

Northwest Elementary



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

Northwest Elementary, in partnership with parents and community, will offer a rigorous learning environment, while building relationships and preparing each student to be a CHAMPION.

Vision Statement

Educate...Engage...Empower...Excel

Campus Improvement Planning and Decision-Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)
Amy Morris	Principal
Denise Fletcher	Counselor
Kayla Simpson	Teacher-3 rd Grade
Jennifer Martinez	Teacher-2 nd Grade
Cammye Schwing	Teacher-1 st Grade
Leslie Wood Y3	Teacher-Kindergarten
Martha Woods Y2	Teacher-Pre-K
Lauren Mays	Teacher – Music
Brandie Lewis	Parent Liason
Colton Mays	Parent Liason
Liesa Land	District Level Representative from CSC
Ryan Reagan	Community Business - Edward Jones
Shane Oliver	Community Business – All State Insurance
Alysbelo Shero	Community Member
Breanna Smith	Community 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 and 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.

Title I, Part A Schoolwide Components

1. Comprehensive Needs Assessment
2. Scientifically-based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others
5. Strategies to attract high-quality highly qualified teachers
6. Strategies to increase parent involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Effective, timely additional assistance for students that experience difficulty mastering state standards
10. Coordination and integration of Federal, State, and local services and programs

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.

Brownwood ISD State Compensatory Education

Brownwood ISD combines State Compensatory Education (SCE) Program funds with federal program funds to provide appropriate, intensive accelerated instruction to students identified as at risk of dropping out of school as part of our school-wide Title 1 program. Through a comprehensive needs assessment, the students in our At-Risk group are most likely to experience academic difficulties as evidenced by STAAR data and other district/campus data. Student progress reports and campus failure lists also indicate these students are more apt to be struggling in the classroom and not meeting academic performance standards. Since we have approximately 40% of our school (50% state) population in this group, along with approximately 65% of our students (59% state) identified as economically disadvantaged, we have chosen to use these funds on all campuses to supplement activities and strategies that ensure student success for all. Each campus has a comprehensive needs assessment in place that has been developed to meet the students' needs at that particular campus. These strategies, based upon research into effective practices, are outlined in the campus improvement plans. They include, but are not limited to, additional time and assistance in tutorials, one-on-one or small group assistance provided by paraprofessionals in the regular classroom, mentoring programs, hands-on learning activities, student intervention teams, supplemental reading classes, technology and software, and additional campus strategies designed for students at risk. Each campus is constantly monitoring and adjusting for student needs during the year. These services are provided through a combination of federal program funds, state compensatory education program funds, local funds, and grant funds. The district also provides for instructional leaders, teachers, and paraprofessionals extensive professional development into practices that are known to accelerate learning for all.

Brownwood ISD has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

The process we use to identify students at-risk is: Students are identified using the At Risk Criteria student profile below. After the identification process, children are served through campus-developed interventions based on need, including tutoring, small group instruction, and/or participation in the interventions deemed appropriate by the Campus Intervention Team.

The process we use to enter and exit students from the SCE program who no longer qualify is: All campuses use state criteria to identify students at risk of dropping out of school, and these are the students targeted for intensive compensatory services. These services, however, are not limited to students identified as At Risk. Because our campuses are all Title 1 school-wide campuses and our ability to use a combination of funding sources, any student who is experiencing difficulty in the educational setting is included in the safety net provided for academic acceleration. Once a student becomes successful as determined by individual progress reports, grade reports, STAAR assessments, and/or other appropriate measures, he/she may be removed from the list of those receiving the additional services. The SIT committees on each campus serve as the safety net to monitor student progress and make certain that no child is left behind.

State Compensatory Education

STAAR	Math % Met Standard							Reading % Met Standard						
Year	2018	2019	2020	2021	2022	2023	2024	2018	2019	2020	2021	2022	2023	2024
Students At-Risk	31%	37%	N/A	48%	39%	NA		26%	38%	N/A	26%	25%	NA	
Student Not At-Risk	78%	37%	N/A	79%	89%	NA		79%	62%	N/A	69%	84%	NA	

The comprehensive, intensive, accelerated instruction program at this campus consists of an RTI Specialist, TA's, for all PK and K students and three part-time tutors. Several of our RTI groups are run by teachers, TA's, tutors and the RTI specialist and include Amplify, Reading by Design, iReady and Steam projects.

