

Woodland Heights 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

Recognizing that all children can learn... the staff of Woodland Heights Elementary, in partnership with our parents, will create an environment that enables all of our students to learn and achieve to their full potentials.

This will be accomplished by:

- Using multiple teaching methods and cognitive questioning techniques.
- Helping children to feel important and be successful through character education and emphasis on leadership.
- Providing resources and educational opportunities to meet each individual's unique needs.
- Involving parents and the community as partners in the educational activities of the campus.
- Providing a safe and orderly learning environment.

Campus Improvement Planning and Decision-Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)
Jeanette Lancaster	Principal
Kassie Russell	Assistant Principal
Kimber Bennet	Counselor
Andria Stewart	Secretary
Jessica Murphy	1 st Grade Teacher
Amy Adams	Music Teacher
Mason Self	2 nd Grade Teacher
Annette Bates	2 nd Grade Teacher
Stephanie Morton	1 st Grade Teacher
Angela Bishop	3 rd Grade Teacher
Serena Miller	Kindergarten Teacher
Amy Hall	Kindergarten Teacher
Margie Briggs	3 rd Grade Teacher
Jennifer Angel	Special Education Teacher
Jacob Stephenson	PE Teacher
Sylvia Tobias	Paraprofessional
Kristi Owen	District Level Representative
Aldo and Carmen Salazar	Parent
Amy and Keith Platte	Parent
Ashley and David Chilcote	Parent
John Barnum- Paint and Remodeling	Business
Carrol Wells – Honey Bee Natural Foods	Business
Mitzi Lehrer	Community
Dorothy Lundy	Community

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 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 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

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.

State Compensatory Education

STAAR	Math % Met Standard					Reading % Met Standard				
Year	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Students At-Risk	62%	30%	46%	N/A	60%	53%	45%	49%	N/A	60%
Student Not At-Risk	86%	86%	85%	N/A	91%	83%	88%	76%	N/A	91%

The comprehensive, intense, accelerated instruction program at Woodland Heights Elementary consist of rigorous Tier I instruction for all students and prescribed interventions to meet the needs of Tier Two and Tier Three students. School and district wide PBIS behavior supports to encourage positive classroom environments and teacher/students relationships to engage in instructional/remedial lessons and activities.

Upon evaluation of the effectiveness of this program the committee finds that our percent of at risk and non-at risk students approaching grade level expectations on Math STAAR continue to drop with an increase in Reading scores for 2021.

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.

Comprehensive Needs Assessment Summary of Findings

Spring 2021

Name	Position
Jeanette Lancaster	Principal
Kristi Owen	Assistant Principal
Kimber Bennett	Counselor
Cindy Simpson	Nurse
Kathy Blake	Kindergarten Teacher
Serena Miller	Kindergarten Teacher
Amy Hall	Kindergarten Teacher
Jessica Murphy	1 st grade Teacher
Mason Self	2 nd grade Teacher
Angie Bertrand	2 nd grade Teacher
Christy Couch	3 rd grade Teacher
Brooke Garrett	Special Education Teacher
Caitlyn Tidwell	Music Teacher
Nery Cenicerros	District Level Representative
Tina and John Barnum	Parents
Torri Choate	Parent
Ashley Chilcote	Parent
Weston Jacobs (ACE Hardware)	Business Member
Kay Wilson	Community Member
Carol Jarvis	Community Member

Comprehensive Needs Assessment Summary Spring 2021

Section 1 – Campus Profile

Woodland Heights is an elementary school within Brownwood ISD. As of the 2020-2021 school year, it had 391 of students. 31% of students were considered at risk (of dropping out of school). 2% of students were enrolled in the English language learning program (LEP). 10% of students were enrolled in the Special Education Program. Due to COVID 19/ the Corona Virus 3rd grade did not take the STAAR test in the spring of 2021 and we do not have data to report. Out of our 92 3rd grade students 99% were promoted to 4th grade.

