

BRECKENRIDGE INDEPENDENT SCHOOL DISTRICT



DISTRICT IMPROVEMENT PLAN

2019-2020

Breckenridge Independent School District

DISTRICT IMPROVEMENT PLAN

2019-2020

Superintendent of Schools

Tim Seymore, M.Ed.

Board of Trustees

Jeff Dooley

Paul Lippe

Roy Russell

Cody Wimberley

Carroll Kanady

Paige Townson

Graham Reaugh

District Improvement Plan

2019-2020

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BRECKENRIDGE INDEPENDENT SCHOOL DISTRICT

Mission Statement

Breckenridge Independent School District strives at each level of learning to make a difference in the lives of all students by teaching through example the importance of working, enduring, and excelling to the best of one's potential. By this, our ability to inspire and motivate goes far beyond the classroom.

Vision and Philosophy

We believe that all children can learn. All children can learn if provided outstanding teaching and learning experiences that are meaningful, allow personal growth, and promote success in a positive environment. It is vital that students develop appropriate relationships with appropriate adults; therefore, we will continue to build a staff of highly qualified personnel by hiring the best in their field. We believe that educators must continue to grow through training and staff development opportunities to insure the highest levels of student learning.

We believe that all students have the potential for excellence. Children are our business. We are proud of our students and believe they have the potential for excellence. It is our job to maximize that potential. We understand the role that testing plays in the educational process. We are committed to providing instruction that will yield exemplary scores; however, we also believe that we should be providing experiences beyond the test that will allow our students to be successful wherever they choose to go when they pass through our doors into the world.

We believe it takes a partnership between school, home and the community to achieve an exemplary educational program. Teamwork is the key to success. We are committed to building a strong, positive relationship by including home and community in the planning and the development of policies and programs that will promote outstanding student achievement.

Breckenridge ISD is committed to the advancement of student growth and success while working with the community to improve the school and community. The Board / Superintendent adopted the following goals for 2018-2019:

Create a place where the vast majority of students and staff wake up every single morning inspired to go to school, feel safe when they are there, and return home at the end of the day fulfilled by the work they are doing.

(Adopted from Simon Sinek's *Start with Why*)

- Working with community, business, staff and students, develop a **learner profile**.
 - Determine the qualities, attributes, behaviors, skill sets, etc. we want our kids to possess.
 - Ensure that everything we do at BISD is leading to that end goal.
 - Create ways to make that goal visible in messaging and branding.
- Working with community, business, staff and students, develop a **learning profile**.
 - Determine what makes up authentic learning.
 - Determine how kids learn best.
- Restructure organizational chart.
 - Realign roles and responsibilities.
 - Allow for better supports for staff and students.
- Implement **teacher leader** development program.
 - Recognize teacher leaders that choose to participate in specified professional growth.
 - Grow the number of teachers that use the developing learning profile.
- Increase **socio-emotional supports** for students.
 - Realign roles and responsibilities.
 - Add staff and/or programs specifically designed for this support.

BRECKENRIDGE I.S.D.

2019-2020

Long Range Goal I: Recruiting, Supporting, and Retaining Teachers and Principals

The district will improve educator pre-service and in-service training, and implement systems of continuous educator improvement, because teachers are the greatest asset in our school systems to improve student outcomes.

Long Range Goal II: Improving Transparency of District and Campus Academic and Financial Performance

The district will improve the transparency of school district, open-enrollment charter school and campus academic and financial performance ratings so that all stakeholders understand the strengths in their schools and school systems and can more effectively chart paths of improvement.

Long Range Goal III: Building A Foundation of Literacy and Numeracy

The district will ensure that our youngest students are capable of reading and doing mathematics at grade level by third grade because a strong foundation sets students on a path to academic success and helps prevent expensive taxpayer-funded remediation later in life.

Long Range Goal IV Improving Low-Performing Schools

The district will reduce the number of D or F rated campuses by half within five years of the launch of the state's A–F academic accountability system, because all students should have access to high-performing schools.

Long Range Goal V: Connecting High School to Career and College

The district will improve the career relevance of the high school experience for Texas students to ensure better direct access and success in the workforce in accordance with HB 5 (83rd Texas Legislature) initiatives and to improve performance of students as they transition to a post-secondary institution.

Long Range Goal VI: Using Taxpayer Resources Efficiently

The district will use its resources efficiently and effectively and encourage school districts and open enrollment charter schools to use limited taxpayer funding to improve student outcomes and accomplish legislative objectives.

Timeline to Complete Campus and District Improvement Plans

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|----------------------|---|
| January | Schedule Campus Improvement Committee Meetings and District Improvement Meetings to develop campus and district improvement plans. Conduct needs assessments for campus and district improvement plans. Begin gathering campus and district data for writing the improvement plans. |
| February | Finalize District Special Education Comprehensive Analysis Process Plan and implement this plan into campus and district plans. |
| March | Monitor campus and district planning progress. |
| April/May | Write tentative updated Campus Improvement Plans and District Improvement Plan that will allow needs assessment surveys and Spring Student Testing Data to be incorporated into the plans when the test results are received in June. |
| June | Campus and District Improvement Committees finalized the Campus Plans and the BISD District Improvement Plan, which will include the needs assessment results and the Spring Student Test Data. |
| June | Board will adopt Goals |
| July / August | Board will approve District Improvement Plan |

**BRECKENRIDGE INDEPENDENT SCHOOL DISTRICT
2018-2019
DISTRICT IMPROVEMENT COMMITTEE**

Tim Seymore
Molly Johnson
Dwayne Dove
Marjorie Thompson
Mandi Farmer
William Paul
Donna Schkade
Laura Gibson
Kenna Rainey
Lynn Richardson
Julia Watson
Angie Brown
Cheryl Ridgeway
Randie McCullough
Teresa Guardiola
Danielle White
Lara Townson
Ashley Creager
Ronnie Calsoncin
Melinda Lane
Rhonda Crawford

Superintendent
District Level Representative
Technology Director
High School Representative
High School Representative
High School Principal
Jr. High Representative
Jr. High Representative
South Principal
South Representative
South Representative
North Representative
North Representative
East Representative
East Representative
Parent Representative
Parent Representative
Parent Representative
Business Representative
Business Representative
Community Representative

**BRECKENRIDGE INDEPENDENT SCHOOL DISTRICT
2019-2020
DISTRICT IMPROVEMENT COMMITTEE**

| | |
|----------------------|---------------------------------|
| Tim Seymore | Superintendent |
| Molly Johnson | District Level Representative |
| Cory Boles | Elementary Director of Learning |
| Dwayne Dove | Technology Director |
| TBD | High School Representative |
| TBD | High School Representative |
| Mary Perkins | Jr. High Principal |
| TBD | Jr. High Representative |
| TBD | Jr. High Representative |
| TBD | South Representative |
| TBD | South Representative |
| TBD | North Representative |
| TBD | North Representative |
| Barbara Collinsworth | East Principal |
| TBD | East Representative |
| TBD | East Representative |
| Danielle White | Parent Representative |
| Lara Townson | Parent Representative |
| Ashley Creager | Business Representative |
| Melinda Lane | Business Representative |
| | Community Representative |

COMPREHENSIVE NEEDS ASSESSMENT

District
Summer 2019

The Breckenridge Independent School District Improvement Committee conducted a district-wide needs assessment to determine goals, strategies for improvement, formative/summative evaluation, and priorities for the 2019-2020 school year. The assessment considered the following information in determining the needs of the district.

- Disaggregation of Longitudinal TAPR data - including eight (8) different measures (STAAR performance, student attendance rate, dropout rate, percent taking end-course tests, percent of graduates taking advanced courses, percent of graduates taking the recommended course of study, percent of graduates passing the TASP, percent of graduates taking and scoring above the criterion on the ACT or SAT and CCMR).
- Disaggregation of the limited information from STAAR 3-8, STAAR/EOC scores by ethnicity, student subgroups, subject area Comparison of testing data. (STAAR, STAAR Alternative Assessments, Star, IStation, TELPAS, and Locally Developed Test)
- Federal and State Accountability (School Report Card)
- Campus Needs Assessments
- Local, State and Federal Financial Information
- Certification data of teachers and paraprofessionals
- Input and data collected from parent involvement planning and activities
- Information from special programs
- Data from CTE.
- Evaluation of student progress of special groups and subgroups (LEP, Special Ed, ethnic, economically disadvantaged as well as students in Pre-K – 2nd grade.
- District and Campus Needs Assessment Surveys
- Data and input from parent Involvement surveys as well as input and surveys from the students, community and teachers.
- District Demographics
- Review of the previous year's District Improvement Plan
- Advanced Academic Courses and Dual Credit courses offered through TSTC, Ranger College and Cisco College
- Collaboration with the Juvenile Justice System and local law enforcement.
- Eduphoria data
- Review how TEKS Resource System impacted instruction
- G/T Program
- SBDM Committees and Faculty input.

