

Northwest Elementary



**Campus Improvement Plan
2021-2022**

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

Northwest Elementary will develop a culture of excellence by celebrating diversity, cultivating character, creating a welcoming school community, and providing personalized learning to develop life-long learners.

Vision Statement

Success... All students... All the time.

Campus Improvement Planning and Decision-Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)
Allison Northcutt	Principal
Bucky Bates	Assistant Principal
Lindsey Bigham	Counselor
Jeannie Gomez	Nurse
Kaiti Cochrum Y2	Teacher-3 rd Grade
Leslie Kirwan Y2	Teacher-2 nd Grade
Cammye Schwing Y1	Teacher-1 st Grade
Leslie Wood Y2	Teacher-Kindergarten
Martha Woods Y1	Teacher-Pre-K
Lauren Mays	Teacher – Dyslexia
Chad Evetts	Teacher – Specials
Aidalu Price	Parent Liaison
Liesa Land	District Level Representative
Thomas Scull	Community
Jennifer Aguirre	Parent

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 and principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, TEA is expecting to see evidence of the following activities in 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** [ESSA 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.

Title I, Part A

Schoolwide Components

1. Comprehensive Needs Assessment
2. Scientifically-based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others
5. Strategies to attract high-quality highly qualified teachers
6. Strategies to increase parent involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Effective, timely additional assistance for students that experience difficulty mastering state standards
10. Coordination and integration of Federal, State, and local services and programs

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
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

Brownwood ISD State Compensatory Education

Brownwood ISD combines State Compensatory Education (SCE) Program funds with federal program funds to provide appropriate, intensive accelerated instruction to students identified as at risk of dropping out of school as part of our school-wide Title 1 program. Through a comprehensive needs assessment, the students in our At-Risk group are most likely to experience academic difficulties as evidenced by STAAR data and other district/campus data. Student progress reports and campus failure lists also indicate these students are more apt to be struggling in the classroom and not meeting academic performance standards. Since we have approximately 40% of our school (50% state) population in this group, along with approximately 65% of our students (59% state) identified as economically disadvantaged, we have chosen to use these funds on all campuses to supplement activities and strategies that ensure student success for all. Each campus has a comprehensive needs assessment in place that has been developed to meet the students' needs at that particular campus. These strategies, based upon research into effective practices, are outlined in the campus improvement plans. They include, but are not limited to, additional time and assistance in tutorials, one-on-one or small group assistance provided by paraprofessionals in the regular classroom, mentoring programs, hands-on learning activities, student intervention teams, supplemental reading classes, technology and software, and additional campus strategies designed for students at risk. Each campus is constantly monitoring and adjusting for student needs during the year. These services are provided through a combination of federal program funds, state compensatory education program funds, local funds, and grant funds. The district also provides for instructional leaders, teachers, and paraprofessionals extensive professional development into practices that are known to accelerate learning for all.

Brownwood 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.

The process we use to identify students at-risk is: Students are identified using the At Risk Criteria student profile below. After the identification process, children are served through campus-developed interventions based on need, including tutoring, small group instruction, and/or participation in the interventions deemed appropriate by the Campus Intervention Team.

The process we use to enter and exit students from the SCE program who no longer qualify is: All campuses use state criteria to identify students at risk of dropping out of school, and these are the students targeted for intensive compensatory services. These services, however, are not limited to students identified as At Risk. Because our campuses are all Title 1 school-wide campuses and our ability to use a combination of funding sources, any student who is experiencing difficulty in the educational setting is included in the safety net provided for academic acceleration. Once a student becomes successful as determined by individual progress reports, grade reports, STAAR assessments, and/or other appropriate measures, he/she may be removed from the list of those receiving the additional services. The SIT committees on each campus serve as the safety net to monitor student progress and make certain that no child is left behind.

State Compensatory Education

STAAR	Math % Met Standard					Reading % Met Standard				
Year	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Students At-Risk	41%	31%	37%	N/A	48%	26%	26%	38%	N/A	26%
Student Not At-Risk	76%	78%	37%	N/A	79%	76%	79%	62%	N/A	69%

The comprehensive, intensive, accelerated instruction program at this campus consists of an RTI Specialist, TA's, for all PK and K students, a classroom reduction teacher in all grades except for 3rd grade, and 2 part-time tutors. Several of our RTI groups are run by teachers, TA's, tutors and the RTI specialist and include Fas4Forward, Passport, Rite Flight and Steam projects.

