

# **Brownwood Middle School**



**Campus Improvement Plan**

**2024-2025**

# Brownwood Middle School

## 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.

Brownwood Middle School is focused on excellence in academics, service, character, fine arts, athletics, and social/emotional health. Our staff strives to create an encouraging atmosphere and build lasting relationships for all students to reach their potential. We believe that every student is important and deserves opportunities for success.

# Campus Improvement Planning and Decision-Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)
Mykia Anderson	Principal
Jake Senkirik	Assistant Principal
Liesa Land	District
Leah Parker	Counselor
Amber Evans	Teacher
LeeAnn Camp	Teacher
Tim Thomas	Teacher
Starla Tedford	Teacher/SPED
Jeremy Gillard	Community Member
Angie Smith	Parent
Rowanna McNeely	Parent
Brandon Blaylock	Business Representative

## 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 as needed
    - 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 a language the family understands (as applicable)
- **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
  - Provide assistance in understanding academic standards, assessments 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 this District/Campus: 3.65

The process we use to identify students at-risk is:

The campus At-Risk Coordinator determines the at-risk status of all students using the current-year criteria list from the Texas Education Data Standards. The coordinator then notifies the PEIMS data-entry personnel on 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 Coordinator at least twice per year prior to PEIMS submissions 1 and 3.

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

## State Compensatory Education

STAAR	7th math % Approaches or above			8th Math % Approaches or above			Algebra I % Approaches or above			7th RLA % Approaches or above			8th RLA % Approaches or above			Science % Approaches or above			SS % Approaches or above		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Economically Disadvantaged Students	52%	61%		69.4%	62%		100%	100%		65%	72%		70.63%	75%		71.33%	71%		44.06%	47%	
All Students	62.66%	68%		69.65%	66%		100%	100%		72.6%	77%		75.64%	80%		74.79%	76%		51.71%	55%	

All teachers are required to offer tutorials 30 minutes before school and 30 minutes after school. Tutorials are offered daily. Response to Intervention (RTI), Special Education, Gifted and Talented, English as a Second Language (ESL) and Section 504 supports are also utilized for those for whom it is allowed. During the school day we also offer access to the learning lab for economically disadvantaged students. In all core classes classroom instructional aides to

Our campus has also implemented the co-teaching instructional model for our applied-level special education students. Two certified teacher, one of whom is also SpEd certified, teacher English and Math classes that include these student in the general education setting so they can receive grade level instruction along with intensive accommodations and inclusion support. One on one instruction is available for economically disadvantaged students. Our campus has utilized the District's Instructional Coach to help prepare teachers for the STAAR Review called "Rockin Review" within 2 weeks of the STAAR Exams.



## 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)]

Title I, Part A, Title I, Title II, Part A, Title IV-A, Special Education/IDEA-B, 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
Title 1	TBD
Title 2	TBD
ESSER 2	TBD
ESSER 3	TBD
Special Education	TBD
State	
Program/Funding Source	Amount of Funding
Local	
Program/Funding Source	Amount of Funding
Local 199	TBD
Local 199	TBD

## Comprehensive Needs Assessment Attendees Spring 2024

Name	Position (Parent, Business, Community, Teacher, etc.)
Mykia Anderson	Principal
Jake Senkirik	Assistant Principal
Liesa Land	District
Leah Parker	Counselor
Amber Evans	Teacher
LeeAnn Camp	Teacher
Tim Thomas	Teacher
Starla Tedford	Teacher/SPED
Jeremy Gillard	Community Member
Angie Smith	Parent
Rowonna McNeely	Parent
Brandon Blaylock	Business Representative

## Comprehensive Needs Assessment Summary Spring 2025

### Section 1 – Campus Profile

Brownwood Middle School is a campus within Brownwood ISD. Hours are from 8:00-3:30 each day Monday-Friday. The campus contains two grades, 7<sup>th</sup> and 8<sup>th</sup>, with a total of 485 students. 64.5% are considered at-risk and/or Economically Disadvantaged. 15.70% participated in the Special Education Program and 3.3% participated in the English as a Second Language Program. 42.2% of the teaching staff have 10 or more years of teaching experience.

