of completed surveys	Policy Implementation
Promote activities between RTC and district	1	Principal Dir Sp Pops	Annual	State and local funds	Conference agenda/sign in sheet	Improved communication between RTC and district

## District Commitments

**Goal:** Improve facility upkeep and technological infrastructure to provide for a learning environment conducive to student success and district records via research and implementation.

**Objective 1:** Employ effective solutions to improve facility upkeep, technological infrastructure and industry certification software solutions for student learning.

**Summative Evaluation:** By September 2021, the district will employ effective solutions to improve facility upkeep, technological infrastructure and will ensure quality industry certification softwares based on research findings.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Increase enrollment through the addition of new external campuses	1	Supt. Asst. Supt. Principal	Annual	State & Local	New campuses	Increase enrollment
Update/repair school facility	1	Supt. Asst. Supt. Principal Maintenance	Annual	State & Local	Internal maintenance review	Completed work orders
Update technology infrastructure/applications	1,2,3	Supt. Asst. Supt. Principal Tech Director	Annual	CTE, State & Local	Internal Tech review/Research & Purchase	Tech updates Student growth and interest
Increase enrollment	1	Principal	Annual	State & Local	Advertisements Applications	Increase in student population
Improve transmitting/receiving of student records	1,2,3	Principal Counselor PEIMS	Annual	State & Local	Communication of expectations	Effective transmittal

# Comprehensive Needs Assessment Summary – 2021-2022

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<b>Academic Achievement</b>	Graduation Rate - 100% in all demographics (001)	1. Student Surveys providing feedback on instructional presentations	2 & 3 will use Title, State, & Local Funds
	Dual credit enrollment 15% for 2021-2022	2. Desegregate STAR/EOC Data to provide improved instructional plans	
	Credit Recovery (003)	3. Expand tutoring program	
		4. Offer Dual Credit	
<b>Staff Quality</b>	Teacher/Student Ratio	1. Need teachers with industry certifications	1 & 2 will use CTE, State, & Local funds
	Teachers with multiple certifications	2. Need to retain instructional staff for multiple years	
	Support staff to allow 1 to 1 instructional support for struggling students	3. Expand professional development opportunities	
		4. Survey staff/faculty members	



Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<b>School Climate/ Safe &amp; Healthy Schools</b>	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
	Small number of students in each class	1. Increase number of walk-throughs	3 & 4 will use State & Local Funds
	Protection of students using digital cameras and school marshal (001)	2. Promote community involvement via Student Council (001)	
	All populations involved in extra-curricular activities	3. Boost student attendance 4. Enhance disciplinary policies utilizing a behavioral specialist (003)	
<b>College &amp; Career Readiness/ Graduation/ Dropout Reduction</b>	Graduation Rate	1. Offer industry certifications	1 & 2 using CTE and Local Funds
	CTE course enrollment	2. Offer Associates Degrees before graduation	
	Dual Credit enrollment	3. Increase number of CTE courses	
	Low Dropout rate	4. College/Career days/fairs	
		5. Vocational work program (003)	



Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
Family and Community Involvement	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
	News letters, website, Facebook, Remind App	1. Improve use of communication tools	1 using State and Local Funds
	Parent/Grandparents Day, Wax museum, Muffins w/Mom, Donuts w/Dad (001)	2. Survey parents and community members (001)	
	Open House/ Meet the teacher	3. Surrogate parents (003)	
	Parent/Student's lunch (001)	4. Promote activities between RTC and District (003)	
Educational Field Trips			



Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
	<p>What were the identified strengths?</p> <p>Food Service administration/procurement received outstanding reviews (001)</p>	<p>What were the identified needs?</p> <p>1. Increase enrollment through the addition of new external campuses</p>	<p>What are the priorities for the campus, including how federal and state program funds will be used?</p> <p>1. Using State &amp; Local Funds</p>
<p>District/Campus Commitments</p>	<p>Buses/SUV's for student transportation (001)</p>	<p>2. Update/repair school facilities (001)</p>	
	<p>Technology Inventory</p>	<p>3. Update/repair school technology infrastructure</p>	
		<p>4. Improve technology applications</p>	
		<p>5. Digitize Maintenance/repair requests</p>	
		<p>6. Improve transmitting/receiving of student records</p>	



