

Brownwood High School



Campus Improvement Plan

2024-2025

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

Brownwood ISD, in cooperation with parents and community, commits to developing self-directed and academically prepared graduates who exhibit strong moral character and productive citizenship for life-long success.

Campus Improvement Planning and Decision-Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)
Lindsay Smith	Principal
Andy Gill	Associate Principal
Bryan Harris	Assistant Principal
Kim Ellis, LeeAnn Stork, Blanca Martinez, Jessica Morgan	Counselors
Francis Rodriguez	Parent & Employee
Kara Bessent	Parent
Francie Clark	Community & Business Member
Gloria Salazar	Parent Liaison
Melissa Bernal	ESL Teacher
Stacci Hamilton, Reed Ellett	SpEd Teacher
Michelle Alexander	School Librarian
Sydney Stewart	Student Council
Shelly Taff	Student Council Staff Sponsor

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
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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

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/EOC 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. 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.

This district 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: The campus At-risk Coordinators determine the At-Risk status of all students on their campuses, using the current-year criteria list from the Texas Education Data Standards. The coordinator then notifies the PEIMS data-entry personnel on the campus for coding in our Student Information System (TxEIS). The data is printed by the campus PEIMS personnel and reviewed for accuracy by the campus At-Risk Coordinators at least twice per year prior to PEIMS submissions 1 and 3.

The same process is used to exit students from the SCE program who no longer qualify.

State Compensatory Education

STAAR	English 1				Algebra				Biology				English 2				US History			
	% Met Standard				% Met Standard				% Met Standard				% Met Standard				% Met Standard			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Economically Disadvantaged Students	64%	48%	53%	59%	81%	66%	86%	75%	78%	79%	90%	91%	70%	60%	78%	75%	87%	83%	93%	97%
All Students	70%	60%	59%	65%	86%	72%	80%	77%	87%	83%	93%	91%	78%	69%	83%	82%	96%	89%	96%	97%
* = No data																				

The comprehensive instructional program and tutorials are built into the regular school day and are conducted by certified subject teachers to help in the areas of need. Response to Interventions (RTI), Special Education, Gift and Talented, English as a Second (ESL) and Section §504 supports are also utilized when appropriate.

Upon evaluation of the effectiveness of this program, the committee finds that these programs produce the best results.

Federal, State and Local Funding Sources

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

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

Fund sources that are received by BHS

Title I, Part A, Title I, Title II, Part A, Title IV-A, Special Education/IDEA-B, Carl Perkins, Title V, Part B (Rural/Low Income), Priority/Focus Grant, State Compensatory Education, Gifted/Talented, Bilingual/ESL, Local funds.

Federal	
Program/Funding Source	Amount of Funding
TBA	TBA
State and Local	
Program/Funding Source	Amount of Funding
TBA	TBA

Comprehensive Needs Assessment Attendees Fall 2024

Name	Position (Parent, Business, Community, Teacher, etc.)
Lindsay Smith	Principal
Andy Gill	Associate Principal
Bryan Harris	Assistant Principal
Kim Ellis, LeeAnn Stork, Blanca Martinez, Jessica Morgan	Counselors
Francis Rodriguez	Parent & Employee
Kara Bessent	Parent
Francie Clark	Community & Business Member
Gloria Salazar	Parent Liaison
Melissa Bernal	ESL Teacher
Stacci Hamilton, Reed Ellett	SpEd Teacher
Michelle Alexander	School Librarian
Sydney Stewart	Student Council
Shelly Taff	Student Council Staff Sponsor

Comprehensive Needs Assessment Summary

Fall 2024

Section 1 – Campus Profile

Brownwood High School is a campus within Brownwood ISD. Its hours are from 8:10am to 3:25 each day Monday-Friday. BHS serves students in grades 9 – 12 in a traditional school setting. In the 2023-24 school year, BHS had 943 students enrolled. 49.73% of the students were considered to be at-risk. 14% participated in Special Education program. 9.33% participated in Gifted & Talented Services. Enrollment by ethnicity: White, 46.87%, Hispanic 43.27%, Black 5.41%, Other 4.45%

Section 2 – Data Reviewed

STAAR-EOC scores, PSAT, ACT, and SAT achievement test scores, TELPAS, promotion/retention rates, discipline referrals and consequences, parent volunteers, parent involvement activities, attendance rate, special education referrals, 504 referrals, intervention success rates, percentage of credits earned, professional development records, highly qualified teacher/paraprofessional percentages, AP testing, and advanced placement participation rates.

Section 3 – Findings/Conclusions

The committee found that BHS...

