

Woodland Heights Elementary



Campus Improvement Plan

2023-2024

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 Gamblin	1 st Grade Teacher
Douglas Brown	Music Teacher
Laura Stewardson	2 nd Grade Teacher
Amber Wilson	2 nd Grade Teacher
Dawn Hilburn	1 st Grade Teacher
Patricia Sanchez	3 rd Grade Teacher
Serena Miller	Kindergarten Teacher
Amy Hall	Kindergarten Teacher
Margie Briggs	3 rd Grade Teacher
Robin Smith	Special Education Teacher
Morgan Marriott	PE Teacher
Diana Deechaleune	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	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

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	2018	2019	2020	2021	2022	2023	2018	2019	2020	2021	2022	2023
Students At-Risk	30%	46%	N/A	60%	59%		45%	49%	N/A	60%	63%	
Student Not At-Risk	86%	85%	N/A	91%	84%		88%	76%	N/A	91%	87%	

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 2022.

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 2023

Name	Position (Parent, Business, Community, Teacher, etc.)
Jeanette Lancaster	Principal
Kassie Russell	Assistant Principal
Kimber Bennet	Counselor
Andria Stewart	Secretary
Jessica Gamblin	1 st Grade Teacher
Amy Adams	Music Teacher
Rebecca McDougal	2 nd Grade Teacher
Amber Wilson	2 nd Grade Teacher
Dawn Hilburn	1 st Grade Teacher
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Amy Hall	Kindergarten Teacher
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John Barnum- Paint and Remodeling	Business
Carrol Wells – Honey Bee Natural Foods	Business
Mitzi Lehrer	Community
Dorothy Lundy	Community

Comprehensive Needs Assessment Summary

Spring 2023

Section 1 – Campus Profile

Woodland Heights is an elementary school within Brownwood ISD. As of the 2022-2023 school year, it had 481 students. 32% of students were considered at risk (of dropping out of school). 2% of students were enrolled in the English language learning program (LEP). 11.48% of students were enrolled in the Special Education Program.

Section 2 – Data Reviewed

During the 2022-2023 year, the percent passing for ELAR was 89% approaches, 60% meets, and 32% masters. For Math, 78% approaches, 49% meets, and 21% masters.

We utilize Benchmark data, MClass data, I-Ready 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...

- 99% of our teachers are highly qualified and 99% are experienced with 5 or more year
- 99% of teachers scored proficient or better on all areas of the 2022-23 TTESS evaluation.
- Woodland Heights has taken steps toward recruiting and retaining teachers with ESL certification in every grade. We have 18 of our 35 teachers ESL certified.
- Training in reading and Math interventions continued with our full time RTI specialists and two part time tutors.

Section 4 – Strengths

Students:

- Strength and opportunity in our growing diversity
- Most students have strong family support
- Utilization of MClass and I-Ready testing to prescribe appropriate interventions through RTI
- Diversified learning opportunities through Character Education, Music and PE
- Increase in approaches in both math and reading on the STAAR 2022-2023 assessment.

Staff:

- 99% Highly qualified staff
- 99% teachers scored proficient or better on 2020-2021 TTESS in all areas
- Low teacher mobility
- Pre-K has a teaching assistant in every room, full time PE teaching assistant and two full time behavior assistants.
- Registrar and parent liaison that is bilingual on campus to help with registration, attendance and translation during meetings when needed.
- 99% of our teachers have 5 or more years of teaching experience.
- 50% of our teachers are ESL certified, and 37% are GT certified.