- Technology evaluations and recommendations.
- Annual articulation between campuses (Vertical planning and teaming) with regards to enrollment, staffing patterns, vertical planning for teaching the TEKS, updates in G.T., At-Risk Student needs, and Curriculum needs
- Staff development needs surveys and summer staff development evaluations
- Collaborating with Region XIV regarding the latest in Violence Prevention, Anger Management (TBSI), Crisis Prevention Intervention (CPI), Parental Involvement training, Conflict Resolution strategies, Certification for Paraprofessionals, ARD/Special Ed. Updates as well as subject area specific training.
- Utilizing the resources at Region XIV ESC to evaluate programs
- Monitor and analyze current data concerning drop-outs as related to sex, ethnicity, overage, special program status, extra-curricular participation, pregnant, or parenting students.
- Review district and campus enrollment trends and attendance rates, student and teacher retention data and rates
- Title programs evaluation reports
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- Security/Safety Audits and Reviews

We drew upon the district and campus planning committee members and our shared site-based decision making process. Included in the Needs Assessment were professional employee input as well as the concerns and priorities of parents, business leaders, and community members. We gathered information from a wide variety of sources for the needs assessment for our District Improvement Plan (DIP).

Summary of Findings

AREAS OF GREATEST CONCERN:

- School funding
- Staff salaries
- Turnover in personnel
- Certified applicants
- Outdated facilities
- Career, College and Military Readiness
- Enrollment
- At Risk students
- Delinquent taxes
- Parent engagement
- Increasing academic success and growth component for all students.

BUDGET AND FINANCE

- Have a balanced budget for 2019-2020.
- Evaluate staffing patterns to determine personnel needed to provide instruction in areas of need, especially reading.
- The cost of operating three elementary campuses is one factor in the district's budget deficits and the upkeep of aging facilities causes a strain on the budget.
- Analyze spending in all areas.
- Funds for technology.
- Incentives for staff retention
- Enrollment has been positive this past year, but has stabilized. It will be necessary to work with the city / chamber to provide opportunity for business growth to encourage population to the area.

CURRICULUM, INSTRUCTION AND ASSESSMENT

- Better prepare graduates for post-secondary education or entry into college, the workforce, trade schools and/or military. Goal #5 addresses this issue.
- Provide research based staff development using Title I funds for school improvement.
- Hiring highly qualified personnel to fill vacancies.
- In 2019-2020, all students identified as English learners will have the option to be served in a classroom with a teacher ESL certified. The district continues to offer payment of the passed ESL certification test and offers sheltered instruction trainings for all staff members. The goal is for 100% of the teaching staff to have completed sheltered instruction strategy training.
- Provide supplies, materials and training for teachers serving students in special populations.
- Raise reading, writing and Social Studies/History scores to address Goal #2 which states that BISD will be highly competitive by outperforming regional districts, as well as performing above the state average on accountability ratings (STAAR).
- Funding to provide research-based programs to improve reading, writing and history.
- Continue Balanced Literacy and Handwriting Without Tears.
- Provide staff development on writing genres; 7 Mindsets; Eduphoria; The Fundamental Five; Research Based Strategies; and the RtI Process.
- Utilize MAP and Eduphoria data to help identify students who are in need of RTI interventions.
- Implement system wide RtI policy and procedure and utilize SuccessED for documentation.
- Provide staff development identified by the Staff Development Survey for summer in the following areas: Eduphoria; TEKS Resource System; STAAR, STAAR/EOC, Accommodations Training, Special Education training, G/T update, Dyslexia, Autism, Differentiation, ELAR, Writing, Science, Mathematics, Discipline Management, RTI, CPR, CPI, Concussion Training, Skyward, Sheltered Instruction for new staff, instructional strategies for sub-groups, technology and technology trouble shooting.
- Administrators will attend conference of their choice.
- Identify ELL, Economically Disadvantaged and homeless students who qualify for the Gifted and Talented Program.
- Update the ESL/Bilingual handbook for the District that includes state and local policy
- Address the needs of students identified as gifted / talented.
- Extended year for at risk students and students who do not meet the attendance requirement.
- Offer Saturday School/ Extended day that addresses student attendance and to raise graduation rate at the secondary level.
- Identify and provide services to students identified as homeless.
- Organize Professional Learning Communities.
- Data indicates a decline in the number of students reading on grade level. Academic vocabulary and fluency are below average.
- STAAR scores in writing, reading and social studies are below state average.

- All STAAR/EOC scores need to be addressed. We will provide staff development, hire quality staff, and provide supplies and materials to raise scores.

STAFF QUALITY, RECRUITMENT AND RETENTION

- The district will offer incentives for teachers with ESL certification.
- Recruit high need teachers for 2019-2020 and continue to meet the CTE opportunities.
- Provide incentives and competitive pay for staff as permitted by funding and state requirements.

FAMILY AND COMMUNITY INVOLVEMENT

- One of the problems that BISD has identified district-wide is a lack of parent involvement. Parents from families with limited incomes and minorities are less likely to become involve with the school. There are areas where parent involvement is successful. These include: Booster Clubs; Student Health Advisory Committees; Backpacks for Kids; Athletic groups. The goal is to provide opportunities to involve parents. Parent Academies and activities will be provided at the campus level to encourage and promote a “school family”.
- Provide Adult ESL classes and GED Classes. GED classes are offered through Open Door.
- Continue to offer a variety of other parent training opportunities. The district and campuses must find new ways to involve parents in training opportunities.
- Volunteers are needed to assist campuses in mentoring students, translating documents to Spanish.
- Continue to try and address the need for facilities.
- Send out parent surveys to gain parent and community input on school issues.
- Involve parents in assuring student attendance.
- More male volunteers for elementary campuses.

SCHOOL CULTURE AND CLIMATE

- Provide a positive environment district-wide for all students and employees.

- Develop and grow a growth mindset through the curriculum provided by 7 Mindsets.
- Develop and begin implementation of a district-wide plan focusing on student and campus safety regarding facilities.
- Raise the level of support from home and community for the school program.
- The district must continue to build community support and strive to pass facilities bond due to the extreme need to combine all three elementary schools. The district will need to continue drug testing. From surveys and the annual Safe Schools Report indicates that BISD is a safe place for student and for staff. However, within the community there is a growing drug problem and need to continue drug testing, canine screening, Red Ribbon Week awareness activities, student presentations against drug & alcohol are important in prevention.
- There is a need to annually update the Emergency Operation Plan. BISD has not had any incidence of violence or danger to schools. BISD hired Edward's Risk Management to conduct safety inspection. The district will complete a table top exercise and coordinate with local first responders.
- Consistent discipline! Implemented PBSI in grades K-8 to allow teachers to establish a disciplinary plan for each campus.
- Continue to address Bullying, investigate every reported case, involve parents, and assign consequences.

TECHNOLOGY

- Funding to provide the latest technology.
- Continue to increase the number of iPads/Chromebook for students.
- To provide Skype for DAEP so that students could receive classroom instruction.
- Provide professional development to increase the implementation of technology in class.
- Update existing technology: computer labs, technology info-structure.
- Organize the web page so that documents are easily located and remain on the page with each update made with the web page.
- Require web pages to be updated regularly. Teacher web pages could include assignments, syllabuses, parent information, class announcements and schedules.

**BRECKENRIDGE INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2019-2020**

MISSION STATEMENT:

Breckenridge Independent School District strives at each level of learning to make a difference in the lives of all students by teaching through example the importance of working, enduring, and excelling to the best of one’s potential. By this, our ability to inspire and motivate goes far beyond the classroom.

Goal 1:

Attract, train, and highly qualified staff that can meet the needs of a diverse student population.