Upon evaluation of the effectiveness of this program the committee finds that NW was able to increase the number of 3rd grade students that reached meets and masters on the STAAR reading and math tests.

Comprehensive Needs Assessment Committee

Spring 2021

Name	Position
Allison Northcutt	Principal
Bucky Bates	Associate Principal
Aidalu Price	Parent Liaison
Lindsey Bigham	Counselor
Leslie Kelley	3rd Grade Teacher
Leslie Kirwan	2nd Grade Teacher
Kalla Jones	1 st Grade Teacher
Billy Taylor	KG Teacher
Martha Woods	PK Teacher
Lauren Mays	Dyslexia Teacher
Chad Evetts	PE Teacher
Thomas Scull	Community Rep
Jennifer Aguirre	Parent

Comprehensive Needs Assessment Summary

Spring 2021

Section 1 – Campus Profile

Northwest Elementary is a school within Brownwood ISD that was given a 2019 Accountability Rating of “B” (no rating will be provided for 2021). During the 2020-2021 school year, Northwest has a total of 509 students from EE-3, including the Head-start location. Northwest has an 80% Economically Disadvantaged rate, with a 4% enrolled as English Learners (EL). The at-risk rate is 49% and 14% participating in Special Education.

Section 2 – Data Reviewed

STAAR scores for the 2020-21 year the percent passing for ELAR was 47% approaches, 33% meets, and 15% masters. For Math, approaches were 63%, meets 36%, and masters 20%, according to the TAPR report. STAAR, TELPAS, discipline referrals, attendance rats, SPED referrals, RTI success rates and Professional Development were reviewed.

Section 3 – Findings/Conclusions

The committee found that NWE...

- Majority of teachers are highly qualified and scored proficient or higher in TTESS (prior to TTESS being waived for 2019-20)
- NWE has implemented Response to Intervention (Rtl) for grades 1-3.
- Scope and sequencing for third grade was focusing on readiness TEKS
- Professional Development and training in reading and Math interventions continued and a full time RTI specialist worked with students along with two part time tutors and interventionalist aide.
- Kinder TA;s also will be used as literacy TA's and put into 1-3 classrooms to help out with small group instruction.

Section 4 – Strengths

Students:

- Two part-time tutors and two focused on Rtl to help student move up in TIERS.
- Implemented DIBELS testing to catch gaps and apply interventions

Parents/Community:

- Improved communication using SchoolMessenger
- Higher attendance rates for awards/programs
- Required Parent conference with teachers each semester
- Implemented the WatchDOGS program

Staff:

- 100% of staff is highly qualified
- Most teachers scored Proficient or higher in TTESS
- Pk has a teaching assistant in every room
- Parent Liaison that is bilingual on campus to help with registration and attendance.

Facilities:

- All facilities are ADA accessible
- All playgrounds enclosed with fencing and kept locked for safety
- Additional playground equipment that is ADA approved

Section 5 – Weaknesses

Students:

- High percentage of Economically Disadvantaged 80%
- Attendance Rate decreased due to pandemic.

Parents/Community:

- Low parent participation in attendance meetings
- Low PTO participation

Staff:

- Reduction of a PK teacher due to enrollment

Facilities:

- Limited indoor gym/physical activity space

Section 6 – Identified Needs

The committee determined that it would...

- Move a classroom reduction teacher to 3rd grade to better meet the academic needs of the students
- Target Rtl students in 1st and 2nd grade prior to beginning of the year and have interventions start sooner
- Create a master schedule with an Rtl time built in and plan accordingly with dyslexia intervention.

Goal 1: (Academic Achievement) All Northwest students will attain maximum student achievement through relevant and rigorous instructional programs, resulting in 85% of all students demonstrating a minimum of one year’s growth in reading and math.

Objective 1: By May 2022, a 10% gain will be evident for all students and each student group, including Special Education students tested at grade 3 STAAR, resulting in minimum passing standards growing from 63% to 70% in math and 47% to 70 in reading; the same ten percent gain will be evident for all students and each student group, including special education students reported as “Meeting” and “Mastering” grade level expectations.