Section 2 – Data Reviewed

STAAR scores for the 2020-2021 year were waived due to COVID-19, but during the 2019-2020 year, the percent passing for ELAR was 67% approaches, 43% meets, and 25% masters. For Math, 72% approaches, 41% meets, and 19% masters. We utilize Benchmark data, MClass data, Fountas and Pinell data, CBA data, TELPAS, promotion/retention rates, discipline referrals and consequences, parent volunteers, parent involvement activities, attendance rate, intervention success rates, professional development record, highly qualified teacher/paraprofessional percentages.

Section 3 – Findings/Conclusions

The committee found that Woodland Heights Elementary...

- All of our teachers are highly qualified and 86% are experienced with 5 or more year
- 93% of teachers scored proficient or better on all areas of the 2020-21 TTESS evaluation, prior to it being waived by TEA.
- Woodland Heights has taken steps toward recruiting and retaining teachers with ESL certification in every grade. We have 11 of our 28 (39%) teachers ESL certified.
- Training in reading and Math interventions continued with our full time RTI specialists and three part time tutors.

Section 4 – Strengths

Students:

- Strength and opportunity in our growing diversity
- Most students have strong family support
- Utilization of MClass testing to prescribe appropriate interventions through RTI
- Diversified learning opportunities through Character Education, Music and PE

Staff:

- 100% Highly qualified staff
- 93% teachers scored proficient or better on 2020-2021 TTESS in all areas?
- Low teacher mobility
- Pre-K and K each have a teaching assistant in every room
- Registrar that is bilingual on campus to help with registration, attendance and translation during meetings when needed.

- 86% of our teachers have 5 or more years of teaching experience, 82% have 10 or more years of teaching experience, 50% with 15 or more years teaching experience.
- 39% of our teachers are ESL certified, and 46% are GT certified.

Parents/Community:

- Strong parental presence / participation
- Strong social media presence
- WHE has a active Watch DOGS program
- High expectations for student achievement by all stakeholders

Facilities:

- ADA accessible
- Maintenance and ground crews work diligently to make any repairs/improvements in a timely manner.
- Safe and secure property
- Technology is current and in working order

Section 5 – Weaknesses

Students:

- Increase reading scores for all students, which in turn will help math scores
- WHE had a decrease in all areas (Approaches, Meets and Masters) on both the Math and Reading test from spring 2019 to 2020.

Parents/Community:

- Improve distant learning/ e-learning capabilities in the event of another shut down.

Staff:

- Continue to add ESL certified teachers
- Create timeline to ensure timely data analysis following CBA/Benchmarks to assist in closing gaps.

Facilities:

- Lacking spaces for intervention classes and meetings
- Larger rooms could be adjusted to create additional spaces as time and money are available
- An additional computer lab is needed to meet the needs for additional interventions
- Awning needed at Prek/Kinder pick-up/drop off

Section 6 – Identified Needs

The committee determined that it would...

- Additional classrooms for growing populations
- Our district parent liaison helps to monitor attendance, schedules and participates in truancy meetings, and follows through with court hearings as necessary.

Goal 1: (Academic Achievement) All students will attain maximum student achievement through relevant and rigorous instructional programs, resulting in 90% of all students demonstrating a minimum of one year’s growth in reading and math. All students will attain at least a year’s growth through relevant and rigorous instructional programs, resulting in 90% 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 all students’ minimum passing standards growing from 75% to 85% in math and 75% to 85% in reading. Revise objective as Compared to final 2020 STAAR results; 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 10% 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, 90% of students will demonstrate satisfactory performance on teacher developed curriculum checks curriculum-based assessments developed by a district team and a minimum of 1 year’s growth in reading and math as measured by iStation reports.