Performance Objective: 1.1 Breckenridge Independent School District will improve educator pre-service and in-service training, and implement systems of continuous educator improvement, because teachers are the greatest asset in our school systems to improve student outcomes.

Key Strategic Measures:

- 1.1 Employee satisfaction survey
- 1.2 Employee turnover rate
- 1.3 Level of implementation of professional development strategies
- 1.4 Level of satisfaction regarding professional development
- 1.5 Salary market comparisons
- 1.6 Employee attendance

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources/ Allocation | Formative Evaluation |
|---|-----------------|---|----------------------------------|---------------------------------------|
| Maintain district policy on recruiting and retaining highly qualified personnel | 2019-2020 | Superintendent; Board of Trustees; Chief Learning Officer | None needed | BISD recruiting and retention policy. |

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| Attend job fairs to recruit qualified teachers, administrators and other staff. | 2019-2020 | Chief Learning Officer; Principals | Local Funds (\$300.00) | Hire qualified personnel. Documentation of PO's for job fairs. Review the data on how many teachers are recruited from job fairs. |
| Utilize the Region 14 and other alternative certification programs for hiring highly qualified teachers. Post openings on Region 14 web-site and TASA web-site. | 2019-2020 | Chief Learning Officer, Principals | Region 14 Local funds | Hire and retain qualified personnel. |
| All professional staff maintains their certification by attaining CPE hours and renewing certificates. | As needed | Chief Learning Officer, Campus Administrator, Teacher | SBEC Region 14 | Certificates and spreadsheet kept by the Superintendent's secretary. |
| Provide money for TExES exams passed to those teachers who are required to obtain further certification. | August 2019-May 2020 on designated test dates | Superintendent, Chief Learning Officer Business Manager | Title II A funds | More efficient staffing patterns and class sizes |
| Through the District of Innovation, the district will be able to fill CTE positions with professionals from the work force. | 2019-2020 | Superintendent Chief Learning Officer High School Principal | Local Funds (Salary) | Number / diversity of CTE classes offered. |
| BISD will submit a Staff Development waiver to allow three more days of staff development during the year. Teachers will be required to attend 18 hours of staff development in the summer. | Summer 2020 | Chief Learning Officer; Director of Special Education; Campus Principals | Region 14 personnel; Staff Development Survey; Title II A (\$1000.00); Title I (\$3000.00) Local Funds | Certificates of staff development attendance. |
| Professional personnel will attend training on research-based strategies and teaching techniques for their area of instruction, needs of special needs students and discipline management. | 2019-2020 | Principals; Directors and Teachers | Region 14; Conferences; Title II A (\$20,000) Title I (\$10,000) Local Funds | Certificates; sign-in sheets and surveys to determine needs and effectiveness |
| Require technology training for teachers provided locally, through Region 14, TCEA | August 2019 to May 2020 | Teachers, Administrators, Region 14, Technology | Local Funds Title II A (\$3500.00) Title I (750.00) | Fewer teachers needing training in basic computer skills and able to perform at higher levels using technology. |

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| Conference and other training resources. | | Director, Chief Learning Officer | | |
| Use professional book studies as a means of staff training. Book studies can develop the team concept and keep abreast of new trends and valued applications in education and leadership. | Fall and Spring 2019-2020 | Chief Learning Officer, Administrative staff Teacher Leaders | Local Funds (\$1000.00) Title IIA (3800.00) | Greater participation in teambuilding activities such as book club / PLC. |
| Para-professionals will be highly qualified. HQ with Associates Degree, pass a test approved by the district or attend Paraprofessional Academy | September 2019 and January, 2020 | Chief Learning Officer Campus Administrator | ESC 14 Local Funds (\$500.00) | Paraprofessional staff is highly qualified |

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| Teachers review the code of ethics and accept responsibilities to the district, students, parents, and community. | Teacher In-service – August 2019 | Superintendent Campus Administrators | Copy of Educator Code of Ethics | Sign-in sheets and agendas |
| Involve teachers in evaluation of programs and teaching excellence. | Weekly | Campus Administrators Directors of Learning | Time scheduled for classroom visits, Best Practices Criteria | Walk-through documentation Eduphoria documentation |
| Provide mentor coaches for new teachers and those new to the district. | Assigned in August and work throughout the year | Campus Administrators and teacher coaches, Directors of Learning | Local Funds (\$100.00) Partnership with alternative certification programs | New teachers become highly affective more quickly. Fewer teachers leaving the district. |
| Administrators and teachers are encouraged to join professional organizations and prescribe to professional materials as well as book studies stay abreast of new trends and ideas. | As applicable | Central Office Administration | Local staff development based on needs assessment Region 14 Colleges and Universities Professional Conferences | Discussion of new ideas and trends shared in staff and other meetings |

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| BISD will offer stipends for high needs areas such as mathematics, science, CTE , ESL, and coaching positions. | 2019-2020 | Business Manager and Payroll Coordinator | Local funds | Attract and hire HQ personnel. Documented through applications |
| BISD will pay a portion of the cost for insurance | 2019-2020 | Business Manager and Payroll Coordinator | Local and State funds | Attract and hire HQ personnel. Documented through applications |
| Administrators and teachers will receive salary bonuses for advanced degrees. | As approved | Superintendent Chief Learning Officer Business Manager | Local funds | Advanced certification documentation of hours from colleges and universities. |
| | | | | |
| Provide high quality staff development in areas identified through a needs assessment survey | July 2019- June 2020 | Chief Learning Officer, Directors of Instruction and campus administrators | ESC 14 Workshops Title I (\$500.00) Title II funds (\$500.00) | Improved classroom instruction. |

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| Involve parents and community members in school through mentor programs, volunteer programs, PTO, parent/community involvement activities, Booster Clubs, School Events, Coronation, SBDM, SHAC, committees and advisory committees. | August 2019 to May 2020 | Principals and Teachers | Local Funds and Volunteers throughout the community | PTA/PTO Surveys, Mentoring Surveys and Program evaluation, minutes of meetings, evaluations, documented recommendations and activity opportunities provided by BISD. |
| Involve parents in the development of District and Campus Parent Involvement Policies, District and Campus Improvement Plans and Campus Parent Compacts. | 2019 - 2020 | Superintendent Director of Instruction Campus Administrators | Title I funds (\$300.00) | More involvement. Agendas, sign-in sheets and evaluation forms. |
| Involve committees in the ongoing identification of District needs. Committees form action teams responsible for planning and implementing changes. An example is the community committee that | 2019-2020 | Superintendent; | Local funds | Agendas, sign-in sheets, long range plan. |

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| identified the need for new facilities at BISD. This continues to be the greatest need for this district. | | | | |
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Goal 2—Improving Transparency of District and Campus Academic and Financial Performance

Breckenridge Independent School District will improve the transparency of school district, open-enrollment charter school and campus academic and financial performance ratings so that all stakeholders understand the strengths in their schools and school systems and can more effectively chart paths of improvement.

Key Strategic Measures

- 2.1 Fund Balance**
- 2.2 Funding from outside sources**
- 2.3 Audit report**
- 2.4 School First Rating**
- 2.5 Facility Assessment**
- 2.6 Academic Ratings**
- 2.7 Accountability System Reports**

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources /Allocations | Formative Evaluation |
|---|-------------------------------|--|---|--|
| Guidelines for state and federal programs will be applied appropriately. Applications and compliance reporting will be completed in a timely fashion. | 2019-2020 | Superintendent Chief Learning Officer Director of Special Ed. | TEA Region 14 | NOGA's received Compliance verified through egrants on TEA website |
| Pay salaries of Title I ELAR and math teachers / Paraprofessionals at the elementary school-wide campuses. Teachers/Para's will sign job descriptions each semester and acknowledge that they are paid with Title I funds | Fall and Spring 2019-2020 | Chief Learning Officer | None | Signed job descriptions |
| The district will abide by the non-discrimination law. Notice will be published in the local newspaper and on the BISD website. | July, 2019 2019-2020 | Chief Learning Officer Website Coordinator | Local Newspaper Local Funding (199) | Newspaper clipping and website |
| Provide Board Budget Workshops | July-August 2019 | Board of Trustees Superintendent District CFO Principals Directors | Local Funds | Set a yearly budget. Improvements to campus facilities, new construction, repairs and completion reports and monthly board meetings. |
| Stay abreast of financial trends at the local, state, and federal levels | 2019-2020 | Superintendents Administrators | TASB Legislative Reports Texas ISD Other financial sites | Report to the board during public meeting held monthly. |
| Provide student and parent the Student Code of Conduct and Campus Handbooks through our web-site. Paper copies will be made available upon request. | August 2019 through June,2020 | Campus Administration; Chief Learning Officer | Local Funds | Documentation of parent conferences and discipline referrals |