Upon evaluation of the effectiveness of this program the committee finds that NW was able to increase the number of 3rd grade students that reached meets and masters on the STAAR reading and math tests.

Comprehensive Needs Assessment Committee

Spring 2024

Name	Position
DeeDee Wright	Principal
Amy Morris	Assistant Principal
Miranda Windham	Parent Liaison
Marci Reagan	Counselor
Kayla Simpson	3rd Grade Teacher
Jennifer Martinez	2nd Grade Teacher
Cammye Schwing	1 st Grade Teacher
Leslie Wood	KG Teacher
Martha Woods	PK Teacher
Lauren Mays	Music Teacher
Chad Evetts	PE Teacher
Ryan Reagan	Community Rep
Colton Mays	Parent

Comprehensive Needs Assessment Summary

Spring 2024

Section 1 – Campus Profile

Northwest Elementary is a school within Brownwood ISD. Northwest has a total of 495 students from EE-5, including the ECSE classes. Northwest has an 84.24% Economically Disadvantaged rate, with a 3.43% enrolled as English Learners (EL). The at-risk rate is 38.59% and 22.02% participating in Special Education.

Section 2 – Data Reviewed

STAAR scores for the 2023 year the percent passing for ELAR was 61% approaches, 31% meets, and 19% masters. For Math, approaches were 61%, meets 22%, and masters 11%, according to the TAPR report. STAAR, TELPAS, discipline referrals, attendance rates, SPED referrals, RTI success rates and Professional Development were reviewed.

Section 3 – Findings/Conclusions

The committee found that NWE...

- Majority of teachers are highly qualified and scored proficient or higher in TTESS
- NWE continued Response to Intervention (Rtl) for grades 1-5.
- Scope and sequencing for 3-5 grades was focusing on readiness TEKS
- Professional Development was used in reading using interventions based on our data and needs from Amplify reading program. A full time RTI specialist worked with students along with three part time tutors and interventionalist aide.

Section 4 – Strengths

Students:

- Three part-time tutors and one full-time staff focused on Rtl to help students move up in TIERS.
- Implemented DIBELS intervention lessons to catch gaps and make student growth.
- Continued using iReady to fill gaps in Math TEKS
- Continued Amplify Reading to fill in gaps in Reading TEKS

Parents/Community:

- Improved communication using SchoolMessenger
- Required Parent conference with teachers each semester
- PTO held after school family events each quarter
- Implemented the district-wide Guardian Program
- Required Communication Logs

Staff:

- 100% of staff is highly qualified
- Most teachers scored Proficient or higher in TTESS
- Kindergarten and PreK have a teaching assistant in every room
- Attendance Clerk that is bilingual on campus to help with registration and attendance

Facilities:

- All facilities are ADA accessible
- All playgrounds enclosed with fencing and kept locked for safety
- Additional playground equipment that is ADA approved

Section 5 – Weaknesses

Students:

- High percentage of Economically Disadvantaged
- Increase overall attendance rates for all grade levels
- Increase number of students reading on grade level by 3rd grade
- Increase science scores and knowledge in 5th grade
- Add another ECSE classroom to accommodate upcoming numbers of evaluations

Parents/Community:

- Low parent participation in attendance meetings
- Low parent PTO participation
- Continue efforts to improve communication with all stakeholders

Staff:

- Reduction of a PK teacher due to enrollment
- Add GT and ESL certified teachers
- Create a timeline to ensure data analysis following CBA benchmarks to assist in closing gaps
- Continue efforts to improve communication

Facilities:

- Limited indoor gym/physical activity space
- Need of a motor lab and sensory area for ECSE students

Section 6 – Identified Needs

The committee determined that it would...

- Target Rtl students in 1st through 3rd grade prior to beginning of the year and plan using Amplify interventions
- Create a master schedule with an Rtl time built in and plan accordingly with dyslexia intervention and SPED inclusion and pull-out services
- Incentives to increase attendance rates
- Aligned reading curriculum K-5

Goal 1: (Academic Achievement) All students will attain maximum student achievement through relevant and rigorous instructional programs, resulting in 90% of all students demonstrating a minimum of one year’s growth in reading and math.