Summative Evaluation: A ten percent increase will be evident for all students passing standardized assessment at the end of 3rd grade in each category-Approaching, Meeting, and Mastering grade level; in grades PK-3, 85% of students will demonstrate satisfactory performance on District developed curriculum base assessment checks and a minimum of 1 year’s growth in reading and math as measured by Dibels Reading and Math, CBAs, and Guided Reading inventories.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Implement with integrity a comprehensive and balanced approach to reading/ELAR instruction within Tier 1: <ul style="list-style-type: none"> • Really Great Reading Phonics Program • Fluency-Fountas and Pinnell Guided Reading • Vocabulary from IFDs • Comprehension Within the context of a comprehensive and balanced framework for literacy instruction we will implement a systematic phonics program in K-1 and a differentiated guided reading program in K-3.	1, 2, 4	Teachers Principal RTI Interventionist	On-going	Phonics Program Fountes & Pinnell	Teacher lesson plans. T-TESS walk throughs and Observations	Increased numbers of children reading on grade level Decreasing numbers of children requiring T2 and T3 interventions Year Growth if Guided Reading Levels.

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
G/T teacher continue to focus on instruction grades K-3.	1	District Administration	Ongoing		Walk-throughs Observations PEIMS Data Projects	More students mastering the grade level expectations of growth
Accelerated Reading STAR Tests	2	Teachers & Teacher Assistants	Ongoing		Logs and STAR Records	Reading and Math levels will increase
Transition Kinder Teacher Assistants to Literacy Aides to assist 1 st -3 rd graders	2	Teachers & Teacher Assistants	Ongoing		Rosters and Human Resource Documentation	Reading levels will increase

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Implement with integrity a comprehensive and balanced approach to reading/ELAR instruction within Tier 1: <ul style="list-style-type: none"> • Phonemic Awareness • Phonics and Word Study • Fluency • Vocabulary from IFDs • Comprehension Within the context of a comprehensive and balanced framework for literacy instruction we will implement a systematic phonics program in grade K-1 and a differentiated Guided Reading Program in grades K-3.	2	Teachers Principal Assistant Principal RTI Interventionist	On-going		Teacher Lesson Plans T-TESS walk throughs Observations	Increased number of children reading on grade level Decreasing numbers of children requiring Tier 2 and Tier 3 interventions Increased improvement Dibels data

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Ongoing rigorous and quality instruction using the TEKS Resource System and Instructional Focus Documents and Pacing tools will be provided for all students.	1	Teachers Principal Assistant Principal	9 week grading cycle 3 week progress report cycle		Grade level meeting notes Teacher Lesson Plans	Improved alignment to standards and focused, deliberate instruction resulting in higher rates of student success
Fully implement the Fundamental Five in all content areas and subjects. <ul style="list-style-type: none"> Framing the Lesson Working in the “power zone” Recognize and reinforce Frequent, small group, purposeful talk Critical writing 	1	Teachers Principal Assistant Principal	On-going		Teacher lesson plans. T-TESS walk-throughs Observations	Increased student engagement & success as evidenced

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Continual implementation of well planned T1 lessons with depth and complexity using the TRS Year at a Glance and IFDs, Lead4Ward Playlists, Field Study Guides and Pacing tools.	1	Teachers Principal Assistant Principal RTI Specialist	9 week grading cycle 3 week progress report cycle		Lesson plans TEKS verification documents posted in the classroom. Lesson frames	Strengthening levels of rigor in the classroom resulting in all students making gains Higher level thinking and engagement evidenced in walk-throughs and observations
We will continue to strengthen RTI process and practices with a full time RTI interventionist on our campus to work directly with T3 students and strengthen T2 interventions by classroom teachers and assist with developing CBAs and timely data disaggregation	1	Tutors Teachers RTI Specialist Counselor Principal Assistant Principal RTI TA	On-going		Failure lists Report Cards RTI documentation Testing/Referral logs	Closing achievement gaps- Increasing numbers of students performing on grade level in reading and math by accelerating the learning of children performing below grade level

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Coordinate special Ed and general Ed services through improving communication between teachers providing children services.	1	Special Ed teachers General Ed teachers working with students with special needs	Every nine weeks, coordinated with progress reporting Grade level Meetings		Schedules for mtg times Meeting notes	More coordinated efforts towards meeting needs of students served through Sped.
Pre-school visits for children transitioning from child care and Head Start to kindergarten	4	Principal Assistant Principal Kindergarten Teachers	April/May 2022		Flyers Social Media advertising	Increased parent/Teacher relationship Smoother transition practices Increased parent knowledge of upcoming campus expectations