Activity/Strategy	Title I Schoolwide Component	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 • Comprehension Within the context of a comprehensive and balanced framework for literacy instruction we will implement a systematic phonics program in grades K-1 and a differentiated guided reading program in grades K-3.	2	Teachers, Principal, and Assistant Principal	On-going		Components of a comprehensive literacy framework, including Fountas & Pinnell phonics and guided reading, will be evident on teacher lesson plans. T-TESS walk throughs and Observations will show evidence of research based literacy instruction, including phonics instruction and guided reading.	Increased numbers of children reading on grade level Decreasing numbers of children requiring T2 and T3 interventions

Goal 1: (Academic Achievement) All students will attain maximum student achievement through relevant and rigorous instructional programs, resulting in 90% of all students demonstrating a minimum of one year’s growth in reading and math. All students will attain at least a year’s growth through relevant and rigorous instructional programs, resulting in 90% 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 all students’ minimum passing standards growing from 75% to 85% in math and 75% to 85% in reading. Revise objective as Compared to final 2020 STAAR results; 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 10% 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, 90% of students will demonstrate satisfactory performance on teacher developed curriculum checks curriculum-based assessments developed by a district team and a minimum of 1 year’s growth in reading and math as measured by iStation reports.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Addition of eleven iPads to each classroom to enhance instruction.	2	Teachers Principal Assistant Principal	On going		T-TESS wall throughs and observations; Grade Level Meetings	Increased student engagement & success as evidence in walk throughs and observations.
Restructure our SpEd model to include resource to better meet the academic needs of our students and provide more rigorous targeted instruction to help close achievement gaps.	2, 4	SpEd and Gen Ed Teachers working with SpEd students	Begins Aug. 2021 – ongoing		T-TESS walk-throughs and observations; Grade Level Meetings	Students will show growth on formative and summative assessments throughout the year.

Goal 1: (Academic Achievement) All students will attain maximum student achievement through relevant and rigorous instructional programs, resulting in 90% of all students demonstrating a minimum of one year’s growth in reading and math. All students will attain at least a year’s growth through relevant and rigorous instructional programs, resulting in 90% 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 all students’ minimum passing standards growing from 75% to 85% in math and 75% to 85% in reading. Revise objective as Compared to final 2020 STAAR results; 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 10% 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, 90% of students will demonstrate satisfactory performance on teacher developed curriculum checks curriculum-based assessments developed by a district team and a minimum of 1 year’s growth in reading and math as measured by iStation reports.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Student and grade level data will be maintained to document growth and progress towards academic goals.	2	Teachers and Principal	Student-weekly Grade level-following PLC, vertical team meeting timelines	Classroom Data Analysis Form	Data review will include on-going documentation of growth and needs throughout the year.	Student data will be compiled as a grade level to provide support for teachers determining effectiveness of programs and practices. This will provide for more useful formative assessment and increase data driven decision-making.

<p>RTI specialists and Instructional Coaches will lead data meetings resulting in grade levels working together as Professional Learning Communities, assessing student mastery of curriculum. Through curriculum-based assessments developed by district elementary department leaders, teaching staff will be supported in providing ongoing analysis of student learning as aligned to instructional response, resulting in timely, continuous, and on-going monitoring of effectiveness throughout the year.</p>	<p>2</p>	<p>Grade level Teachers, Principal and Assistant Principal</p>	<p>Elementary department leaders, CBA's developed and aligned with TRS for reading and math</p> <p>Regularly scheduled PLC meetings</p> <p>Vertical team meetings every 9 weeks</p>		<p>Principal, Assistant Principal and Counselor will participate in PLC's and GLMtg's and VTMTgs</p> <p>Grade levels will maintain a Grade Level Data Notebook including notes from collaboration meetings.</p> <p>Data Meeting War Board</p>	<p>Students not mastering curriculum will receive more timely and targeted assistance.</p> <p>Students will benefit from timely evaluation and re-teaching, resulting in improved grades, increased mastery of the TEKS, and lower failure rates</p> <p>More effective Tier 1 instruction-better meeting the needs of more students-less students in need of T2 and T3 interventions</p>
<p>PD focus on guided reading as an instructional strategy within a balanced literacy framework – PD during teacher</p>	<p>2</p>	<p>Principal and RTI specialist</p>	<p>August 2021</p>		<p>Same as above</p>	<p>More effective daily guided reading</p>