Objective 1: By May 2025, students achieving at “MEETS” or above on the 3rd-5th grade Reading STAAR will improve from 31% to 60% for ALL students. Each sub population will also make comparable improvements while closing the achievement gap.

Summative Evaluation: A 10% increase will be evident for all students passing standardized assessment at the end of 5th grade in each category -Approaching, Meeting, and Mastering grade level; in grades PK-5, 90% of students will demonstrate satisfactory performance in curriculum based assessments developed by a district team and a minimum of 1-year’s growth in reading and math as measured by iReady and Amplify Reading reports.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Continue with integrity a comprehensive and balanced approach to reading/ELAR instruction within Tier 1: <ul style="list-style-type: none"> • Amplify Reading • Vocabulary from IFDs • Comprehension Within the context of a comprehensive and balanced framework for literacy instruction we will implement a systematic phonics program in K-1 and a differentiated guided reading program in K-3.	1, 2, 4	Teachers Principal	On-going	Amplify Reading Program	Teacher lesson plans. T-TESS walk throughs and Observations	Increased numbers of children reading on grade level Decreasing numbers of children requiring T2 and T3 interventions One full year’s growth in DIBELS data
G/T teacher continue to focus on instruction grades K-5.	1	District Administration	Ongoing	GT TEKS	Walk-throughs Observations PEIMS Data Projects	More students mastering the grade level expectations of growth
Continue with iReady math Interventions in order to fill gaps in Math TEKS.	2	Teachers & Teacher Assistants	Ongoing	iReady Math	iReady Math Data	Math levels will increase

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Continue with Amplify Reading Interventions in order to fill gaps in Reading TEKS.	2	Teachers & Teacher Assistants	Ongoing	Amplify Reading	Amplify Reading Data	Reading levels will increase
Employ part-time math tutor focused on Math TEK remediation in 3-5 grades to students who demonstrate insufficient skills.	2	Teachers & Teacher Assistants	Ongoing	Tutor TEKS	Rosters and Human Resource Documentation	Reading and Math levels will increase
Continue Music Play Curriculum	2	Music Teacher	Ongoing	Music curriculum	Online learning in music room	More music student involvement
Continue No Red Ink writing program	1	Teachers	Ongoing	Writing Curriculum	Red Ink data reports	Increased student RLA scores

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Continue with integrity a comprehensive and balanced approach to reading/ELAR instruction within Tier 1: <ul style="list-style-type: none"> • Phonemic Awareness • Phonics and Word Study • Fluency • Vocabulary from IFDs • Comprehension Within the context of a comprehensive and balanced framework for literacy instruction we will implement a systematic phonics program in grade K-5 and a differentiated Guided Reading Program in grades K-5.	2	Teachers Principal Assistant Principal RTI Interventionist	On-going	Amplify Curriculum IFD YAG Lead4Ward	Teacher Lesson Plans T-TESS walk throughs Observations	Increased number of children reading on grade level Decreasing numbers of children requiring Tier 2 and Tier 3 interventions Increased improvement on Dibels data
Ongoing rigorous and quality instruction using the TEKS Resource System and Instructional Focus Documents and Pacing tools will be provided for all students.	1	Teachers Principal Assistant Principal	9 week grading cycle 3 week progress report cycle	TEKS Resource System IFD Pacing Tool	Grade level meeting notes Teacher Lesson Plans	Improved alignment to standards and focused, deliberate instruction resulting in higher rates of student success

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Continual implementation of well-planned lessons with depth and complexity using the TRS Year at a Glance and IFDs, Lead4Ward Playlists, Field Study Guides and Pacing tools.	1	Teachers Principal Assistant Principal	9 week grading cycle 3 week progress report cycle	YAG IFDs Lead4Ward Field Study Guides Pacing Tools	Lesson plans TEKS verification documents posted in the classroom. Lesson frames	Strengthening levels of rigor in the classroom resulting in all students making gains Higher level thinking and engagement evidenced in walk-throughs and observations
We will continue to strengthen RTI process and practices with a full time RTI interventionist on our campus to work directly with T3 students and T2 intervention plan and timely data desegregation	1	Tutors Teachers RTI Specialist Principal Assistant Principal RTI TA	On-going	DIBELS intervention lessons DIBELS instructional strategies list	Failure lists Report Cards RTI documentation Testing/Referral logs	Closing achievement gaps- Increasing numbers of students performing on grade level in reading and math by accelerating the learning of children performing below grade level