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Team Leaders will create CBAs aligned with TRS and district calendar. RTI specialist will lead data meetings that assess student mastery of curriculum, CBAs, Education Galaxy, Dibels, Guided Reading levels – all providing ongoing analysis of student learning as aligned to instructional response. This will result in ongoing and effective communication between teachers providing prescriptive interventions for students as needed	1	Grade level teachers Principal Assistant Principal Team Leaders	CBAs developed by Team Leaders aligned with TRS for Reading and Math Regularly scheduled data meetings PLC’s CIP meetings		GLMtg’s notes and agenda VTMtg’s notes and agenda Mclass documentation Sign-In Sheets	Targeted assistance for students that are not mastering curriculum Students will benefit from timely evaluation and re-teaching, resulting in improved grades, increased mastery of the TEKS, and lower failure rates

<p>Professional development will be provided for teachers, administration, and paraprofessional staff:</p> <ul style="list-style-type: none"> • TEA grade level specific reading and math academies • Grade level training on Phonics and Guided Reading • Instructional Strategies Playlists for Lead4Ward and Field study Guides • Curriculum and Instruction utilizing TRS and IFD • Really Great Reading • Fundamental Five • Pacing Guide • Tex Guides • Mentoring Minds <p>Teacher input from goal setting conference to develop individual ongoing PD for each teacher</p>	1	<p>Asst. Superintendent Principal Assistant Principal RTI Interventionists Instructional Coaches</p>	<p>July 2021 August 2021 & On-going</p>		<p>Sign in sheets from professional development</p> <p>Uploaded to Eduphoria</p> <p>PD certificates will be submitted from summer professional development days</p> <p>Faculty meeting and campus PD sign in sheets will be maintained</p>	<p>Increased knowledge and skills developed in PD seen in classroom structure, strategies, instruction, and assessment resulting in increases in students' growth and achievement.</p>
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Goal 2: (Staff Quality) At Northwest 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet NCLB requirements. Northwest will recruit and retain highly qualified teachers by providing support that will result in higher levels of success, skill, and job satisfaction.

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Increase efficiency of parental communication with School Messenger	1	District level technology personnel Principal Assistant Principal Counselor Teachers	Ongoing		Records of improved and increased frequency of parental communication (Attendance sheets from: teacher/parent conferences, awards assemblies, school activities)	Increased parent support and involvement
Mentorship programs provided for first year teachers and new teachers to the campus	1	Deputy Supt. Principal Assistant Principal Teachers	Ongoing		Documentation maintained by participating teachers: Performance sheets Sign-In Sheets Agendas	Increased satisfaction and level of support experienced by new teachers resulting in higher student achievement
Provide Stipends to fill hard to find staff positions and also to retain staff currently serving in those positions.	1	District Level	Ongoing	ESSER and Title funds	Payroll Docs	Retention of staff in those positions

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Focus on improving behavioral supports through <ul style="list-style-type: none"> • Implementing positive behavior strategies, • Consistent campus and district-wide behavior plans, • Identifying and providing training for a behavioral teacher assistant on the campus 	1	RTI Behavior specialist Deputy Supt. Principal Assistant Principal, Counselor, Teachers			District Behavior Plan Number of Discipline Referrals PEIMS Discipline Data	Improved consistency and efficiency throughout the district, campus, and grade levels Reducing teaching time lost because of behavioral disruptions
Strengthening the Behavior RTI process and practices with students who have extreme/constant misbehaviors that interfere with the learning of other students.	1	Behavioral Specialist, Teachers, TAs, Principal, Assistant Principal, Counselor			RTI meeting notes Meeting agendas	less discipline referrals and time out of the classroom, thus increasing instructional time for students

Goal 2: (Staff Quality) At Northwest 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet NCLB requirements. Northwest will recruit and retain highly qualified teachers by providing support that will result in higher levels of success, skill, and job satisfaction.

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Systematic 3 week attendance monitoring, communication with parents regarding teaching and learning difficulties caused by excessive tardies and chronic absenteeism, and coordination with courts in cases of truancy.	1	Principal, Teachers, Parent Liaison Registrar Truancy Officer as needed	Every 3 weeks		Principal and registrar will maintain documentation of 3 week attendance checks, follow up, and outcomes. Attendance letters Meeting notes	Increased attendance rates
Opportunities for paraprofessionals aspiring to be teachers and for teachers aspiring to be administrators to participate in academies to strengthen knowledge and skills	1	Asst. Supt.	According to district timelines 2021-2022		Participants in academies Sign-In Sheets	Development of skills in existing staff to fill personnel needs in the district

Goal 2: (Staff Quality) At Northwest 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet NCLB requirements. Northwest will recruit and retain highly qualified teachers by providing support that will result in higher levels of success, skill, and job satisfaction.