### Section 2 – Data Reviewed

STAAR scores, Common-Based Assessments, Benchmarks, TELPAS, promotion/retention rates, discipline referrals and consequences, parent volunteers, parent involvement activities, attendance rate, special education referrals, 504 referrals, intervention success rates, professional development records, qualified teacher/para-professional percentages and Pre-AP participation rates.

### Section 3 – Findings/Conclusions

- Experienced teachers
- Appropriate teacher to student ratios
- Counselor interventions and mental health protocols lowered discipline referrals and DAEP recidivism rates

### Section 4 – Strengths

#### Students:

- Adequate access to teachers (tutorials)  
Increased focus on curriculum
- Variety of elective courses
- School Wide Student Portfolio
- Teen Leadership, NJHS, Student Council, & Builders Club
- Student and Teacher Expectations posted in every classroom.
- One Bell Schedule

#### Parents/Community:

- 24/7 access to grades, messages and social media
- Increased community involvement opportunities
- Student Celebrations every 6-weeks

#### Staff:

- Experienced teachers (60.9% with 6 or more years of experience)
- Certified ESL/SpEd teaching in the Learning Lab

#### Facilities:

- Technology opportunities (Digital Media)
- Safe and secure
- Renovate Locker rooms for boys/girls athletics
- Weekly Door Audits
- Update Painting

## Section 5 – Weaknesses

### Students:

- High population of students labeled “At-Risk”
- Continued need for extracurricular participation
- Improve UIL Academic participation
- Add more opportunities for students to in get involved in.

### Parents/Community:

- Continued need for additional parental involvement
- PTO Involvement
- Invitations to parents to Assemblies that are student focused

### Staff:

- Continued need for professional development (SEL, Curriculum)
- Climate and Culture

### Facilities:

- Improvement of facilities needed—upstairs classrooms need sound proofing, lift repaired
- Cafeteria lunch line design and added entrances/exits
- A/C in Hallways
- Technology in classrooms
- More furniture needed for students (desks, chairs, and tables)

## Section 6 – Identified Needs

The committee determined that it would...

- make a more concerted effort to get parents/community involved – provide more after school opportunities for parent education in digital safety, bullying, hygiene, vaping, and drugs/fentanyl.
- work with district to develop a facility improvement plan
- work closely with the high school and Coggin campus on vertical alignment/planning
- continue to provide professional development in the areas of curriculum/instruction, planning, social/emotional learning, special programs, and classroom management.

**Goal 1: (Academic Achievement)** All Brownwood Middle School students 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 meet established standards on local assessments in grades 7<sup>th</sup> and 8<sup>th</sup> and the state assessments for 7<sup>th</sup> and 8<sup>th</sup> grade.

**Summative Evaluation:** All students pass all portions of the state or local tests, meet ARD expectations, and the District will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide tutorials for students who are at risk of failure in all subject areas.	2	Core-subject Teachers Administration	Every 3 weeks		Tutorial attendance records	Improved six weeks grades  Reduced failure rate
Provide flexible, focused small group instruction in the core subject areas.	2	Core-subject Teachers Administration	Every 3 weeks		Lesson plans, walk-through data, PLC	Improved performance on concept-specific aligned assessment (CBAs/Benchmark)  Student success as evidenced by walk-through documentation (snapshots)
Continue to support teachers with coaching and collaboration that will develop teachers as experts in the subject area.	2	Core-subject Teachers Department Heads Administration	Every 3 weeks		Lesson plans, walk-through data, PLC documentation	Improved six weeks grades  Improved lesson planning (data-driven instruction)  Student success as evidenced by walk-through documentation (snapshots)
Provide differentiated instruction for GT students	2	GT Specialist & GT certified teachers	Once Every 6 weeks		Student Portfolio	Student completes projects in Honor Classes

**Goal 1: (Academic Achievement)** All Brownwood Middle School students 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 meet established standards on local assessments in grades 7<sup>th</sup> and 8<sup>th</sup> and the state assessments for 7<sup>th</sup> and 8<sup>th</sup> grade.