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| Involvement of parents in Due Process Hearings and Transition Meetings in the event of DAEP placement | 2019-2020 | Campus Principals and DAEP Principal | None necessary | Signatures on DAEP forms. |
| Provide an open line of communication between parents, administrators, and teacher. Oral and written communications in both Spanish and English as appropriate (examples: grade reports, report cards, State Assessment results, staff information as appropriate, parent-teacher conferences, open house, newsletters and other parent involvement activities). | August 2019 to May 2020 | Teachers, Principals, Superintendent, Counselors, and Chief Learning Officer | Local Funds | Open House, copies of 3-week reports, and signed report cards, documented parent conferences. |
| Campus Open House and Parent Conference Days are offered as a means of communicating with parents concerning campus rules, student needs, teacher/parent roles, etc. | September & Oct. 2019 | Teachers and Staff and Principals | Parents, Relatives, friends, local business and community members; Local Funds | Sign in Sheets from Open House. District calendar. |

Goal 3: - Building A Foundation of Literacy and Numeracy

Breckenridge ISD will ensure that our youngest students are capable of reading and doing mathematics at grade level by third grade because a strong foundation sets students on a path to academic success and helps prevent expensive taxpayer-funded remediation later in life.

Key Strategic Measures:

- 1.1 State and local assessment performance
- 1.2 High School completion rate
- 1.3 Attendance rates
- 1.4 Students on grade level in math and ELA at the end of 3rd grade
- 1.5 Increase student growth in math and ELA for all students by a minimum of 1 year.

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources/ | Allocation | Formative Evaluation |
|--|-----------------|--|--------------------------|---|---|
| Differentiated, small group instruction will be utilized in elementary classrooms to increase 3 rd grade STAAR reading scores from 73% to 75%. (ESSA GOAL) | 2019-2020 | Classroom reading teachers Principals Reading Coaches Director of Elementary Learning Chief Learning Officer | Title I Funds (\$15,000) | Money for leveled readers at each campus. Professional Development | Formative Assessments every 2 weeks to check fluency rates and MAP (universal screener) 3 times a year. |

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources/ | Allocation | Formative Evaluation |
|---|--|--|---|---|---|
| Conduct meetings to develop, review and/or revise the District/Campus Title I Parent Involvement Policy and Parent Compact. | Fall – Campus Spring - District | Chief Learning Officer and Elementary Principals | Local funds | Documentation: sign-in sheets, agendas, minutes, notification in the newspaper and elementary handbooks | Fluency checks bi-monthly Reading level data MAP Data Benchmark data STAAR Scores |
| Prepare students for local, State and national assessments. STAAR 3-8, STAAR/EOC 9-10, Six Weeks Test; SATs, ACTs | Daily, Weekly Annually, Identified yearly – August 2019 to May 2020 | Site-based committee, administrators, and teachers on each campus Parents | Administrators, ESC, Computer labs, Reading and Math Coaches, Pre-Post testing Evaluations, Benchmark test, Accelerated Reading/Math, Blooms Taxon./COSTA, STAAR information TAPR | Funding: Local/Title I / SCE | STAAR /EOC results MAP Data Benchmark Data Data gathered from Eduphoria |
| Provide a focused, viable, and aligned curriculum. | August 2019-May 2020 | District and campus administrators, lead teachers, Reading and Math Coaches, Directors of Learning | TEKS Resource System | IMA Funds | STAAR and STAAR/EOC scores; Federal and State Report Cards; Academic Distinctions; Benchmark scores; Sign in sheets, agendas and/or minutes on Staff Development, Administrative meetings, staff meetings. TTESS evaluations. |

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources/ | Allocation | Formative Evaluation |
|---|------------------------|---|---|--|---|
| Increase rigor and student engagement to ensure achievement for all students. | August 2019– May 2020 | Superintendent , Chief Learning Officer, Directors of Instruction principals, assistant principals | Walk Through forms in Eduphoria; TTESS | Local Funds Federal Programs | Measured instruction for more focused lessons with varied activities will be documented in lesson plans Higher level thinking and the evidence of grade level TEKS being taught. Walkthrough / Observations for TTESS |
| Transform instruction and learning by connecting students to the global community through technology. | July 2019 – June 2020 | Superintendent, ESC 14, Administrators Teachers | Increased infrastructure throughout the district. | Funding: Local | Walkthroughs/Observations for TTESS Lesson Plans Increased use of technology in the classroom. |
| Continue training in “Balanced Literacy and Math Workstations in Elementary. | August 2019- July 2020 | Director of Instruction Campus principals Reading Coaches Math Coaches Chief Learning Officer | McGraw-Hill ELAR Resource, Math Resources | Funding: Local/ Title I (\$10,000) and IMA Funding | Teachers will provide instruction through work stations and continue to perfect the use of balanced literacy. Observation of work stations will be through random walk through and formal evaluations. |
| Provide Reading and Math support for students in Tier II. | August – May 2019-2020 | Principals Reading Coaches Math Coaches Director of Instruction Chief Learning Officer | Researched based resources and strategies | Funding: Title I (\$225,000) | Lowest students will show increased academic growth according to pre and post data collection and documented in SuccessED |

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources/ | Allocation | Formative Evaluation |
|--|-------------------------------------|---|---|--|---|
| Use of literature based phonics, and mastery of decoding and comprehension skills will be provided by multidisciplinary approaches to learning with aid of computer software | August 2019 to May 2020 | Teachers, Administrators, Technology teachers, Reading Coaches Contracted Services personnel Director of Learning Chief Learning Officer | K/1 Really Great Reading K-5 McGraw-Hill and TEKS Resource System | Funding: Title I (\$5000.00) | MAP Results, STAAR and STAAR/EOC results, improved student performance on all Assessments. Students will be reading on grade level by 3 rd grade. |
| Continue Handwriting Without Tears in grades K-5 and implement Keyboarding Without Tears | August 2019 | Principals Teachers | Local Funding | IMA Funding (8 year) 39,512.00 | Increase scores in writing and provide the students the skill for cursive writing. |
| Provide training for Handwriting Without Tears and Keyboarding Without Tears. | Fall, 2019 | Principals Teachers | None needed | Training will be provided by the company. | Instruction will align with the intent of the program which will increase student success. |
| Utilize TEKS Resource System to teach TEKS using the Scope & Sequence, IFD, and other documents to address TEKS to depth and complexity necessary for maximum learning. | August 2019 to May 2020 | All Staff members (Teachers and Administrators) | TEKS Resource System; Region 14 contracted services | Local Funds | Student grades, benchmark test, State Assessment results. Teacher lesson plans. TTESS evaluations. |
| Utilize Eduphoria to gather data and create test banks to benchmark. | August 2019 – May 2020 | All staff | ESC 14 contracted services | Funding: Local | Quality data for meeting student needs and drive instructional changes |
| Apply for a waiver to use Eduphoria as Teacher Data Portal of TX Assessment Mgmt. System. | 2017-2018 2018-2019 2019-2020 | Superintendent, Chief Learning Officer, Board of Trustees, and SBDC | TEA | None | Current data for administrators, teachers, and students. |
| Develop Professional Learning Communities. | Ongoing 2019-2020 | All teachers K-12, Campus Principal, Directors of Instruction Chief Learning Officer | ESC 14 Training | Funding: Local / Title I (\$1000.00) Title II A (1000.00) | Innovative teaching, Higher scores, higher student achievement |