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Coordinate special Ed and general Ed services through improving communication between teachers providing children services.	1	Special Ed teachers General Ed teachers working with students with special needs	Every nine weeks, coordinated with progress reporting Grade level Meetings		Schedules for mtg times PLC Meeting notes	More coordinated efforts towards meeting needs of students served through Sped.
RTI supports will be strengthened by RTI specialist teaching a high needs grade level reading curriculum	1	Principal RTI	Summer of 2022	Amplify curriculum	Walk-through's DIBELS	DIBELS data

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
District Team Leaders will create CBAs aligned with TRS and district calendar. RTI specialist will lead data meetings that assess student mastery of curriculum, CBAs, Amplify Reading, Dibels,– all providing ongoing analysis of student learning as aligned to instructional response. This will result in ongoing and effective communication between teachers providing prescriptive interventions for students as needed	1	Grade level teachers Principal Assistant Principal Team Leaders	Regularly scheduled data meetings CBA assessments coordinated with Amplify	CBAs developed by Team Leaders aligned with TRS for Reading and Math Amplify & iReady assessments	GLMtg’s notes and agenda Mclass documentation Sign-In Sheets	Targeted assistance for students that are not mastering curriculum Students will benefit from timely evaluation and re-teaching, resulting in improved grades, increased mastery of the TEKS, and lower failure rates

<p>Professional development will be provided for teachers, administration, and paraprofessional staff:</p> <ul style="list-style-type: none"> • TEA grade level specific reading and math academies • Grade level training on Amplify Curriculum • Instructional Strategies Playlists for Lead4Ward and Field study Guides • Curriculum and Instruction utilizing TRS and IFD • Pacing Guides & assessment calendars • Tex Guides • Mentoring Minds • Time to Teach • Teacher input from goal setting conference to develop individual ongoing PD for each teacher 	<p>1</p>	<p>Asst. Superintendent Principal Assistant Principal RTI Interventionists Instructional Coaches</p>	<p>July 2024 August 2024 & On-going</p>	<p>Faculty meeting agendas through-out the year</p>	<p>Sign in sheets from professional development</p> <p>PD certificates will be submitted from summer professional development days</p> <p>Faculty meeting and campus PD sign in sheets will be maintained</p>	<p>Increased knowledge and skills developed in PD seen in classroom structure, strategies, instruction, and assessment resulting in increases in students' growth and achievement, as well as improved student behavior.</p>
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Goal 2: (Staff Quality) At Northwest 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. Northwest will recruit and retain highly qualified teachers by providing support that will result in higher levels of success, skill, and job satisfaction.

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Increase efficiency of parental communication with School Messenger	1	District level technology personnel Principal Assistant Principal Counselor Teachers	Ongoing	School Messenger	Records of improved and increased frequency of parental communication (Attendance sheets from: teacher/parent conferences, awards assemblies, school activities)	Increased parent support and involvement
Mentorship programs provided for first year teachers and new teachers to the campus	1	Deputy Supt. Principal Assistant Principal Teachers	Ongoing		Documentation maintained by participating teachers: Performance sheets Sign-In Sheets Agendas	Increased satisfaction and level of support experienced by new teachers resulting in higher student achievement
Provide Stipends to fill hard to find staff positions and also to retain staff currently serving in those positions.	1	District Level	Ongoing	ESSER and Title funds	Payroll Docs	Retention of staff in those positions

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Focus on improving behavioral supports through <ul style="list-style-type: none"> Implementing positive behavior strategies, Consistent campus and district-wide behavior plans, Identifying and providing training for a behavioral teacher assistant on the campus 	1	RTI Behavior specialist Deputy Supt. Principal Assistant Principal, Counselor, Teachers	Ongoing		District Behavior Plan PEIMS Discipline Data Google Documentation of all referrals to counselor, nurse and office	Reduction of disciplinary referrals Improved consistency and efficiency throughout the district, campus, and grade levels Reducing teaching time lost because of behavioral disruptions
Strengthening the Behavior RTI process and practices with students who have extreme/constant misbehaviors that interfere with the learning of other students.	1	Behavioral TA Teachers, TAs, Principal, Assistant Principal, Counselor	Ongoing		RTI meeting notes Meeting agendas	less discipline referrals and time out of the classroom, thus increasing instructional time for students