Goal 1: (Academic Achievement) All students will attain maximum student achievement through relevant and rigorous instructional programs, resulting in 90% of all students demonstrating a minimum of one year’s growth in reading and math. All students will attain at least a year’s growth through relevant and rigorous instructional programs, resulting in 90% 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 all students’ minimum passing standards growing from 75% to 85% in math and 75% to 85% in reading. Revise objective as Compared to final 2020 STAAR results; 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 10% 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, 90% of students will demonstrate satisfactory performance on teacher developed curriculum checks curriculum-based assessments developed by a district team and a minimum of 1 year’s growth in reading and math as measured by iStation reports.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
professional development days prior to school beginning. projected		Instructional Coaches				practices in context of BL framework
Coordinate Special Ed and general Ed services through improving communication between teachers providing children services.	2	Special Ed and General Ed Teachers working with students with special needs	Every 3 weeks, coordinated with progress reporting	Schedules for meeting times developed by SpEd and Gen Ed teachers	Meeting notes will be submitted to the principal every 3 weeks.	More coordinated efforts towards meeting needs of students served through Sped.
Continue to employ retired teachers hired to support math and reading interventions in 1 st – 3 rd .	2	Principal	2021-2022		Payroll and HR records	

Goal 1: (Academic Achievement) All students will attain maximum student achievement through relevant and rigorous instructional programs, resulting in 90% of all students demonstrating a minimum of one year’s growth in reading and math. All students will attain at least a year’s growth through relevant and rigorous instructional programs, resulting in 90% 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 all students’ minimum passing standards growing from 75% to 85% in math and 75% to 85% in reading. Revise objective as Compared to final 2020 STAAR results; 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 10% 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, 90% of students will demonstrate satisfactory performance on teacher developed curriculum checks curriculum-based assessments developed by a district team and a minimum of 1 year’s growth in reading and math as measured by iStation reports.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Ongoing rigorous and quality instruction using the TEKS Resource System, pacing tools and Instructional Focus Documents will be provided for all students.	2	Teachers, Principal, Assistant Principal	9 week grading cycle 3 week progress report cycle		Grade level meeting notes and teacher lesson plans will show evidence of implementing TRS resources and IFD.	Improved alignment to standards and focused, deliberate instruction resulting in higher rates of student success
Teachers restructure instructional schedule to reflect components of balanced literacy framework. Guided reading every day minimum of 40 minutes/2 groups per day.	2	K-3 Teachers	On going		Same as above	Same as above

Goal 1: (Academic Achievement) All students will attain maximum student achievement through relevant and rigorous instructional programs, resulting in 90% of all students demonstrating a minimum of one year’s growth in reading and math. All students will attain at least a year’s growth through relevant and rigorous instructional programs, resulting in 90% 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 all students’ minimum passing standards growing from 75% to 85% in math and 75% to 85% in reading. Revise objective as Compared to final 2020 STAAR results; 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 10% 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, 90% of students will demonstrate satisfactory performance on teacher developed curriculum checks curriculum-based assessments developed by a district team and a minimum of 1 year’s growth in reading and math as measured by iStation reports.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Hired five teaching assistants, formerly Kinder TA,'s, were highly trained in the area of literacy to support the goal of improving overall reading in each grade level.	2	Principal Assistant Principal	August 2021	Training in Fountes & Pinnell, Really Great Reading, Heggerty Phonics Awareness	Daily Schedules wit prescribed responsibilities and training singn-in sheets	Increased performance measures in the area of reading