- BHS offers all five available endorsements options for students
- Teachers are certified in all 4 core tested areas, as well as, in Special Education and ESL
- BHS offers multiple language offerings for students: American Sign Language, Spanish, Computer Science

Section 4 – Strengths

Students:

- Focused toward graduation
- All students graduated with at least one endorsement
- Students are able to graduate with vocational certifications
- Students can participate in all five CTE Pathway options
- Participate in free SAT School Day

Parents/Community:

- 24/7 access to grades, messages, and social media
- They have a voice in decision making regarding their student
- Parents do what they can to help staff and students

Staff:

- High number of Teachers certified in ESL and Special Education
- Dedicated and caring
- Parent Liaison is bilingual, as well as multiple teachers
- Fully Staffed

Facilities:

- Technology is current and in working order
- Safe and secure

Section 5 – Weaknesses.

Students:

- Weaknesses in writing and reading achievement
- Almost 50% of BHS's students are considered to be "at-risk"

Parents/Community:

- Often do not attend scheduled meetings (i.e.: attendance)
- A high percent chose not participate or volunteer in campus activities

Staff:

- Will need additional staff for additional course offerings and options for students
- Low percentage of teaching staff is ESL certified

Facilities:

- Multiple entry points and exit points of the school facilities.

Section 6 – Identified Needs

The committee determined that it would...

- focus on ELAR writing Scores
- target economically disadvantaged and at-risk populations

Goal 1: (Academic Achievement) All students at Brownwood High School will attain at least a year's growth through relevant and rigorous instructional programs.

Objective 1: 90% of all students will score at or above the state criterion in all areas of the EOC test.

Summative Evaluation: State EOC testing results will show that 90% of all students will score at or above the state criterion.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide differentiated instruction for students who are at risk of failure in core subject areas.	2	Core-subject Teachers; Campus Admin	Every 3 weeks		Tutorial attendance records	Improved six weeks grades Reduced failure rate
Provide flexible, focused small group instruction in the core subject areas utilizing the Fundamental Five Model of Instruction.	2	Core-subject Teachers; Campus Admin	Every 3 weeks		Lesson plans, walk through data	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation
Students not meeting state standards on EOC test will be placed in an EOC remediation class.	2	Counselors; Campus Admin	Start of school and continual as new students enroll.		Master Schedule	State testing results
Provide teachers of the core subjects with EOC analysis of achievement for each individual student in all subgroups.	2	Campus Admin; C&I department	Continual		Observation; EOC classes; Eduphoria Data	State testing results

Goal 2: (School Climate/Safe & Healthy School) All students in Brownwood High School will be educated in a learning environment that is safe, disciplined, drug free, and conducive to learning.

Objective 1: Administration and Faculty will work together to develop a school wide environment conducive to learning through the use of positive reinforcement and discipline management techniques. Decrease referrals by 5%

Summative Evaluation: There is a reduction in discipline referrals by 5%

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide educational presentations to students, staff and parents to increase awareness of various topics including, but not limited to, Drug and Gang Awareness, Dating Violence, Social Media dangers, etc.	1, 4	Campus Admin; Counselors	First grading period Monitor: end of each grading period		Agenda Lesson Plans Campus Calendar	Reduction in PEIMS and discipline referrals
Continue to provide training for school staff regarding bullying preventions and increase campus proficiency with reporting bullying incidents and providing support for bullies, victims and bystanders.	1,4	Campus Admin; Counselors	Each semester		Campus Calendar, Social Media posts, agendas, sign-in sheets	A reduction of bullying incidents documented in TxEIS.
Design and facilitate trainings for teachers, administrators and para-educators to develop research based, proactive discipline measures.	1,4	Campus Admin; Counselors	Each semester		Campus Calendar, Social Media posts, agendas, sign-in sheets	A reduction of discipline issues documented in TxEIS.
Implement BISD and BHS Discipline Management Plan	1,4	Campus Admin	Continual		Referral Documentation	Reduction of referrals
Added the STOP IT anonymous reporting program		Campus Admin	Continual		Posters, Counselors Lesson Plans, Social Media	Raised awareness of incidents that students may be otherwise hesitate to report.

Goal 3: (College & Career/Graduation/Dropout Reduction Goal) All students in Brownwood High School will graduate from high school and be either college or/and career ready.

Objective 1: By May 2025 the completion rate will increase to 98%. Drop-out rate will be less than 1% for all student and the attendance rate will increase to 95%.