<p><u>Parents/Community:</u></p> <ul style="list-style-type: none"> • Strong parental presence / participation • Strong social media presence • WHE has a active Watch DOGS program • High expectations for student achievement by all stakeholders 	<ul style="list-style-type: none"> • Teachers have the opportunity to mentor new teachers on campus. • Teachers have the opportunity to serve as a district department leader. <p><u>Facilities:</u></p> <ul style="list-style-type: none"> • ADA accessible • Maintenance and ground crews work diligently to make any repairs/improvements in a timely manner. • Safe and secure property • Card accessed doors and interior and exterior cameras to increase security. • Technology is current and in working order • Remodeled the building to meet growing population and needs of project neighborhood reconfiguration.
<p>Section 5 – Weaknesses</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> • Increase reading scores for all students, which in turn will help math scores • WHE had a slight decrease in Meets and Masters on the Math and Reading test from the spring of 2022. <p><u>Parents/Community:</u></p> <ul style="list-style-type: none"> • Improve distant learning/ e-learning capabilities in the event of another shut down. 	<p><u>Staff:</u></p> <ul style="list-style-type: none"> • Continue to add ESL/GT certified teachers • Create timeline to ensure timely data analysis following CBA/Benchmarks to assist in closing gaps. • Continue efforts to improve communication. <p><u>Facilities:</u></p> <ul style="list-style-type: none"> • Lacking spaces for intervention classes and meetings • Awning needed at Pre-K pick-up and all grade level drop off areas.
<p>Section 6 – Identified Needs</p> <p>The committee determined that it would...</p> <ul style="list-style-type: none"> • Additional spaces for intervention classes and meetings. • 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 Brownwood ISD students will attain at least a year's growth through relevant and rigorous instructional programs.

Objective 1: By May 2024, all students and each student group, including Special Education students tested, will meet established standards on local assessments in grades PK-2nd and the state assessments for 3rd-12th grade by 2%

Summative Evaluation: A 2% increase will be evident for all students passing standardized assessment at the end of 3rd-5th grade in each category-Approaching, Meeting, and Mastering grade level; in grades PK-5, 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 Amplify Reading and I-Ready Math reports.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
<p>Implement with integrity a comprehensive and balanced approach to reading/ELAR instruction within Tier 1:</p> <ul style="list-style-type: none"> Phonemic Awareness Phonics and Word Study Fluency Vocabulary Comprehension <p>Within the context of a comprehensive and balanced framework for literacy instruction we will implement a systematic phonics program in grades K-5 and a differentiated guided reading program in grades K-3.</p>	2	Teachers, Principal, and Assistant Principal	On-going	<p>Fountas and Pinnell Red Ink Really Great Reading Heggerty Patterns of Power Gretchen Barnabei Writing</p>	<p>Components of a comprehensive literacy framework, including Fountas & Pinnell phonics and guided reading, will be evident on teacher lesson plans.</p> <p>T-TESS walk throughs and Observations will show evidence of research based literacy instruction, including phonics instruction and guided reading.</p>	<p>Increased numbers of children reading on grade level</p> <p>Decreasing numbers of children requiring T2 and T3 interventions</p>
<p>Addition of iPads (K-2) and Chromebooks (3-5) to each classroom to create a 1:1 learning environment to enhance instruction.</p>	2	Teachers Principal Assistant Principal	On going		<p>T-TESS wall throughs and observations; Grade Level Meetings</p>	<p>Increased student engagement & success as evidence in walk throughs and observations.</p>

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Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
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. 2022 – ongoing		T-TESS walk-throughs and observations; Grade Level Meetings	Students will show growth on formative and summative assessments throughout the year.

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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 Principals	Student-weekly Grade level-following PLC schedule	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>Administrators, RTI specialists and Instructional Coaches will contribute to 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>	2	<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>District grade level meetings every 9 weeks</p>		<p>Principal, Assistant Principal and Instructional Coaches will participate in PLC's.</p> <p>Grade levels will maintain documentation from PLC's.</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 professional development days prior to school beginning and as needed throughout the year.</p>	2	<p>Principal and RTI specialist Instructional Coaches</p>	<p>August 2021-ongoing</p>		<p>Same as above</p>	<p>More effective daily guided reading practices in context of BL framework</p>