Goal 1: (Academic Achievement) All students will attain maximum student achievement through relevant and rigorous instructional programs, resulting in 90% of all students demonstrating a minimum of one year’s growth in reading and math. All students will attain at least a year’s growth through relevant and rigorous instructional programs, resulting in 90% 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 all students’ minimum passing standards growing from 75% to 85% in math and 75% to 85% in reading. Revise objective as Compared to final 2020 STAAR results; 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 10% 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, 90% of students will demonstrate satisfactory performance on teacher developed curriculum checks curriculum-based assessments developed by a district team and a minimum of 1 year’s growth in reading and math as measured by iStation reports.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Continual implementation of well-planned lessons with depth and complexity using district and campus approved planning tools	2	Teachers, Principal, Assistant Principal	9 week grading cycle 3 week progress report cycle		Lesson plans will show integration of TRS, IFD, & L4W planning tools including snapshots, field guides, vocabulary tools, and ISP. TEKS verification documents will be posted in the classroom. Lesson frames will align with YAG and IFD. Evidence of integration of planning tools will be collected through the year during TTESS WT’s and observations.	Strengthening levels of rigor in the classroom resulting in all students making gains Higher level thinking and engagement evidenced in walk throughs and observations

Goal 1: (Academic Achievement) All students will attain maximum student achievement through relevant and rigorous instructional programs, resulting in 90% of all students demonstrating a minimum of one year’s growth in reading and math. All students will attain at least a year’s growth through relevant and rigorous instructional programs, resulting in 90% 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 all students’ minimum passing standards growing from 75% to 85% in math and 75% to 85% in reading. Revise objective as Compared to final 2020 STAAR results; 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 10% 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, 90% of students will demonstrate satisfactory performance on teacher developed curriculum checks curriculum-based assessments developed by a district team and a minimum of 1 year’s growth in reading and math as measured by iStation reports.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
3 rd Grade Teachers and Principal participation in STAAR analysis and TRS unit planning facilitated by ESCXV in reading, math, and science- ongoing throughout the year. Follow up provided in grade level meetings and faculty meetings for K-2.	2	Principal	On-going following calendar scheduled by ESCXV			
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 	2	Teachers, Principal, and Assistant Principal	On-going		Fundamental Five strategies & L4W Instructional Strategies Playlist will be evident on teacher lesson plans. T-TESS walk throughs and Observations will show evidence of Fundamental Five strategies & L4W ISP.	Increased student engagement & success as evidenced in walk through and observations

Goal 1: (Academic Achievement) All students will attain maximum student achievement through relevant and rigorous instructional programs, resulting in 90% of all students demonstrating a minimum of one year’s growth in reading and math. All students will attain at least a year’s growth through relevant and rigorous instructional programs, resulting in 90% 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 all students’ minimum passing standards growing from 75% to 85% in math and 75% to 85% in reading. Revise objective as Compared to final 2020 STAAR results; 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 10% 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, 90% of students will demonstrate satisfactory performance on teacher developed curriculum checks curriculum-based assessments developed by a district team and a minimum of 1 year’s growth in reading and math as measured by iStation reports.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
<p>We will continue to strengthen RTI process and practices. RTI specialist, trained TA's and tutors will assist with T2 and T3 student using a variety of research based, prescriptive reading programs. Elementary Department Leaders will develop curriculum-based assessments, RTI Specialists and Instructional Coaches will assist in timely data desegregation.</p>	2	<p>Teachers, RTI Specialist, Counselor, Principal, and Assistant Principal</p>	On-going	Title funding	<p>Students struggling in the classroom, including any student on failure lists, will be referred to RTI by the teacher without delay.</p>	<p>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</p>

<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 • TEPSA summer conference • Curriculum and Instruction utilizing TRS and IFD • Fountas & Pinnell phonics and guided reading Numeracy Routines for teacher and administrators • Gretchen Barnabei Writing Workshop • Action Coaching • Fundamental Five • L4W Instructional Strategies Playlist • Meaningful Stations and Small Group instruction • MClass DIBELS • Various teacher selected workshops from ESCXV & BISD, including but not limited to special education, autism, reading, writing, math, science, social studies, PE, music, the arts, and technology integration • Really Great Reading Phonics • Writing workshops • Running records • Heggerty Phonics Awareness 	<p>1</p>	<p>Asst. Superintendent Principal</p>	<p>Summer 2021 August 2021 & On-going</p>	<p>Teacher input from Goal Setting and other TTESS conferences TTESS Teacher developed PD plans</p>	<p>August Back to School Professional Development calendar Faculty meeting agendas through the year</p>	<p>Sign in sheets from professional development participation will show teacher participation. Certificates will be submitted from summer professional development days. Faculty meeting and campus PD sign in sheets will be maintained.</p>
--	----------	---	---	--	--	--

