

Brownwood Accelerated 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 <small>(Parent, Business, Community, Teacher, etc.)</small>
Stacy Loftin	Special Program Coordinator
Tim Thomas	Teacher
Debbie Harwell	Teacher
Stephanie Arredondo	Parent
Melody Hashberger	Parent
John Haines	Student
Callie Norway	Community Member
Joshua Lewis	Business Member

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

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.

Total FTEs funded through SCE at BAHS: 2

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 % Met Standard				Algebra % Met Standard				Biology % Met Standard				English 2 % Met Standard				US History % Met Standard			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Students At-Risk	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Students Not At-Risk	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

* = Signifies numbers too low to report per TEA.

	Drop Out Data				Completion Data			
	2020-2021	2021-2022	2022-2023	2023-2024	2020-2021	2021-2022	2022-2023	2023-2024
Students At-Risk	0	0	0	0	16	20	14	19
Students Not At-Risk	0	0	0	0	5	4	4	4

The comprehensive, intensive, accelerated instruction program at this campus consists of small student to teacher ratios (7:1 or less), tutorials that are built into the regular school day that are conducted by specialized subject teachers to help in the area of need. Response to Interventions (RTI), Special Education, Gift and Talented, English as a Second (ESL) and Section §504 supports are also utilized for those for whom it is allowed.

Upon evaluation of the effectiveness of this program the committee finds that the small teacher to student ratio and intensive tutoring, within two weeks of the EOC assessment, produces the best results, especially for those students who finished the tested subject in a previous semester.

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 schoolwide 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 BAHS

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	
Program/Funding Source	Amount of Funding
TBA	TBA
Local	
Program/Funding Source	Amount of Funding
TBA	TBA

Comprehensive Needs Assessment Attendees Spring 2025

Name	Position (Parent, Business, Community, Teacher, etc.)
Stacy Loftin	Special Program Coordinator
Tim Thomas	Teacher
Debbie Harwell	Teacher
Stephanie Arredondo	Parent
Melody Hashberger	Parent
John Haines	Student
Danielle Howard	Mental Health Specialist
Callie Norway	Community Member
Joshua Lewis	Business Member

Comprehensive Needs Assessment Summary Spring 2024

Section 1 – Campus Profile

Brownwood Accelerated High School is a campus within Brownwood ISD. School hours are from 4:45-9:00 each evening Monday-Friday. It specializes in students who are at risk of dropping out of school for various reasons. In the 2023-24 school year, BAHS graduated 33 students. Of those, 79% of students were considered at risk; 73.68% were economically disadvantaged; 5% of the students were enrolled in the Special Education Program; 10% of the students were enrolled in participating in Section 504; and 10% of the students were enrolled participated in the ESL Program. Of the three teachers at BAHS, they have an average of 30 years of teaching experience. In the Class of 2024, 97% of students received their high school diplomas on time or earlier.

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 BAHS...

- 100% of the teachers are experienced (more than 10 years)
- 100% of the teachers scored proficient or better in all areas of their T-TESS evaluations
- 100% of the teachers are certified in all core areas, as well as, in Special Education and ESL
- BAHS' student-to-teacher ratio is 15:1, which allows for more student growth and knowledge

Section 4 – Strengths

Students:

- Focused toward graduation
- All students graduated with at least one endorsement
- 24/7 access to the curriculum and most teachers

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:

- Teachers are certified in all core subjects, as well as ESL and Special Education
- All are experienced (10+ years)

Facilities:

- New facility with improved security features.

Section 5 – Weaknesses.

Students:

- Most students have struggled and don't have the needed knowledge base to be successful in a traditional learning environment
- High number of the students are "At-risk" of dropping-out
- 91.39% attendance rate, lower than district average of 94%
- High number of students previously failed EOC tests.

Parents/Community:

- Often do not attend scheduled meetings (ie: attendance)
- Do not participate or volunteer in campus activities
- Some students are not living at-home with their parents.
- Many students have to hold a job to assist family with bills and other needs

Staff:

- All subject areas of expertise are not available each evening
- Limited teaching resources

Facilities:

- Facility is beyond normal walking distance from most Brownwood neighborhoods.
- Exterior lighting needs updating.
- Additional exterior cameras.

Section 6 – Identified Needs

The committee determined that it would...

- make more effort to get more parents to attend campus activities
- would make a better effort to utilize SchoolMessenger
- work closer with BHS counselors to ensure graduation plans are adhered to
- budget funds to offer more incentives for parents and students
- improved communication about district and BHS events available to BAHS students
- improve security needs

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

Objective 1: By May 2025, all students and each student group, including Special Education students tested, will show a 2% increase and meet established standards on the state assessments for 9th-12th grade.

Summative Evaluation: An additional 2% of all students will pass all portions of the state or local tests, meet ARD expectations, and the District will meet System Safeguards than in 2023-24.