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources/ | Allocation | Formative Evaluation |
|--|-------------------------|--|--|---|---|
| Elementary (K-6) – 90 minutes for reading/language arts and math when possible; 45 minutes for science and 35-45 minutes for social studies. HS and JH will go to a 8 period day for longer class periods. | August 2019 | Principals; counselor; teachers | Master Schedules | Funding: Local | Master Schedules will reflect it. Improved scores in core subjects. |
| Frequent and rigorous evaluation – Formative testing throughout the year to measure student progress | August 2019 May 2020 | Principals, Directors of Instruction, Chief Learning Officer | ESC 14 Eduphoria MAP | Local | Daily, weekly, three week reports, six weeks testing & benchmarks to determine student progress. The data will drive instruction. |
| Provide outside tutoring as needed for students who are identified homeless | 2019-2020 | Homeless Liaison, Counselors, secretaries, teachers | Retired Teachers, Mentors | Title I funds for school-wide campuses, Title I set-aside for non-Title I campuses, McKinney Vento funds (\$500.00) | Increased graduation rates for homeless student, higher test scores, more students who have the opportunity to enter college or technical school. |
| Credit by Exam will be utilized to provide data on students entering the school district from private or home school situations according to Board Policy. Credit by Exam will also be used for Accelerated Testing as needed. | 2019-2020 | Principals/ Counselors | Released STAAR Test | State and Local funding; | Students from instructional institutions other than Public schools will excel with their appropriate grade level instruction. |
| Increase scores in the Performance Indices: Student Achievement, Student Progress, Closing the Performance Gaps, Postsecondary Readiness . | 2019-2020 | Superintendent, Chief Learning Officer, Directors of Instruction, Director of Special Education, Administrators, Teachers, Parents | Staff Development; ESC14; State Conferences; TEKS Resource System; Eduphoria, etc. | State and Local Funding | Meet the goals for each index. |

GOAL 4: Improving Low-Performing Schools

Breckenridge ISD will reduce the number of D or F rated campuses by half within five years of the launch of the state’s A–F academic accountability system, because all students should have access to high-performing schools.

Key Strategic Measures:

Students identified in a sub pop will continue to show growth and work on grade level.

Decreased drop outs through student completion through the Accelerate Learning Center.

Special Education students will increase scores and demonstrate growth as determined through ARD committee.

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources/ Allocation | | Formative Evaluation |
|--|-----------------|--|----------------------------------|--|--|
| Special Ed., Subgroups (Hispanic, LEP), Economically Disadvantaged, PRI, G/T, ELL populations will be monitored closely and needs addressed vigorously | Ongoing | Superintendent, Principals, Teachers, Directors of Instruction Chief Learning Officer | | State Comp Ed funds, Title I funds and local funds | STAAR and STAAR/EOC performance. |
| Utilize research-based programs to improve reading such as... <ul style="list-style-type: none"> • Study Island • MAP • Balanced Literacy • Fountas & Pinnell • Really Great Reading • High Interest Books • Read Across America • Read-Ins • Marzano’s Academic Vocabulary | 2019-2020 | Campus Principal Reading Coaches Reading Aides Directors of Instruction Chief Learning Officer | | Title I (\$10,000) SCE, local funds | Improved scores of individual students on local benchmarks, STAAR assessments. |
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| Teachers shall receive training in sheltered instruction. | 2019-2020 All Teachers not trained | Chief Learning Officer; Principals; Teachers; Region 14 Consultants | | Title II A (\$400.00) | Teachers receive training have certifications on file. |
| Evaluate programs annually for effectiveness. | Spring 2020 | Principals and Chief Learning Officer, Teachers | Program Evaluation Document | | Evaluation documentation on program effectiveness. |
| Identify At-Risk students. Provide academic help, social and emotional help as needed for students. | 2019-2020 | Principals, Counselors, Communities in Schools Success Coach | | SCE funds; Title I (\$10,000) Foundation al Funds | Increased graduation rate for At-Risk students and overall academic success. |
| Identify students at risk of drop out and offer accelerated graduation through the Accelerated Learning Center. | 2019-2020 | High School Principal, Assistant Principal, counselor, Accelerated Learning Center Principal | SCE funds, Local Funds | | Decreased drop out and increase of graduation for At Risk students |
| Teachers will collaborate in developing student assessments, planning lessons and disaggregating results from all assessments in order to develop hot list and identifying lower quartile TEKS. Use this information to re-teach and/or remediate. | 2019-2020 | Campus Principals and Teachers | Eduphoria & TEKS Resource System; Local funds use to provide both programs SuccessED Documentation | | Hot List; Assessments; Scores; Meeting notifications; Sign-in sheets |
| BISD Special Education Department will provide services to students identified to increase academic performance and provide for the student's special needs | 2019-2020 | Special Ed. Director; Special Ed. Personnel; Principals; Teachers | State and Federal Special Ed. funding | | Yearly evaluation of the program; Presentations to the Board of Trustees as noted in Board minutes. |
| Provide training for Special Education personnel, general education personnel and parents of special education students on SE issues | Ongoing | Director of Special Education; Directors of Instruction; SE teachers; | Special Education funding; State and local funding | | Certificates; Agendas; sign-in sheets |

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| Special Ed. Director will conduct Special Ed. meetings for Special Ed. and General Ed. teachers at the campus level. | August, 2019 and as needed | Special Ed. Director; Special Ed. Teachers; General Ed. Teachers; Campus Principal | Special Education Funds | Raised level of instruction as seen through higher grades, test scores, and commended performance acknowledgements. Increase success for students with special needs. |
| Prepare Special Education students for STAAR-ALT, STAAR and STAAR/EOC through pullout, inclusion, and mainstreaming in large and small groups and individual instruction. | 2019-2020 | Teachers, Parents, Students, ARD committees, Director of Instruction, Aide/Substitute training, Campus committee, ESC 14 consultants | STAAR Training; TETN on accommodations, Special Ed. Director, Mentors, Diagnosticians, Parents, Special Ed. and SCE funds. | State Assessment results, benchmark results, observation and daily assessment. |
| Identify and implement RTI, Tier I and Tier II, interventions at every campus. | 2019-2020 | Principals; RTI Committee | SCE Funds; local funds; Title I funds (\$10,000); Campus RTI committee minutes SuccessEd | Number of students identified and served. Results of RTI interventions. Fewer students recommended for Special Ed. services. SuccessED Documentation |
| Utilize MAP (universal screener) to identify students in need of RTI interventions. | September 2019– May 2020 | Director of Instruction; Director of Special Education; Principals | Local and State funds Title I Funds (\$5,000) | Documentation students identified. Minutes of RTI Committee meetings and recommendations |
| Parents will be involved in training for teachers on the importance of parent involvement. | Fall semester | Principal | Title I, Part A funds (\$500.00); Presentation materials from ESC 14 | Sign-in sheets, agendas, summaries, minutes, and programs |
| Scottish Rite dyslexia program offered in grades 1-12 | 2019-2020 | Principal; Director of Instruction; | SCE funding; Local funds Title IV 2500.00 to train new teacher for 19-20 – year 2 of training | Improved grades and higher scores on the state assessment. Lower numbers of dyslexia students in the upper grade levels by identifying earlier and completing program in 2 to 3 years. |
| Offering all allowable services as needed to students identified as homeless | 2019-2020 | Homeless Liaison; Counselors; Principals; Nurses | McKinney Vento; Title I, Part A for school-wide campuses and Title I set aside for non-Title I campus (\$500.00) | McKinney Vento Data documentation. Student scores on report cards and STAAR and STAAR/EOC testing |

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| Identify homeless students and provide nutrition, clothing, school supplies, some medical, tutors as needed above tutoring offered to all students on campus | 2019-2020 | Homeless Liaison, Counselors, Principals, Teachers | McKinney-Vento funds; Title I, Part A for school-wide campuses; Title I set-aside for non-Title I campuses (500.00) | Reduced homeless failure rates. Correspondence; receipts; Schedules; Documentation on grades and assessment scores |
| Accelerated instruction will be offered to those students who have failed one or more areas of the state assessment | 2019-2020 | Principals and Teachers | Local funds, SCE funds Odyssey Program | High Graduation rates; Student tracking documentation. |
| Offer an Extended Year Program for students who are failing, in jeopardy of failing, have failed one or more parts of the STAAR 3-8, or are not in compliance with the compulsory attendance laws | Summer 2020 | Chief Learning Officer; Campus Principals | Title V funds (\$30,000) | Reduced failing rates and success on state assessment. |
| Special Education students may be required to attend extended year program to address identified performance gaps in reading and math. | Summer 2020 | Director of Special Education Campus Principals, Teachers | Special Ed Funds | Improve Reading and Math scores for Special Ed. Students. |
| Students identified as Gifted and Talented will meet with other identified students at least every 6 weeks. | June 2019-May 2020 | Chief Learning Officer; Principal; Teachers Chief Learning Officer | Local Funds | Higher commended performance percentages. |