Goal 2: (Staff Quality) At Woodland Heights 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. Woodland Heights 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	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Increase efficiency of parental communication with School Messenger, on-going website development, and strong social media presence.	2	District level technology Personnel, Principal, Assistant Principal, Counselor, and Teachers	Ongoing		Records of improved and increased frequency of parental communication	Increased parent support and involvement
Mentorship programs provided for first/second year teachers and new teachers to the campus	1	Assistant Superintendent, Principal and Teachers	Ongoing		Documentation maintained by participating teachers	Increased satisfaction and level of support experienced by new teachers resulting in higher student achievement
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.	2	Principal, Assistant Principal, Teachers, and Registrar	Every 3 weeks	N/A	Assistant Principal and registrar will maintain documentation of 3 week attendance checks, follow up, and outcomes.	Increased attendance rates

Goal 2: (Staff Quality) At Woodland Heights 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. Woodland Heights 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	Title I Schoolwide Component	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 Aspiring Administrator's Academy 	1	Assistant Superintendent, Principal, Assistant Principal and RTI behavior Specialist	Ongoing according to district and campus timelines	Pending funding allocations	Sign in sheets indicating teacher participation	Evidence of knowledge and skills developed in PD seen in classroom structure, strategies, and instruction, and assessment, resulting in increases in student growth and 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

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

Objective 1: By May 2022 number of discipline referrals will be reduced by 10% as measured by PEIMS and teacher and principal discipline logs.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by 10% as compared to 2019-2020 school year. Or as compared month by month 2020-2021.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
A campus PBIS team will be established consisting of one teacher representative from each grade level, behavior TA, principal, counselor, and Assistant Principal.	1	Principal, Assistant Principal, Counselor, PBIS Team Reps	Ongoing	Local funds	Regular team meetings, improved communication, on-going and continuous improvement in PBIS implementation	Reduction in discipline referrals, increased learning time in the classrooms
Behavioral lessons will be included in lesson plans in grade K-3 at the beginning of school and as needed through-out the year.	1	Principal, Assistant Principal, Counselor and Classroom Teachers	Ongoing	N/A	Direct teaching of expected behaviors observed in classroom walkthroughs & observations Evidenced in teacher lesson plans	Reduction in discipline referrals, increased learning time in the classrooms
Strengthening the Behavior RTI process and practices with students who have extreme/constant misbehaviors that interfere with the learning of other students.	1	Teachers, RTI Behavior Specialist, Counselor, Principal and Assistant Principal	Ongoing	Pending funding allocations	Less classroom interruptions Improved behavior	Reduced discipline referrals Decrease in student time out of classroom
Raptor Identification Management System will be fully implemented on the campus.	1	Superintendents, Maintenance Personnel	Ongoing	Pending funding allocations	Raptor Data logs	Increased safety and security of students and staff.

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

Objective 1: By May 2022 number of discipline referrals will be reduced by 10% as measured by PEIMS and teacher and principal discipline logs.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by 10% as compared to 2019-2020 school year. Or as compared month by month 2020-2021.