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Summative Evaluation: A 2% increase will be evident for all students passing standardized assessment at the end of 3rd-5th grade in each category-Approaching, Meeting, and Mastering grade level; in grades PK-5, 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 Amplify Reading and I-Ready Math reports.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Coordinate Special Ed and general Ed services through improved communication between teachers providing children services.	2	Special Ed and General Ed Teachers working with students with special needs	Every 9 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 9 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 – 5 th .	2	Principals	ongoing		Payroll and HR records	Increased student performance on district and state assessments.
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

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Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
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
Teaching assistants will be highly trained in the area of literacy to support the goal of improving overall reading in each grade level.	2	Principal Assistant Principal	August 2022-ongoing	Training in Fountes & Pinnell, Really Great Reading, Heggerty Phonics Awareness	Daily Schedules wit prescribed responsibilities and training sign-in sheets	Increased performance measures in the area of reading
Add additional Teacher assistants to provide support through-out the school- Computer lab, PE assistant, and a two behavioral aide	1	Admin	Ongoing		HR records	Less discipline referrals, more successful implementation of programs

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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	TRS Music Play Lead4Ward Eureka Amplify Studies Weekly I-Ready Fountas and Pinnell Think-UP Math And additional resources	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
3 rd -5 th Grade Teachers, Principals and Instructional Coaches participate in STAAR analysis and TRS unit planning in reading, math, and science- ongoing throughout the year.	2	Principals	On-going			Increased student performance on state assesments.

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Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Fully implement the Fundamental Five in all content areas and subjects. <ul style="list-style-type: none">Framing the LessonWorking in the "power zone"Recognize and reinforceFrequent, small group, purposeful talkCritical 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

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Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
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. Administrators, RTI Specialists and Instructional Coaches will assist in timely data desegregation.	2	Teachers, RTI Specialist, Instructional Coaches, Principal, and Assistant Principal	On-going	Title funding	Students struggling in the classroom, including any student on failure lists, will be referred to RTI by the teacher without delay.	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>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 • Eureka • Amplify • DIBELS • I-Ready • 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 	1	Asst. Superintendent Principal	Summer 2022 August 2022 & On-going	<p>Teacher input from Goal Setting and other TTESS conferences</p> <p>TTESS Teacher developed PD plans</p>	<p>August Back to School Professional Development calendar</p> <p>Faculty meeting agendas through the year</p>	<p>Sign in sheets from professional development participation will show teacher participation.</p> <p>Certificates will be submitted from summer professional development days. Faculty meeting and campus PD sign in sheets will be maintained.</p>
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Goal 1: (Academic Achievement) All Brownwood ISD students will attain at least a year’s growth through relevant and rigorous instructional programs.

Objective 1: By May 2024, all students and each student group, including Special Education students tested, will meet established standards on local assessments in grades PK-2nd and the state assessments for 3rd-12th grade by 2%

Summative Evaluation: A 2% increase will be evident for all students passing standardized assessment at the end of 3rd-5th grade in each category-Approaching, Meeting, and Mastering grade level; in grades PK-5, 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 Amplify Reading and I-Ready Math reports.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact

Goal 2: (Staff Quality) In Brownwood ISD 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.

Objective 1: 100% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements.

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, strong social media presence and monthly parent newsletters	2	District level technology Personnel, Principal, Assistant Principal, Counselor, and Teachers	Ongoing	Roar Handbook Campus Student Handbook	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, Parent Liaison 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) In Brownwood ISD 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.

Objective 1: 100% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements.