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources/ Allocation | Formative Evaluation |
|--|--------------------------|--|--|--|
| All LEP students will be served by a certified ESL teacher in ELAR and the district will continue to strive to have all teachers certified in ESL | August 2019- May 2020 | ESL Coordinator; ESL teachers; Campus principals | Local funds; ESL funds | Students will show continued improvement and will graduated high school. |
| Provide LPAC training and conduct LPAC meetings to keep all stakeholders aware of student progress. | BOY / MOY /EOY | ESL Coordinator; ESL teachers; principals; Chief Learning Officer | Local Funds | Increased parent involvement. Sign-sheets; minutes; agendas |
| Attendance meetings PreK-12 to involve parents in truancy and absenteeism issues | October 2019-May 2020 | Principals/Assistant Principals | Local funds | Fewer absences and higher academic achievement. |
| Provide Saturday School and extended day for students with attendance issues. | October 2019- May 2020 | HS and JH Principal | Local Funds | Improved attendance, higher grades, increasing student success. |
| Parent Conference Day will be used to inform parents of academic difficulties and how the home, school and student can address those issues. | October 2, 2019 | Principals and teachers | Local funds | Fewer students retain for academic issues and attendance. |
| Continue to use technology Extensively in the core curriculum at all levels. Update and add new technology with appropriate training as needed and when funds are available. | August 2019- May 2020 | Parents, teachers, administrators, counselors, tech coordinator and Chief Learning Officer | TEKS; Curriculum and guidelines, State Technology funds; Title II, Part D, Local funds | Advance students' computer application skills as evidenced through products and presentations. |
| Provide staff development to insure that all teachers and paraprofessionals demonstrate mastery of technology skills needed for the classroom. | Summer 2020 | Directors of Instruction Chief Learning Officer Technology Director Teacher Leaders | Local Funds | Required reports; certificates; sign-in sheets; evaluations; |

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| Utilize Distant Learning technologies to provide Administrative/Teacher training as well as student DL Courses. | 2019-2020 | Director of Technology Principals | Technology funds | Documented programming and sign-in sheets; Certificates. |
| Chosen ELAR and Math teachers from each campus along with the Technology Director will attend the technology conference | February, 2020 | Technology Director Campus Administrators Business Manager | Title II, Part A funds; | List of participants and a review of the conference. Documentation of attendance. |
| Campus staff members will serve as technology contacts for staff | 2019-2020 | Director of Technology; Principals | Not funded | Teacher request addressed by campus technology staff member. |
| BISD will offer summer school if they fail to pass the state assessment at 5 th and 8 th grade, fail course work or if they are in violation of the Attendance statute. | Summer 2020 | Principals; teachers; Chief Learning Officer | Title V funds | Grades and attendance reports. |

GOAL 5. Connecting High School to Career and College

Performance Objective: Breckenridge ISD will improve the career relevance of the high school experience for Texas students to ensure better direct access and success in the workforce in accordance with HB 5 (83rd Texas Legislature) initiatives and to improve performance of students as they transition to a post-secondary institution.

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources/ Allocation | Formative Evaluation |
|--|--|--|---|--|
| CTE, AP, and Dual Credit Programs are available to all students and special pops nor matter of race, ability, sex, or gender. | 2019-2020 | HS Principal, Career Counselor, CTE and Special Ed Teachers, AP Teachers, Regular Ed Teachers; Parents | Perkins Grant (13,000) and Local & State funds, Scholarships; Cisco College; Ranger College, TSTC | More special pops involved in CTE. Increasing numbers of students that go on higher ed. |
| Work Study Program through CTE for regular ed. and mainstreamed students. | Sept 2019 – May 2020 | Principals and CTE teachers | Perkins; Special Ed. funds; Community resources | Successful transitions from school to the workplace; teacher documentation; employer documentation. Lower the dropout rate and raise the completion rate |
| Provide pregnancy related services through the BOLA Lab, students who qualify to be homebound, per doctor’s orders, with a teacher provided. | As needed | HS Principal Teacher Accelerated Program Director | SCE Funds; Technology funds | Higher completion rate when compared to previous years. |
| The Odyssey Program will be used for credit recovery and remediation as well as for PRI academics. | 2019-2020 | Academic Counselor; Principal; Parent; Teacher | Local Funds; SCE funds; Technology funds; Odyssey Program; | Decrease the drop-out rate, increase the completion rate and graduation rate. Increase the number of students who move to post-secondary educational setting or enroll in a trade school. Raise student achievement. |
| Inform and involve parents in the development of CTE, AP, Dual Credit courses and Extended Year program. | Dates of meetings to be announced Aug – May | Principals; counselors; teachers; | Perkins; Local, Title V | Increased student participation in programs. |

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| Wait Training will be provided at the HS to inform students and help prevent teen pregnancy. | 2019-2020 | Chief Learning Officer; HS Principal; Counselor; School Nurse. | Local funds; Open Door | Decrease in number of teen pregnancy on secondary campuses. |
| Students assigned to the Disciplinary Alternative Education program will have access to credit recovery. | Aug 2019 – May 2020 | DAEP Principal and Teachers assigned to DAEP | Compensatory Ed Funds | More disciplinary students will complete the high school program. |
| Inform students and parents and when possible, involve them in the development and identification of the needs of dual credit and AP courses. | August 2019 and in May at the orientation 2020 | High School Principal, Counselor, Testing Coordinator | TSTC Ranger College Cisco College | Agendas, sign-in sheets and minutes of meetings. |
| Be actively engaged in investigating reports of bullying, assigning consequences according to the Code of Conduct and provide training and programs focused on preventing bullying. | On-going 2019-2020 | Principals, Students, Teachers, Superintendent, Board of Trustees, Directors | Local funds; ESC 14; StayAlert Reporting System provided by Edwards Risk Management, 7 Mindsets | Fewer bullying incidents; Agendas; sign-in sheets; certificates; discipline logs; DAEP documentation; Due Process documentation; Placement Order; PEIMS documentation. |
| Conduct random drug testing and canine scans followed by parent conferences and counseling for those who have been identified. | 6 times each year for canine scans. Random drug testing will be monthly. | Principal; Vice Principal; Secretaries; Counselor; Chief Learning Officer | Southwest Consortium; Canine Company; Local funds (5000.00) | Decrease in drug use and those identified through random testing program. Increase in the number of students completing counseling. Increases in the number of students participating in UIL events. |
| Identify At-Risk, Homeless, drop outs through Child Find program as well as struggling students for quick intervention. | August 2019 to May 2020 | Principals, Teachers, Diagnosticians, Special Ed. Teachers, parents, and ARD Committees | Title I funds (500.00), Local funds | Student performance rates to meet increasing standard. Increase enrollment. Higher percentages on the Performance Index Indicators: Student Achievement; Student Progress; Closing Performance Gaps and Postsecondary Readiness for these groups. |
| Secondary campuses will participate in Career Day activities. Parents will be encouraged to talk to their student about careers and attend the event. To promote post-secondary education, military and workforce | 2019-2020 | Chief Learning Officer; Principals; Teachers | State and community organizations, colleges and universities; technical schools and trade schools | Number of students participating in the event; Number of presenters; Newspaper coverage. More of our graduates tracked to post-secondary educational institutions. |

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| Offer courses that will better prepare graduates for post-secondary education or entry into the workforce. | August 2019 through May 2020 | Chief Learning Officer, Secondary Principals; Counselor; Parents; students | TSTC; Cisco College; Ranger College | Local funding Perkins Grant \$13,000 | Student Pathways; Schedules; enrollment information. |
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GOAL 6 Using Taxpayer Resources Efficiently

Performance Objective: Breckenridge ISD will use its resources efficiently and effectively and encourage school districts and open enrollment charter schools to use limited taxpayer funding to improve student outcomes and accomplish legislative objectives.