**Summative Evaluation:** All students pass all portions of the state or local tests, meet ARD expectations, and the District will meet System Safeguards.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Use the co-teacher/inclusion model for resource for students who need extra instruction on Math and ELAR.	1	Core teachers SpEd teachers Admin	Continual	Region 15 Instructional Coach	Student Schedules Teacher Lesson Plans	CBA scores and STAAR scores will improve
Utilize the secondary curriculum coordinator	1	Central Admin Instructional Coaches Campus Admin	Continual		PLC minutes Walk-throughs Facilitate teacher/student success	CBA scores and STAAR scores will improve
Instructional Aides used in History & Science for additional support	1	Core Teachers Admin SPED Teachers	Continual		Success of students CBA and STAAR scores	CBA scores and STAAR scores will improve
Behavioral Aide to assist students in class that continually have discipline issues.	1	Campus Admin Staff	Continual		Building relationship with students to facilitate success.	Success in the classroom, students completing work and following rules.

**Goal 2: (Staff Quality)** In Brownwood Middle School 90% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.

**Objective 1:** 90% of core academic classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements.

**Summative Evaluation:** 90% 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
BISD staff will work with the local University (HPU) to recruit and ensure quality teachers and other staff members.	1	Principals HR	May, 2025		Communication from HPU professors. Copies of student teacher observation (feedback)	100% core academic classes taught by certified teachers; 100% paraprofessionals meet ESSA requirements
Ensure that low income and minority students are all taught by certified teachers in the core subjects	1	Administration HR	Beginning of each semester		PEIMS data HR records SBEC Records TTESS Records Creating equitable teams when scheduling	Low income and minority students are taught by certified teachers
BISD will insure all RLA teaching staff to become ESL certified.	1	Principal HR	May, 2025		HR records SBEC Records Reimbursement Records	Growth in the success rates of our EL learners.
The campus will recruit, develop and retain highly qualified and effective personnel reflective of our student demographics	1	Principal Counselors	On-going		HR records SBEC Records DOI Letters	Growth in the success of all of our students

**Goal 3: (School Climate/Safe & Healthy School)** All students in Brownwood Middle School 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, vaping, alcohol and other drug use, will be reduced by 5% 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 and vaping, and hygiene.	1, 4	Administration, Counselors Teachers	On-going		Agenda Lesson Plans Campus Calendar Second Step Program (SEL curriculum) B.A.S.E, routine drug dog Character Strong Classes	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	Administration, Counselors	Each semester		Campus Calendar, Social Media posts, agendas, sign-in sheets, vector training	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 and improve response times to disciplinary issues vs dress code violations and office referrals.	1	Administration Teachers	Each semester		Campus Calendar, Social Media posts, agendas, sign-in sheets, "Social Emotional Learning" training during Teacher In-service & Faculty Meetings, Google Form for documentation	A reduction of discipline issues documented in TxEIS.
Continue STOP IT app for reporting concerns anonymously	2	District/Campus	Continual		Stop It reports	Increased use of app and reduction of bullying incidents



**Goal 3: (School Climate/Safe & Healthy School)** All students in Brownwood Middle School 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, vaping, alcohol and other drug use, will be reduced by 5% 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
Fully implement Raptor Identification Management System and Drill procedures with 100% accountability	1	Superintendents Admin	Continual		Raptor Data Logs Drill Logs Staff Meetings	Increased security to safety of student and staff
Weekly Secure Door Checks	1	Campus Admin Staff	Weekly		Eduphoria form documentation Work orders	Door are in good repair and are consistently locked
Door/Intruder Audit	1	Campus Admin Staff	Continual		SRO Evidence Student Assemblies Staff Meetings Sentinel	Increased awareness and safety on our campus
Student Assemblies	2	Campus Admin Staff and Counselors	Continual		Google Form Responses	Increased awareness and safety on our campus Discipline SRO Reports
Door/Intruder Audit	1	Campus Admin Staff	Continual		SRO Evidence Region 15	Increased awareness and safety on our campus