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide Professional Development <ul style="list-style-type: none"> • School messenger and website development • Title 1 parental involvement training • Positive Behavioral Interventions and Support (PBIS Strategies) • District-wide Behavioral plans • Aspiring Administrator's Academy • Aspiring Teacher's Academy • Using TRS and IFDs to strengthen instruction, • Using Data to guide instruction • Fountas and Pinnell training • Really Great Reading Training 	1	Asst. Supt Principal Assistant Principal Behavioral Specialist Counselor RTI Interventionist	September 2021 August 2019 Back to School PD Ongoing according to district and campus timelines		Sign-In Sheets Approval sheets/certificates on Eduphoria Teachers Kept Data Notebooks	Teachers will gain skills and knowledge as evidenced in their classroom structure, daily routines and instruction with evidence of student growth and achievement Tier I instruction will be strengthened through aligning lessons to IFDs and using data from curriculum checks to guide instruction, not just for T2 and T3 interventions

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

Objective 1: By May, 2022 the number of discipline referrals will be reduced by 15% as measured by PEIMS and teacher and principal data.

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
PBIS team will consist of one teacher from each grade level, support TA, counselor and principal	1	Principals, Counselor Teachers and designated TA	On-going		Teacher data Parent phone call logs Discipline notebooks in classrooms	Reduction in PEIMS and discipline referrals and more parent contact
PBIS training for Campus administrators, teachers, counselor and TA's	1	Principals, Counselor, and Behavior Specialist	On-going		Teachers using PBIS logs Clip charts Parent contact data Classroom walk throughs	Reduction in discipline referrals Improved learning environment
PBIS Behavior Lessons	1	Teachers, Counselors Behavior Specialist	On-going		Lesson Plans Walk throughs by principals and PBIS team	Common Language by teachers and students regarding behavior and expectations.
Add "STOP IT" Bullying Program		Teachers Assistant Principal	On-going		Online reporting	Reduction in bullying incidents

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

Objective 1: Students leaving Northwest Elementary at the end of 3rd grade will be reading on grade level with 90% accuracy.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of 90%

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Effective transition plans between grade levels and from campus to campus	3	Principal, Designated Teachers	April/May		Beginning of the year Meet the Teacher Parent Conferences Sign-In Sheets Flyers Social Media records	Smoother transitions High levels of expectations maintain
To reduce retention rates, discuss check points to determine how individual student interventions are progressing during Response to Intervention (RTI) meeting	3	Principal Teachers RTI Interventionist	Ongoing		Progress monitoring logs Student Growth Data RTI Documents	Reduce or maintain end of the year retention rates

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

Objective 1: By May 2022, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand.	1	Principal	Within 10 days of receipt of reports (Note on report cards	Parents receive reports of assessment results
Meet the Teacher – parents will meet their child(ren)'s teacher and have opportunity to learn school/classroom routines and procedures.	1	Counselor, Principals Teachers	Fall 2021 by appointment		Flyers Sign-In Sheets Social Media Posts	Documentation of usage Great knowledge by parents of expectations
Teachers will communicate with parents on a daily (PK/K) and weekly folder (1 st , 2 nd , 3 rd) to communicate behavior and grades and any upcoming school events	1	Teachers			Folders will go home regularly according to grade level Progress reports every 3 weeks to parents	Parents will be informed of student behavior and grades on a regular basis and assist their students areas of need.
Continued use of School Messenger in native language.	1	Central Office Principals Teachers.	As needed		School Messenger broadcast Copy of Logs	Parents will be informed of district and school information
Scheduled Parent Conferences two times yearly	1	Teachers	2 times Yearly		Phone logs and Sign-in sheets	Parents and teacher will work together as a team to better student's educational experience

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

Objective 1: By May 2022, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Family Engagement Nights-Community Caroling, Music Assemblies, Academic Award Assemblies, Talent Show, Watch Dog Program	1	Teacher Principals	Ongoing		Phone logs, Sign-in sheets and Social Media posts	Improved relationships with families.