Activity/Strategy	Title I Schoolwide Component	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, including revised PBIS plans based on teacher input • Consistent campus and district-wide behavior plans, • Identifying and providing training for a behavioral assistant for the campus • Providing a full time Assistant Principal for the campus. • Behavior TA provided on the campus to assist teachers needing immediate support in the classroom and to provide on-going support to children experiencing significant behavioral struggles. 	1	RTI Behavior Specialist, Deputy Superintendent, Principal, Assistant Principal, Teachers and Behavioral TA	Ongoing	Local and Title funds	Improved consistency and efficiency throughout the district, campus, and grade levels Reducing instructional time lost because of behavioral disruptions Eduphoria/Aware Documentation Classroom discipline notebook	Fewer discipline referrals Increased student engagement in classrooms

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

Objective 1: By May 2022 number of discipline referrals will be reduced by 10% as measured by PEIMS and teacher and principal discipline logs.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by 10% as compared to 2019-2020 school year. Or as compared month by month 2020-2021.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Professional Development: <ul style="list-style-type: none"> • Positive Behavioral Interventions and Support (PBIS) Strategies • PBIS refreshers, reminders, and tips for effective implementation at faculty meetings • PBIS Conference via Distance Learning for campus PBIS Teams 	1	Principal, Counselor, and Assistant Principal Campus and District PBIS Teams RTI Behavioral Specialists Assistant Superintendent	PBIS Training- Fall 2021 PBIS refreshers @ faculty meetings- ongoing	Local and Title funds	Growing proficiency in effective PBIS implementation on the campus, classroom walkthroughs and observations, increased teacher satisfaction with behavioral improvement, improved learning environments	Reduction in discipline referrals, increased learning time in the classrooms

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

Objective 1: 90% of students leaving Woodland Heights will be reading on or above grade level, and will have experienced leadership opportunities and developed leadership habits at our school.

Summative Evaluation: 90% or better graduation rates at end of K-12 education in BISD.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Continued efforts to reduce or maintain retention rates through effective RTI practices and processes.	2	RTI Specialist, Principal, Assistant, Principal and Classroom Teachers	Monitor failure lists every 3 weeks	N/A	Increased mastery of learning measured by formative and summative assessments and progress monitoring measures Retention consideration meeting notes, Effective RTI plans, & processes resulting in students achieving on grade level by the end of 3 rd grade	Retention rates lower than state average
Transition plans to PK and K and for children moving from 3 rd to 4 th grade will be established and implemented.	2	PK /K Teachers, 3 rd grade Teachers, Principal, and Assistant Principal		Local funds	More effective transitions from home or day care to school and from 3 rd grade to 4 th grade	
Focus on a highly effective PK program for all children, especially children at risk or from educationally disadvantaged homes.	2	PK Teachers, Assistant Superintendent, and Principal(s)			PK walk throughs and observations indicating high levels of engagement, learning, and development of social/emotional skills	Children will enter kindergarten ready to learn

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

Objective 1: 90% of students leaving Woodland Heights will be reading on or above grade level, and will have experienced leadership opportunities and developed leadership habits at our school.

Summative Evaluation: 90% or better graduation rates at end of K-12 education in BISD.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Continued efforts to teach children directly leadership habits that will develop lifelong learners through developing quality decision-making for positive outcomes in learning and life.	2	Principal, Counselor, Assistant Principal classroom teachers	ongoing	7 (8) Habits of Happy Kids, Covey local professional development funds for school visits	Evidence of classroom and campus instruction on the 8 habits, observed in walkthroughs and observations Student leadership (data/goal setting) notebooks and student led conferencing Development of student leadership roles on the campus Student, staff, & volunteers participation in clubs	Students developing as successful learners, setting goals and working to use the habits to impact learning and life choices
Book Fairs will be held twice a year. At each Book Fair, special consideration will be made to provide books to children at risk. At the end of the year book fair, funds from fundraising through the year will be used to provide every child money to select books to take home for summer reading.	2	Principal Assistant, Principal and PTO	September through April fundraising EOY Book Fair in May	Funds raised through fundraising efforts and PTO	Every child allocated money to purchase books at end of year Book Fair	Students taking books home for summer, building reading libraries in their homes

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

Objective 1: 90% of students leaving Woodland Heights will be reading on or above grade level, and will have experienced leadership opportunities and developed leadership habits at our school.