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
Opportunities for teachers to serve as campus team leads, district department leaders and other leadership roles on campus (UIL, Student Council, etc).	1	Principals and teachers	ongoing		Payroll Docs	Increased teacher leadership

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

Objective 1: By May 2024, the number of incidents involving violence (including dating violence), tobacco, alcohol, and other drug use, will be reduced by 2% as measured by PEIMS and the number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by 10% as compared to 2022-2023 school year. Or as compared month by month 2022-2023.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
A campus behavior team will be established consisting behavior TA, principal, counselor, and Assistant Principal.	1	Principal, Assistant Principal, Counselor, Behavior TA's	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 provided in grades Pre-K at the beginning of school and as needed through-out the year.	1	Counselor and Behavior TA's	Ongoing	N/A	Direct teaching of expected behaviors observed in classroom walkthroughs & observations	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, District 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 & Healthy School) All students in Brownwood ISD will be educated in learning environments that are safe, disciplined, drug-free, and conducive to learning.

Objective 1: By May 2024, the number of incidents involving violence (including dating violence), tobacco, alcohol, and other drug use, will be reduced by 2% as measured by PEIMS and the number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by 10% as compared to 2022-2023 school year. Or as compared month by month 2022-2023.

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. Consistent campus wide behavior plans. Identifying and providing training for a behavioral assistant for the campus Providing a full time Assistant Principal for the campus. Two full-time Behavior TA's will assist teachers needing immediate support in the classroom and district level behavior specialists to provide on-going support to children experiencing significant behavioral struggles. Implementation of drug and bully education through Red Ribbon Week. 	1	District Behavior Specialist, Deputy Superintendent, Principal, Assistant Principal, Counselor 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 and safer school environment.

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

Objective 1: By May 2024, the number of incidents involving violence (including dating violence), tobacco, alcohol, and other drug use, will be reduced by 2% as measured by PEIMS and the number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by 10% as compared to 2022-2023 school year. Or as compared month by month 2022-2023.

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"> • PBIS refreshers, reminders, and tips for effective implementation at faculty meetings • Love and Logic Training • CPI Training for select campus team members • CPR Training • School Compliance Training • Threat Assessment training for select staff members. 	1	Principal, Counselor, and Assistant Principal Campus and District Behavior Teams District Behavioral Specialists Behavior TA's Assistant Superintendent SRO's	ongoing	Local and Title funds	Growing proficiency in effective behavioral 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 and safer school environment.

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: By May 2024, the completion rate will increase to 98%, the dropout rate will be less than 2% for all students and student groups, and the overall attendance rate will increase to 95%.

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 5 th to 6 th grade will be established and implemented.	2	PK /K Teachers, 5 th grade Teachers, Principal, and Assistant Principal	ongoing	Local funds	More effective transitions from home or day care to school and from 5 th to 6 th grade.	Students will transition more efficiently and with fewer disruptions to learning.
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
Provide classroom supplies to all students to eliminate financial barriers, especially for children at risk or from educationally disadvantaged homes.	2	District and Campus Level Administrators	Beginning of each school year	Local and Title Funds	All students will receive a complete set of needed supplies for the school year.	Children will be prepared to learn.

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: By May 2024, the completion rate will increase to 98%, the dropout rate will be less than 2% for all students and student groups, and the overall attendance rate will increase to 95%.

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 leadership habits that will develop lifelong learners through developing quality decision-making and providing needed supplies to support such programs as: Red Ribbon Week and Watch Dogs.	2	Principal, Counselor, Assistant Principal, Classroom teachers	ongoing	Character/Social Skills Education Title and local funds	Student leadership opportunities (Green Team, Student Council) on campus Leadership training Conflict Resolution Team Character Education provided bi-weekly by the counselor Watch Dog Program Drug and Bully Awareness Program	Increased student leadership and evidence of increased problem solving and conflict resolution among students.
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, Librarian Assistant, Principal	September through April fundraising EOY Book Fair in May	Funds raised through fundraising efforts	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 in Brownwood ISD will graduate from high school and be either college or/and career ready.

Objective 1: By May 2024, the completion rate will increase to 98%, the dropout rate will be less than 2% for all students and student groups, and the overall attendance rate will increase to 95%.