Summative Evaluation: Dropout rate of less than 1%; student entrance into college or career field; BHS attendance rate will increase to 95%.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide credit recovery program and/or acceleration program for students at-risk for failure/dropout	2, 3, 4	Campus Admin; Designated Teachers	End of each semester		Attendance records for program	Successful completion of coursework to recover credits
Career and technology students in grades 9-12 will have a coherent sequence of courses planned and integrated with the required graduation plan.	2,3,4	Campus Admin; Counselors; Teachers	Beginning of each semester		Report cards, transcripts, graduation plans	Personal Graduation Plan (PGP)
Parent liaisons will work with parents at all BISD campus' to help reduce the number of drop-outs due to excessive absences.	2,3,4	Liaisons; Campus Admin; Attendance Clerks	Continual		Attendance records, travel logs, meeting notes.	Increased attendance rates
Counseling for all at-risk students, especially those who have not passed EOC	2,3,4	Counselors; Parent Liaison; Campus Admin	Continual		Counselor records	Course completion rates; dropout rate

Goal 3: (College & Career/Graduation/Dropout Reduction Goal) All students in Brownwood High School will graduate from high school and be either college or/and career ready.

Objective 1: By May 2025 the completion rate will increase to 98%. Drop-out rate will be less than 1% for all student and the attendance rate will increase to 95%.

Summative Evaluation: Dropout rate of less than 1%; student entrance into college or career field; BHS attendance rate will increase to 95%.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide support and tutoring for identified ESL students	2,3,4	ESL Staff; Campus Admin; Parent Liaison	Continual		ESL Records; LPAC Records	Students passing EOC and classes

Goal 4: (Parent/Community Engagement Goal) Parents and Community will be partners in the education of students in Brownwood High School and participate in at least one activity offered at BHS.

Objective 1: By May 2025, at least 90% of all students' parents/guardians and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand.	2, 4	Campus Admin	Within 10 days of receipt of reports		Copy of reports; Conference agenda/sign in sheet	Parents receive reports of assessment results
Provide and advertise parent involvement activities where educational and parenting information is distributed.	2, 4	Counselors; Campus Admin	Monitor usage each 6 weeks		Website; Advertisements	Documentation of usage
Update and post DIP and CIP's to parents in a language that they can understand.	2, 4	PR dept; Campus Admin	September, February, and June		Websites, Social Media	Increased parent participation and knowledge
Offer School Messenger messages in a language preferred by parent.	2,4	Technology Dept.	August and then as requested		Websites, Social Media	Increased parent knowledge about events therefore more participation

Goal 5: (Staff Quality) At BHS 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.

Summative Evaluation: 100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
BHS staff will obtain the names/resumes that HR received while recruiting in effort to ensure quality teachers and other staff members reflective of our student demographics.	1	Campus Admin; Human Resources Dept.	May, 2025		Travel records, Purchase Orders	100% core academic classes taught by certified teachers;
Ensure that low income and minority students are not taught at higher rates than other students by with less than two years of experience by giving hiring preference to teachers with 3+ years of experience or by transferring employees within the district.	1	Campus Admin; Human Resources Dept.	Beginning of each semester		PEIMS data, HR records, SBEC records, TTESS records	Low income and minority students are taught by certified teachers
Actively encourage ELA teaching staff to become ESL certified by providing reimbursement incentives for passing the TExES.	1	Campus Admin; Teachers	May, 2025		HR records, SBEC records, Reimbursement records	Growth in the success rates of our EL learners, Increased number of ESL certified teachers
Utilize employee engagement survey to increase satisfaction.	1	HR Dept.	End of each semester		Survey Results, HR records	Higher staff retention rate

Goal 5: (Staff Quality) At BHS 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.

Summative Evaluation: 100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide a formal mentoring program for all new teachers within BAHS.	1	Campus Admin; Teachers	Continual		Agendas, sign-in sheets	Increased knowledge growth and retention of new teachers
Added a Secondary Instructional Coach	1	Principals	Ongoing		Human Resource Records	Improved Academic Instruction and Scores

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

Objective 1: 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: Campus records indicate that at a balanced budget was adhered to.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Campus will work collaboration with Department Heads to ensure that we are in compliance with Federal and State Program areas.	1, 2, 3, 4	Superintendents, Business Manager, HR Dept., Maintenance Dept.	Continual		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., Department/Campus Heads	Quarterly		Agendas, HR records, payroll logs	Optimal utilization of staff resources within the district
Attend federal and state program conferences, webinars and workshops provided by ESC 15 and outside entities as they pertain to BAHS.	1, 2, 3, 4	Superintendents, Business Manager, HR Dept., Department/Campus Heads	Continual		Training/Workshop Certificates, Travel records, DL reservations	Greater knowledge and efficiency of the staff involved

BROWNWOOD ISD

Brownwood High School

Title I, Part A Family Engagement District Policy

2024-2025

Brownwood High School (BHS) is committed to partnering with parents/families, students, the community, and other stakeholders to improve student academic achievement and social-emotional development. We believe that parents have an important role as their child's first teacher and are essential and valued partners in the educational process.