Key Strategic Measures:

- 6.1 Fund balance
- 6.2 Funding from outside sources
- 6.3 Audit report
- 6.4 School First Rating
- 6.5 Facility Assessment

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources/ Allocation | Formative Evaluation |
|---|--------------------------|---|---|--|
| Financial investments are maximized to produce the highest return while maintaining minimal risk for the district. | August 2019- May 2020 | Superintendent CFO | None | Monthly board reports First Rating |
| Utilize community resources to extend support to at risk students. | 2019-2020 | Superintendent | Local funds and Financial support from the Mike and Mary Terry Foundation | Monthly report from Success Coach through Communities in Schools. |
| Campuses will host an Open House | August 2019 | Principals; Teachers | Local funds | Sign-in sheets will be evidence of parent participation/ |
| Conduct Title I parent meetings to inform parents, provide them the opportunity for input in the program and seek input use of funds. | Fall 2019 | Chief Learning Officer and Elementary Principals | Title I Funds | Documentation: sign-in sheets, agendas, minutes, notification in the newspaper |
| Involve parents in decisions for meeting accountability and changes in the District Improvement Plan. | October 2019 | Superintendent; Chief Learning Officer | Local funds | Increase in student success and an informed community. |
| Technology Coordinator will maintain district infrastructure for advancing technologies | 2019-2020 | Director of Technology | State Technology funds, Local funds | PO's and Help Desk Log |

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| The comprehensive needs assessment will identify areas of need that will affect the budget. | Spring 2020 | Superintendent; Chief Learning Officer | Local funding | Identified needs for the upcoming year. |
| Departmental meetings with Principals to determine individual campus and student needs as reflected in the comprehensive needs assessment. | 2019-2020 | Principals, Dept. Chair, and grade level staff members | Allotment of time for meetings and help from Admin. Bus. Mgr, and Staff Local Funds | Budget Projection for the next school year. |
| Principals and directors review and prioritize campus and dept. budget. | April 2020 | Campus Administrators and Staff and Directors | Campus Plans, Local, State and Federal Revenue Information | Campus and Departmental Budgets submitted to Business Mgr. |
| Provide Board Budget Workshops | July – August 2019 | Board of Trustees, Superintendent, Business Manager, Campus Principals and program support directors | None needed | Set a yearly budget. Improvements to campus facilities, new construction, repairs and completion reports. |
| Complete the budget process by reviewing submitted budgets, meet with campus principals and directors to adjust budgets | April 2019 to September 2020 | Superintendent, Administrators and Directors | Campus/Department meetings/ Budget Request | Budgets are approved. |
| Superintendent reviews district budgets. Adopt and approve budget for new school year | May 2019 – August 2019 | Superintendent and CFO | Campus/Departmental Meetings/ Budget Request | Approved district budget. |

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources/ Allocation | Formative Evaluation |
|---|--------------------------|---|--|--|
| Financial investments are maximized to produce the highest return while maintaining minimal risk for the district. | August 2019- May 2020 | Superintendent CFO | None | Monthly board reports First Rating |
| Utilize community resources to extend support to at risk students. | 2019-2020 | Superintendent | Local funds and Financial support from the Mike and Mary Terry Foundation | Monthly report from Success Coach through Communities in Schools. |
| Campuses will host an Open House | August 2019 | Principals; Teachers | Local funds | Sign-in sheets will be evidence of parent participation/ |
| Conduct Title I parent meetings to inform parents, provide them the opportunity for input in the program and seek input use of funds. | Fall 2019 | Chief Learning Officer and Elementary Principals | Title I Funds | Documentation: sign-in sheets, agendas, minutes, notification in the newspaper |
| Involve parents in decisions for meeting accountability and changes in the District Improvement Plan. | October 2019 | Superintendent; Chief Learning Officer | Local funds | Increase in student success and an informed community. |
| Technology Coordinator will maintain district infrastructure for advancing technologies | 2019-2020 | Director of Technology | State Technology funds, Local funds | PO's and Help Desk Log |
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| Stay abreast of financial trends at the local, state, and federal levels | 2019-2020 | Superintendent; Administrators | TASB; Legislative Reports; News; Texas ISD and other Education/Financial sites | Be prepared to meet financial needs. |
| BISD will join an SSA with ESC 14 for the NCLB Grant, Perkins Grant; and Title I funds for Staff Development. | 2019-2020 | Superintendent; Director of Federal Programs; ESC14 | NCLB Funds (Title I, & Title II) Perkins Funds | Appropriate use of funds and program efficiency by utilizing the resources available through the service center. |
| Guidelines for state and federal programs will be applied | 2019-2020 | Chief Learning Officer ; Superintendent | TEA; Region 14 | Deadlines for application and compliance are met. |

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources/ Allocation | Formative Evaluation |
|---|--------------------------|--|---|--|
| Financial investments are maximized to produce the highest return while maintaining minimal risk for the district. | August 2019- May 2020 | Superintendent CFO | None | Monthly board reports First Rating |
| Utilize community resources to extend support to at risk students. | 2019-2020 | Superintendent | Local funds and Financial support from the Mike and Mary Terry Foundation | Monthly report from Success Coach through Communities in Schools. |
| Campuses will host an Open House | August 2019 | Principals; Teachers | Local funds | Sign-in sheets will be evidence of parent participation/ |
| Conduct Title I parent meetings to inform parents, provide them the opportunity for input in the program and seek input use of funds. | Fall 2019 | Chief Learning Officer and Elementary Principals | Title I Funds | Documentation: sign-in sheets, agendas, minutes, notification in the newspaper |
| Involve parents in decisions for meeting accountability and changes in the District Improvement Plan. | October 2019 | Superintendent; Chief Learning Officer | Local funds | Increase in student success and an informed community. |
| Technology Coordinator will maintain district infrastructure for advancing technologies | 2019-2020 | Director of Technology | State Technology funds, Local funds | PO's and Help Desk Log |
| appropriately. Applications and compliance reporting will be completed in a timely fashion. | | | | |

GOAL 7. Breckenridge ISD will provide a safe, orderly and nurturing environment that promotes outstanding academic achievement, increases attendance, reduces the number of dropouts, and supports healthy bodies and healthy minds.

MEASURABLE PERFORMANCE OBJECTIVES:

- 2.1 Identify and address issues to insure student health and safety.**
- 2.2 Decrease the number of Code of Conduct violations.**
- 2.3 Increase parental support and shared responsibility for student behavior.**

SUMMATIVE EVALUATION:

- **Programs and training**
- **Phone logs, conferences and other contacts, campus level documentation, promotes a spirit of partnership.**
- **Sign-in sheets, evaluations and program descriptions of trainings.**
- **Safety reports and evaluations.**
- **Discipline reports**
- **PEIMS Reports and Safe School Report**

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources/ Allocation | Formative Evaluation |
|---|--|---|---|--|
| Review and revise an Emergency Operation Plan for the District and coordinate with the County Emergency System. Inform parents of additions or revisions | 2019 –2020 | Emergency Crisis Team and Campus Crisis Teams | Emergency Operations Grant; Edward’s Risk Management; Region 14 Local Funds | Table top activity. Audit every 3 years (2020) |
| School Health Advisory Council made up of parents, community representatives and school personnel will provide input on student health issues. Make recommendations to the Board of Trustees. | Meets at least four times each year. TBD | Chief Learning Officer SHAC Committee | Local Funds Newspaper | Minutes of each meeting and recommendations made to the board. |

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources/ Allocation | Formative Evaluation |
|--|-----------------|--|--|--|
| Utilize available media devices, such as the local newspaper, area television and radio stations to inform the public as efficiently as possible of emergency procedures and activities of our students and school programs that involve student safety. | As needed | Teacher/Principals, Director of Instruction Campus newsletters | Newspaper, TV/Radio Stations, Published articles | Newspaper articles, published articles for magazines (HS students), sign-in sheets from school opportunities |
| Conduct safety walk-throughs periodically to see that safety procedures are in place and effective. | 2019-2020 | Superintendent; Campus Administrator; Safety Representatives and inspectors | ESC; Edwards Risk | Evaluation reports. |
| Anyone entering a campus must have proof of identification. Visitors are required to report to the campus or district office upon entering the campus. | 2019-2020 | Principals; Teachers; Paraprofessionals; Auxiliary Staff | Local Funding | Safety Audit; Zero reported incidents. |
| Anyone involved with students (teachers, paraprofessionals, bus drivers, substitutes, and volunteers) hired by the district, will be required to undergo a background check and fingerprinting | 2019-2020 | Central Office, Chief Operations Officer, Principals, | Local funds | 100% Compliance with fingerprinting mandate. |
| Campus crisis teams will receive training in CPI. Updates are required each year. Initial training is required for new crisis team members. | 2019-2020 | District Trainer Campus Administrator Special Education Director | Local Funding | sign-in sheets and record keeping of CPI certifications |
| Collect PEIMS data and complete the Safe School Report for TEA on the number of incidences of drug, alcohol, and tobacco use on campus | 2019-2020 | Chief Learning Officer PEIMS Coordinator | Discipline Records | Fewer cases of use of prohibited substances on campuses |