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 WIN Time small group plans including both enrichment and intervention, based on student needs	A strong academic program providing enriched and accelerated curriculum will be implemented on the campus.
Addition of parent liaison for our campus to assist administrators and parents with reducing the number of absences.	2, 4,	Liaisons Admin Attendance Clerk	Ongoing		Attendance records	Increased attendance rates

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

Objective 1: By May 2024, at least 90% of all student's 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 will indicate at least 90% 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	First 10 weeks of school and during spring semester-prior to the last 9 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	Principals and Classroom teachers	Beginning of each school year	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 Monthly Parent Newsletter Phone calls and conferences Weekly 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
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

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

Objective 1: By May 2024, at least 90% of all student's 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 will indicate at least 90% 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
A variety of volunteer opportunities will be provided at Woodland Heights Elementary throughout the year.	1, 2	Principal, Assistant Principal, Registrar, Secretary and Technology Support	ongoing	-Watch DOGS -Book Fair volunteers -Class parties -Kindergarten activities -Mentoring program -Classroom volunteers -Reading to a child or class -Library volunteer -PTO -Fundraising	Volunteer data base created and used to match volunteers to interests on the campus	Parent and community volunteers regularly utilized as partner in teaching and learning on the campus

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

Objective 1: A balanced budget will be adopted that supports the vision, mission, and beliefs of the district while ensuring the achievement of the goals of the district.

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.

Parent Involvement Policy 2023-2024

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 for the parents and families of BISD students 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. BISD will provide materials and training to help parents work with their children to improve academic achievement through:
 - Offering a variety of parent training sessions throughout the year to aid in various methods of how to help their child with academic, behavioral, and social-emotional well-being.
 - Jointly developing and approving the district and campus improvement plan with parents and families
- 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. BISD provides online calendars, both at the individual campuses and district level.
 - Utilizing the online calendar will help parents stay informed about activities, such as school holidays, state assessment dates and other significant happenings within the district.
- Reviewing and discussing the state assessment and graduation program requirements with your child's teacher, counselor or administrator.
 - Each campus will hold at least one Open House Event. The event will include going over assessments and grade level/graduation requirements.
- Monitoring your child's academic progress, including grades and STAAR assessment scores, with the use of BISD's online gradebook portal and the ability to check assessment results through the website. To support parents BISD will help parents understand assessments and challenging state academic standards through.
 - Educating parents on how to monitor student grades online through instructional letters and in-person assistance.
 - Sending home frequent progress reports of students' growth.

- Ensuring your child attends all classes at school at least 90% of the school days according to TEC §25.085, Texas Compulsory Attendance Laws.
- Keeping in contact with your child's teachers and campus as necessary. You may contact your child's campus and teacher by phone, email or text to set up a conference time. To support parents:
 - BISD will educate teachers and staff on the value and utility of working with parents and families and how to reach out to communicate with parents. BISD conducts this training annually with all teachers and staff.
 - BISD will employ various means to ensure parents can access relevant information in a language and format that they can understand. Oral translation will be used at parent involvement events, upon request, and written translations will be provided for Parent Involvement policies. For more information on attaining translation of documents or requesting translation help, please contact the Special Populations Coordinator at (325) 643-5644.
- 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, including the Superintendent's Parent Advisory Cabinet, 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.
 - BISD will utilize parent representatives and other stakeholders to evaluate its parent involvement activities, policies, compacts, and more. These parent representatives will be invited to attend the annual evaluation meeting where they will be asked for suggestions on improving BISD parent involvement activities and minimizing barriers to participation for other parents and families.
 - Input collected from evaluation meetings and parent surveys will be used to improve and implement subsequent parent involvement activities.
- 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 or watching the regular school board meetings live-streamed through the BISD website. The meetings are also archived and can be viewed at a later time. (See policies at BE and BED for more information)
- Registering your student, each year, for school using BISD's online registration.
- Registering yourself for School Messenger alerts will allow you the most recent updates regarding your students and activities not only in their class but also for their campus and the district.