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

Objective 1: Be financially responsible and use resources – financial, staff and facilities – with diligence and integrity.

Summative Evaluation: At the end of the fiscal year, monies will have been spent appropriately within designated budgets and allotments

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Campus will work in collaboration with dept. heads to ensure that we are in compliance with federal and state program areas.	1, 2, 3, 4	Superintendents, Business Manager, HR dept., Maintenance dept.	On-going		Financial records, Purchase Orders	Better utilization of state and federal funds

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

Objective 1: Be financially responsible and use resources – financial, staff and facilities – with diligence and integrity.

Summative Evaluation: At the end of the fiscal year, monies will have been spent appropriately within designated budgets and allotments

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Review and revise staffing formula and staff pattern policies to strive for campus equity	1, 2, 3, 4	Superintendents, Business Manager HR dept., Dept. /Campus Heads	Quarterly		Agendas, HR records, Payroll Logs	Optimal utilization of staff resources within the district
Attend federal and state program conferences, webinars and workshops provided by ESC15 and outside entities as they pertain to Northwest Elementary.	1, 2, 3, 4	Superintendents, Business Manager, HR dept., Dept./Campus Heads	On-going		Training/Workshop certificates, travel records, DL reservations	Greater knowledge and efficiency of the staff involved.

Brownwood Independent School District
Parent Involvement Policy
2021-2022

ADDENDUM

Working Together

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Some opportunities in this partnership may include, but are not limited to:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all of your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements of the graduation programs with your child, if your child is entering ninth grade.
- Monitoring your child's academic progress, including STAAR assessment scores, with the use of BISD's online gradebook portal and ability to check assessment results through the website.
- Keeping in contact with your child's teachers and campus as needed. Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school.
- Becoming a school volunteer. (For further information, see policies at GKG and contact campuses or central office at 325-643-5644)
- Serving as a parent representative on the district-level or campus-level planning committees, assisting in the development of educational goals and plans to improve student achievement. For further information, see policies at BQA and BQB, and contact the Deputy Superintendent at Central Office at 325-643-5644.
- Serving on the School Health Advisory Council, assisting the district in ensuring local community values are reflected in health education instruction. (See policies at BDF, EHAA, and FFA)
- Attending board meetings to learn more about district operations. (See policies at BE and BED for more information)
- Watching regular school board meetings live streamed through the BISD website. The meetings are also archived and can be viewed at a later time.
- Registering your student for school using BISD's online registration.
- Registering yourself for School Messenger alerts will allow you the most recent updates regarding your student and activities not only in their class, but also for their campus and the district.

Northwest Elementary CIP

Template Developed by  Region 12

Priority for Service (PFS) Action Plan for Migrant Students

ADDENDUM

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: Brownwood
Region: 15

Priority for Service (PFS) Action Plan

Filled Out By: ESC MEP Staff
Date: 08-20-2020

School Year: 2020 - 2021

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s): To focus on the unmet needs of migrant children who have been identified for “Priority for Services” (PFS) by providing them with supplemental instructional and support services.	Objective(s): 100% of PFS students will have access to supplemental instructional and support services documented on the PFS Student Review Form. 100% of PFS students will have a PFS Student Review Form completed with academic information to determine On-Time graduation.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	July1-August 30	NGS Data District Migrant Contact	Monthly PFS Reports
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	July1-August 30	ESC Migrant Department District Migrant Contact	Signed PFS Action Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			

<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	July1-August 30	ESC Migrant Department District Migrant Contact	PFS Action Plan Sign In Sheets/Emails/Monthly PFS Reports/Online platforms
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	July1-August 30	District Migrant Contact ESC Staff	Sign-In Sheets/Zoom chat/Emails/phone logs/
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	July1-August 30	District Migrant Contact ESC Staff	PFS Parent Form
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	July1-August 30	ESC Migrant Department District Migrant Contact	PFS Reports Emails/ District Contact log
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	July1-August 30	ESC Migrant Department District Migrant Contact	Emails Documentation Community Resource List/Supplemental/Instructional Distribution Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	July1-August 30	District Migrant Contact ESC Migrant Department	Student Participation List, Invoices, Sign In logs
Additional Activities			
<ul style="list-style-type: none"> Provide parents with community resources and services. 	July 1-August 30	District Migrant Contact ESC Migrant Department	Community Resource list Agency Information

LEA Signature

Date Completed

ESC Signature

Date Received