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources/ Allocation | Formative Evaluation |
|--|--------------------------------|--|---|--|
| Child Find Brochures available on every campus and at the Administration office | 2019-2020 | All Staff from all Campuses and Principals | ESC XIV | Inquiry/Distribution logs/news releases |
| Utilize the CATCH program in grades K – 8 to address physical, nutrition and health issues in children | 2019-2020 | Campus Administrator, Health and PE Teacher, | Region 14 for training | Students develop healthier habits and attitudes evidenced in increased physical activities and healthier food choices. |
| Provide information about area resources and services for families and homeless students. | Upon Registration | Secretaries, Campus Administrators, Homeless Liaison, teachers | Local funds, \$500.00 Title I A | Homeless survey and list of number of students being served. |
| Homeless students will be identified and provided services such as nutrition, school supplies, clothing, some medical, some dental, and out of school tutoring if necessary. | August 2019 – May 2020 | Homeless Liaison; Director of Nutrition; Counselors | McKinney-Vento Act Title I set-aside funds at JH and HS (\$500.00) TexSHEP Grant via ESC 14 | Number of identified students involved in the free lunch program. |
| Drug testing for Bus Drivers | Throughout the year | Chief Operations Officer; District Services Secretary | Local Funds: Forward Edge Inc. | Results of testing. |
| Student activities/programs to describe health and social issues in an effort to eliminate drugs, tobacco, and alcohol use | When available | Principals Counselors Teachers Students | Local Funds | Decrease in the documented cases of use |
| Offer staff development for Conflict Resolution, Discipline Management, Suicide prevention, Bullying, CPR, AED and Concussion Training. | Summer and throughout the year | Chief Learning Officer Principals | Local budget | Shown on Career development plans, SDFS Report at the end of the year on attendance and evaluation sheets |
| Staff Development for Airborne Blood Pathogens, Sexual Harassment, Safety for new employees and substitutes | 2019 - 2020 | Chief Learning Officer; Nursing Staff Principals | Videos Local funds | Attendance, Sign-in Sheets, Certificates of completion |

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources/ Allocation | Formative Evaluation |
|---|---|--|---|--|
| Each campus will be required to conduct emergency drills; weather, fire, and critical incident drills. | Throughout the year | Superintendent EOP Coordinator Campus Administrators | Local Funding | Records of drills required by central office |
| Grades K-12 will receive support in a growth mindset. | August 2019– May 2020 | Chief Learning Officer; Campus Administrator; Teachers | Local budget 7 Mindset Curriculum | Lesson plans kept on campus. |
| Staff Development and training for staff on Drug Free/Violent Free schools focusing on drug abuse; severe behavior issues; bullying, suicide prevention, tobacco and alcohol abuse; dating violence, etc. | As scheduled through ESC 14 and locally | Region ESC 14 Staff and Principals and outside consultants | Region 14 –Activities for Schools | Programs completed and evaluated by staff and certificates of completion |
| Follow USDA guidelines as they pertain to Minimum Food of Nutritional Value | August 2019- May 2020 | Director of Nutrition; Campus Administrators | USDA | No incidents of violations of guidelines. |
| Campuses will provide programs that raise student awareness on health and safety issues such as character issues, suicide, dating violence, bullying, obesity, fire and weather safety. | 2019-2020 | Principals, Counselors | Local Budget | Documentation of program dates and presenters. |
| Dating violence policy will address issues of students and help prevent violent incidents. Staff will receive training. Students will be informed through health and other classes. | 2019-2020 | Board of Trustees and Chief Learning Officer; Principals | ESC 14 Local funds | Policy. Documented incidents. |
| Work closely with local, state and Governmental agencies to address child abuse, truancy, absenteeism, substance abuse. | August 2019- May 2020 | Administrators | local and area agencies Local funds COPsync 911 Title IV \$3,600 | Documented meetings and decreases in referrals. |

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources/ Allocation | Formative Evaluation |
|--|------------------------------------|--|---|---|
| Campuses will evaluate and revise discipline procedures annually to provide fairness consistency in consequences. | July 2019 | Campus Administrators; Chief Learning Officer | Student Code of Conduct and Local Policies; Networking with other Districts | Parental support and fewer incidents of misbehavior. Discipline plan will be in line with community values and within the guidelines of district policy and the Student Code of Conduct |
| Bus referrals due to discipline issues will be aggressively investigated and consequences will be addressed. | August 2019- May 2020 | Chief Operations Officer; Campus Principals | Student Code of Conduct | Students transported safely to school with evidence of fewer bus referrals and documented incidences. Discipline reports. |
| Following investigation of every incident reported, campuses will deal with bullying incidents in a timely and consistent manner. Bullying will be considered a more severe violation. All reports are reported to the Superintendent. | Throughout the year | Campus Principals; Superintendent | District Bullying Policy Local funds | Fewer documented incidents of bullying |
| BISD Truant Officer will work closed with County Court Officials to address attendance issues | As appropriate throughout the year | District and Campus Administrators, Truant Officer | None needed | Records of student consequences. |
| Saturday School and extended day will be utilized for students with chronic absenteeism and truancy at the secondary level. | Multiple times each year as needed | Campus Principals Assigned Teachers | Local Funds | Documentation of attendance. Teacher time cards. |
| In-School Suspension and DAEP Programs for more severe/chronic discipline incidents identified in the Student Code of Conduct occurring at the Junior High and High School campuses | August 2019 to May 2020 | DAEP Principal, Counselors and Probation office | Local Funds – DAEP Principal; Student Code of Conduct; District Law Firm | DAEP and PEIMS records. |
| School Counselors will be available to provide services each week for all students in DAEP. | August 2019 – May 2020 | DAEP Principal; Counselor | Local funds | Documentation of counseling services; fewer repeat offenders. |

| Implementation: Strategies/Activities/Initiatives | Timeline | Staff Responsible | Resources/ Allocation | Formative Evaluation |
|--|-------------------------|---|---|--|
| Maintain interior and exterior cameras in strategic locations to be used to address safety issues. Hardware added to doors for entry system. | August 2019 – July 2020 | Technology Coordinator, Superintendent, Chief Operations Officer | Local Funds Title IV Funds (\$11,000) | Fewer incidences of vandalism and the ability to identify vandals in order to prosecute. |
| On-going ADA inspections on all facilities. | 2019-2020 | Superintendent; Chief Operations Officer | Local Funds | ADA inspection reports. |
| Report unsafe or hazardous conditions. Conduct safety inspections of all district facilities | 2019-2020 | Superintendent; Administrators; Chief Operations Officer; Teachers; all Staff | Local funds | Inspection Reports; documentation; purchase orders. |
| Bus drivers will participate in bus training, drug testing, CPR and AED training yearly. | June – August 2019 | Chief Operations Officer | Local Funds; Region 14; Nurse; Drug Testing | Sign-In sheets; certificates; drug test results. |
| Do daily inspections of buses; provide maintenance and upkeep to insure bus safety. | 2019-2020 | Chief Operations Officer; Drivers; Mechanics | Local Funds | Maintenance reports, itemized budget report, inspection reports. |

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| Warning signs posted throughout the district advising the prosecution of trespassers, those who bring drugs, tobacco, alcohol or skateboards on district property. | 2019-2020 | Principals, Chief Operations Officer; all school personnel | Local funds | Fewer incidences documented. Police reports. |
| Police officials provided keys to all campuses to be used in emergency situations | Summer 2019 | Superintendent; Chief of Police; Chief Operations Officer; Technology Director | Local Funds | Emergency Plan |