Brownwood High School will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

- BHS will provide open and two-way verbal and written communication between families through various strategies and methods including, but not limited to, email, newsletters, district/campus websites, social media, phone calls, and printed notices sent home or posted in community.
- BHS schools will provide a safe and open atmosphere for parents and families to visit the school their children attend.

Brownwood High School receives Title I, Part A funds. Our goal is to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance. Therefore, BHS will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written family engagement policy.

- The policy shall be incorporated into the local educational agency's (LEA) plan developed under section 1112 (District Improvement Plan, DIP),
- The policy will establish the LEA's expectations and objectives for meaningful parent and family involvement.
- The policy will be posted on the BHS website for all families to access and review.
- Each School-Parent compact that outlines how parents, staff, and students share the responsibility for improved student academic achievement. This agreement is posted on campus website, at the annual Title 1 meetings and available at the front office of each campus for all families to access and review.
- Each campus will hold their annual Title I meetings for parents in the fall semester. It will be offered twice, on two different days at different times to meet the needs of our families. The purpose of the meetings is to provide parents with information regarding Title 1-A guidelines and services offered as stated in the current Family Engagement Policy. The policy will also be distributed to parents during this meeting and parents will be given the opportunity to comment and offer their suggestions for any revisions. This meeting will be held at a convenient time and all families of enrolled students will be invited and strongly encouraged to attend.

Brownwood High School will provide the coordination, technical assistance, and other support necessary to assist and build capacity for all its schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.

- BHS Campus Administration and School Counselors are assigned to Title I campuses for this support.
- Provide ongoing professional development to all teachers, specialized instructional support personnel, principals, and other school staff on how to engage and communicate with parents as equal partners.
- BHS families are provided with parent involvement services at each campus and at BISD's Central Support Center.

Brownwood High School

2100 Slayden, Brownwood, Texas 76801

Gloria Salazar (325) 646-9549 - Gloria.Salazar@brownwoodisd.org

Brownwood High School will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children.

- All BHS parents are strongly encouraged to volunteer at their child's campuses. We always value additional assistance making copies, helping in the libraries, reading with students and helping in other areas.
- All parents and community volunteers must comply with district policy regarding volunteer requirements, orientation, and State of Texas background checks.

Brownwood High School will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the family engagement policy in improving the academic quality of all Title I, Part A schools served under this part, including identifying...

- Barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- Strategies to support successful school and family interactions.

Brownwood High School will assess the needs of parents and children in the community through a variety of measures, including parent surveys, so that family engagement programs can be tailored to meet those needs. BISD will use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the family engagement policies.

- An End of Year Family Engagement Survey/Comprehensive Needs Assessment will be distributed through BISD's social media platforms to all BISD families.
- Workshops and other resources will be made available to address the expressed needs. Parents will be notified of these opportunities through BISD's social media and/or their individual campuses.

- Family and Community Engagement Staff provide a minimum of one parent workshop session per semester. All BISD families are invited to attend.
- BISD parents are also encouraged to contact their individual campuses to express an interest in a workshop, topic, or to make recommendations to the program.
- BHS encourages our parents and families to support their children’s learning at home and in school and serve as their children’s advocate.

Brownwood High School will involve parents in the activities of the schools which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population for the purposes of developing, revising, and reviewing the family engagement policy and provide such other reasonable support for parental involvement activities under this section as parents may request.

BISD parents are also invited to participate in the district level Superintendent Parent Advisory Cabinet meetings (SPAC). Meetings for this school year will be held at 4:00p.m. at Central Support once a month throughout the school year.

To learn more on how to be part of this committee, please reach out to our Gloria Salazar at (325) 643-5644 or at Gloria.Salazar1@Brownwoodisd.org

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Brownwood Independent School District shall:

- Provide assistance to BISD parents in understanding such topics as the State academic standards, State and local academic assessments, the requirements of the family engagement program, and how to monitor a child’s progress on Ascenders Parent Portal and work with educators to improve the achievement of their children.
- Provide materials and training to help parents to work with their children to improve their children’s achievement, such as using technology, as appropriate, to foster parent involvement.
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.)
- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

BHS’s Family Engagement Policy is a working document that is reviewed on an ongoing basis to assure that we cultivate and strengthen our trust, relationships, partnerships with all our BISD students, families, educators, and community partners.