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 classes and/or state assessments.	2	Teachers, Principal	Continual		Teacher kept logs, Tutorial teacher sign-in sheets	Improved course completion grades
Provide flexible, focused small group instruction in the core subject areas utilizing the Fundamental Five Model of Instruction.	2	Teachers, Principal	Continual		Teacher kept logs	Improved performance on concept-specific aligned assessment, Student success as evidenced by walkthrough documentation
Support teachers with coaching and collaboration that will develop teachers as experts in the subject area.	2	Principal, ESC 15	Continual		Sign-in sheets, agendas	Higher STAAR-EOC, ACT, SAT scores
Implement Positive Behavior Support training for all staff.	1	Behavioral Specialist	August		Agenda, sign-in sheets	Decrease off-task and disruptive behaviors
The staff will implement the Fundamental 5 Formula strategies to improve instructional activities.	2, 3, 4	Principal, Teachers	Continual		Walk-through evaluation data, Lesson Plans	Increased student performance on curriculum-based assessments

Goal 2: (Staff Quality) At BAHS 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
BAHS 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	Principals, 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	Principal, 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	Principal, 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
Provide a formal mentoring program for all new teachers within BAHS.	1	Principal, Teachers	Continual		Agendas, sign-in sheets	Increased knowledge growth and retention of new teachers

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

Objective 1: By May 2025, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced to > 1% as measured by PEIMS and number of discipline referrals.

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

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
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, Bullying, etc.	1, 4	Principals, Teachers, Counselor	First grading period Monitor: end of each grading period		Agenda, Lesson Plans, Campus Calendar	Reduction in PEIMS and discipline referrals
BAHS will utilize a Student Resource Officer, when necessary.	1	Superintendents, Principal, Teachers, SRO's	August		HR records, Police reports	Increased SRO presence on all campus. Reduction in number of incidents.
Design and facilitate trainings for teachers and administrators to develop research based, proactive discipline measures.	3	RTI Behavior Specialist, Principals, Teachers	Each semester		Campus Calendar, Social Media posts, agendas, sign-in sheets	A reduction of discipline issues documented in TxEIS, reduction of DAEP placements.
Continue to utilize the STOP IT app so any safety concerns can be report anonymously	1	Superintendents Principal SRO's	On-going		Posters and report log	Lower number of incidents

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

Objective 1: By May 2025, a dropout rate of > 1% for all students and all student groups will be maintained and achieve a completion rate of 99%. The attendance rate will increase to 95% or better.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of 99%.

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	Principal, Designated Teachers	End of each semester		Attendance and grade records for programs	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	Principals, Counselors, Teachers	Beginning of each semester		Report cards, transcripts, graduation plans	Endorsements rates will increase
Principal/Parent liaisons will work with parents at BAHS to help reduce the number of drop-outs due to excessive absences.	2, 4	Liaisons, Principal, Attendance Clerks	Continual		Attendance records, travel logs, meeting notes.	Increased attendance rates
Invite students and parents to assemblies held at BHS regarding course choices and graduation requirements.	2, 4	HS Counselors	Beginning of each semester		Agendas, Signatures on Graduation Plans	Increased awareness of options and requirements
Promote endorsements, advanced, dual-credit and CTE courses/programs through communication of benefits.	2, 4	HS Counselors	Beginning of each semester		Social Media posts, Agendas, Sign-in sheets, transcripts	Increased enrollment into those type courses.

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

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	Principal	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	Counselor, Principal, Parent Liaisons	Monitor usage each 6-weeks	Title I, State and local funds, PTA funds, Web-based resources, Community agencies	Website; Advertisements	Documentation of usage
Update and post CIP to parents in a language that they can understand.	2, 4	PR dept, Principal	September, February, and June		Websites, Social Media	Increased parent participation and knowledge
Offer SchoolMessenger messages in a language preferred by parent.	2, 4	PR, Technology Dept's	August and then as requested		Websites, Social Media	Increased parent knowledge about events therefore more participation

Goal 6: (District Commitment) BAHS 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

Puede obtener este documento para padres en español visitando el sitio web de BISD
<https://www.brownwoodisd.org/Page/2208>

BROWNWOOD ISD

Brownwood Accelerated High School

Title I, Part A Family Engagement District Policy

2024-2025

Brownwood Independent School District (BISD) and Brownwood Accelerated High School (BAHS) 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 Accelerated 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.

- BAHS 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.
- BAHS will provide a safe and open atmosphere for parents and families to visit the school their children attend.

Brownwood Accelerated 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, BAHS 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 BISD District and BAHS 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.
- BAHS will hold an 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 Accelerated 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.

- BAHS 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, communicate with parents as equal partners.
- BAHS families are provided parent involvement services at each individual campus as well as at BISD's Central Support Center.

BISD Central Support Center
2707 Southside Drive - Brownwood, Texas 76801
Gloria Salazar at (325) 643-5644 - Gloria.Salazar1@Brownwoodisd.org

Brownwood Accelerated 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.

- BAHS 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 Accelerated 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 Accelerated 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. BAHS 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 BAHS families are invited to attend.
- BAHS parents are also encouraged to contact their individual campuses to express an interest in a workshop, topic, or to make recommendations to the program.
- BAHS encourages our parents and families to support their children's learning at home and in school and serve as their children's advocate.

Brownwood Accelerated High School will involve parents in the activities of the school 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.

BAHS encourages families, teachers, and community members to join their campus Parent Teacher Organization (PTO).

BAHS 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 Accelerated High School shall:

- Provide assistance to BAHS 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 Ascender 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.

The BAHS 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 BAHS students, families, educators, and community partner.