Summative Evaluation: 90% or better graduation rates at end of K-12 education in BISD.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Efforts will continue to provide systematic, campus wide enrichment and extensions as well as accelerated instruction to better meet the learning needs of all children.	2	Principal, Assistant Principal, Classroom Teachers, Paraprofessional staff, Parents and Community Volunteers	Continuous & ongoing		Effective RTI plans and processes Pride Time small group plans including both enrichment an intervention, based on student needs Club schedules addressing hands on experiences in children's topics of interest	A strong academic program providing enriched and accelerated curriculum will be implemented on the campus.

Goal 5: (Parent/Community Engagement) Parents and Community will be partners in the education of students at Woodland Heights Elementary.

Objective 1: By May 2022, 100% of all students' parents and/or family members will participate in at least one school sponsored activity for/with their children.

Summative Evaluation: School records will indicate 100% of students' parents/family members participated in partnership in educational opportunities.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Parent conferences will be provided at least 2 times per year for every child.	2	Classroom Teachers and Assistant Principal	First 10 weeks of school and during spring semester-prior to the last 6 weeks of instruction	N/A	Parent conference documentation	Every child's parent will participate in 2 parent conferences each year
Meet the Teacher provided prior to the start of school.	2, 4	Principal and Classroom teachers	August 17, 2021	N/A	Sign in sheets	Children and families will be prepared for first day routines and logistics
Communication from school to home will take place through a variety of methods.	2, 4	Classroom Teachers Principal & Assistant Principal	Ongoing	School messenger Campus websites Woodland Weekly Phone calls and conferences ROAR folders Social media	Communication documentation, both teacher logs, weekly newsletter, and technology records	Well informed parents will better support their child's effort and achievement records
Parent Compacts will be reviewed and utilized as a tool for dialogue at beginning of the year conferences.	2	Classroom teachers Assistant Principal	Within the first 10 weeks of school	Parent compacts Conference schedules	Parent Conference held with a parent/guardian of every child within the first 10 weeks of school	Signed parent compact for every child

<p>A variety of volunteer opportunities will be provided at Woodland Heights Elementary throughout the year.</p>	<p>1, 2</p>	<p>Principal, Assistant Principal, Registrar, Secretary and Technology Support</p>	<p>ongoing</p>	<ul style="list-style-type: none"> -Watch DOGS -Book Fair volunteers -Class parties -Cinco de Mayo Celebration -Kindergarten activities Clubs -Mentoring program -Classroom volunteers -Reading to a child or class -Library volunteer PTO -Jump Rope for Heart -3rd Grade Musical -Fundraising *to resume after "all clear" from COVID pandemic 	<p>Volunteer data base created and used to match volunteers to interests on the campus</p>	<p>Parent and community volunteers regularly utilized as partner in teaching and learning on the campus</p>
--	-------------	--	----------------	---	--	---

Goal 6: (District Commitment) Woodland Heights will 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	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Campus will work in collaboration with Department Heads to ensure that we follow federal and state program areas.	1, 2, 3, 4	Superintendents, Business Manager, HR Dept., and Maintenance Dept.	Ongoing		<ul style="list-style-type: none"> Financial records Purchase orders 	Better utilization of state and federal funds
Review and revise staffing formula and staff pattern policies to strive for campus equity	1, 2, 3, 4	Superintendents, Business Manager, HR Dept., and Dept./Campus Heads	Quarterly		<ul style="list-style-type: none"> Agendas, HR records Payroll logs 	Optimal utilization of staff resources within the district.
Attend federal and state program conferences, webinars and workshops provided by ESC 15 and outside entities as they pertain to Woodland Heights Elementary	1, 2, 3, 4	Superintendents, Business Manager, HR Dept., and Dept Campus Heads	Ongoing		<ul style="list-style-type: none"> Training/workshop certificates Travel records DL room 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.

Brownwood Independent School District
Parent Involvement Policy
2020-2021

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.

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><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><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

School Year: 2020 - 2021

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

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.
---	--

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