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

**Objective 1:** By May 2025, Retention rate of less than 2% for all students and all student groups will be maintained and achieve a completion rate of 98%. Overall attendance rate will increase to 95%

**Summative Evaluation:** Retention rate of less than 2% and a completion rate of 98%

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide credit recovery program and/or acceleration program and summer school for students at-risk for failure/dropout.	2, 3, 4	Principal, Designated Teachers	Spring semester		Attendance records for program Edgenunity	Successful completion of coursework to recover credits
By offering Algebra I, Teen Leadership and Principles of Agriculture, 8 <sup>th</sup> grade BMS students can gain high school credit accordingly.	2	Administration, Counselors, Teachers	Monitored by the end of the school year.		Report cards, transcripts, graduation plans, Course Offerings	Increased amount of students earning credits towards graduation while at the Middle School and preparation for 4-year plans in middle school
District attendance staff will work with parents at all BISD campus' to help reduce the number of drop-outs due to excessive absences.	2	Liaison, Principals, Attendance Clerks	On-going		Attendance records, travel logs, meeting notes House visits. Phone calls	Increased attendance rates

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

**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	Administration	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, Administration	Monitor usage each 6 weeks		District Website BMS Website Social Media School Messenger	Documentation of usage
Update and post DIP and CIP's to parents in a language that they can understand.	2, 4	PR dept, Principal	On-going		Websites, Social Media, school messenger	Increased parent participation and knowledge
Parent Involvement Engagement	2, 4	Club sponsors, teachers Admin	August-May		Invitations using school messenger for student celebrations/assemblies, incoming 7 <sup>th</sup> grade parent night, Band Concerts, Choir Concerts, Meet the Teacher, Pep Rallies	Increased parent awareness and involvement

**Goal 6: (District Commitment)** Brownwood Middle School shall provide good stewardship 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 achievement of the goals of the district.

**Summative Evaluation:** District records indicate that a balanced budget was adhered to.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Ensure mission, vision, and values alignment and effectiveness of fiscal responsibility through objective periodic reviews	2	Principal	Every six weeks, semester and calendar school year		Fiscal reports (budgets, invoices, purchases), balance sheets	Effective and relevant expenditures appropriate to the account for the purpose of continued student safety and success
Increase resources through strong, strategic partnerships (grants)	2	Administration, Teachers	Each calendar school year		Grants	Monies to be allocated for programs/staff for the purpose of continued student safety and success

## **BROWNWOOD ISD**

### **Brownwood Middle School**

# **Title I, Part A Family Engagement District Policy**

## **2024-2025**

Brownwood Middle School (BMS) 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 Middle 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.

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

Brownwood Middle 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, BMS 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 BMS 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 I 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 I-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 Middle 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.

- BMS 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.
- BMS families are provided parent involvement services at each individual campus as well as at BISD's Central Support Center.

Brownwood Middle School  
1600 Calvert Road - Brownwood, Texas 76801  
Misti Gillard at (325) 646-9545 – Misti.Gillard@Brownwoodisd.org

Brownwood Middle 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 BMS 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 Middle 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 Middle School District 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 BMS social media platforms to all BMS families.
- Workshops and other resources will be made available to address the expressed needs. Parents will be notified of these opportunities through BMS social media and/or their individual campuses.

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

Brownwood Middle 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.

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

BMS 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 Misti Gillard at (325) 646-9545 or at [misti.gillard@brownwoodisd.org](mailto:misti.gillard@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 BMS 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.

*BMS’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 BMS students, families, educators, and community partners.*