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Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Systematic 3 week attendance monitoring, communication with parents regarding teaching and learning difficulties caused by excessive tardies and chronic absenteeism, and coordination with courts in cases of truancy.	1	Principal, Teachers, Parent Liaison Registrar Truancy Officer as needed	Every 3 weeks		Principal and registrar will maintain documentation of 3 week attendance checks, follow up, and outcomes. Attendance letters Meeting notes	Increased attendance rates
Opportunities for paraprofessionals aspiring to be teachers and for teachers aspiring to be administrators to participate in academies to strengthen knowledge and skills	1	Asst. Supt.	According to district timelines 2022-2023		Participants in academies Sign-In Sheets	Development of skills in existing staff to fill personnel needs in the district
Employed a Physical Education aide	1	Principal	Ongoing		Walk-throughs Lesson Plans HR records	Reduction in office referrals and PE related injuries.

Goal 2: (Staff Quality) At Northwest 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet ESSA requirements. Northwest will recruit and retain highly qualified teachers by providing support that will result in higher levels of success, skill, and job satisfaction.

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide Professional Development <ul style="list-style-type: none"> School messenger and website development Title 1 parental involvement training District-wide Behavioral plans Aspiring Administrator's Academy Aspiring Teacher's Academy Using TRS and IFDs to strengthen instruction, Using data to guide instruction 	1	Asst. Supt Principal Assistant Principal Behavioral Specialist Counselor RTI Interventionist	September 2024 August 2024 Back to School PD Ongoing according to district and campus timelines		Sign-In Sheets Approval sheets/certificates on Eduphoria Teachers' Data Notebooks	Teachers will gain skills and knowledge as evidenced in their classroom structure, daily routines & instruction with evidence of student growth and achievement Tier I instruction will be strengthened through aligning lessons to IFDs and using data from curriculum checks to guide instruction, not just for T2 and T3 interventions

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

Objective 1: By May, 2025 the number of discipline referrals will be reduced by 15% as measured by PEIMS and teacher and principal data.

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
Implementation of the Guardian Program	1	District Personnel Principal Asst Principal	On-going		Visible supervision with Guardian on campus all day	Safety processes implemented with fidelity
Continue Time to Teach strategies	1	Counselor Teachers Campus Administration	On-going	Time to Teach book and online resources	Less behavior office referrals	Empowered, confident teachers
Counselor Behavior Lessons	1	Teachers, Counselors Behavior Specialist	On-going		Lesson Plans Walk throughs by principals and PBIS team	Common Language by teachers and students regarding behavior and expectations.
Continue with the "STOP IT" Bullying Program		Teachers Assistant Principal	On-going	Stop It app	Online reporting	Reduction in bullying incidents

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

Objective 1: By May 2025, the completion rate will increase to 98% the drop-out rate will be less than 2% for all students and student accept and the overall attendance rate will increase to 95%.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of 90%

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Effective transition plans between grade levels and from campus to campus	3	Principal, Designated Teachers	April/May		Beginning of the year Meet the Teacher Parent Conferences Sign-In Sheets Flyers Social Media records	Smoother transitions High levels of expectations maintain
To reduce retention rates, discuss check points to determine how individual student interventions are progressing during Response to Intervention (RTI) meeting	3	Principal Teachers RTI Interventionist	Ongoing		Progress monitoring logs Student Growth Data RTI Documents Grade Placement meeting rates	Reduce or maintain end of the year retention rates

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

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.	1	Principal	Within 10 days of receipt of reports		Note on report cards	Parents receive reports of assessment results
Meet the Teacher – parents will meet their child(ren)'s teacher and have opportunity to learn school/classroom routines and procedures.	1	Counselor, Principals Teachers	Fall 2024 by appointment		Flyers Sign-In Sheets Social Media Posts	Documentation of usage Great knowledge by parents of expectations
Teachers will communicate with parents on a daily (PK/K) and weekly folder (1 st , 2 nd , 3 rd) to communicate behavior, grades and any upcoming school events	1	Teachers			Folders will go home regularly according to grade level Progress reports every 3 weeks to parents	Parents will be informed of student behavior and grades on a regular basis and assist their students areas of need.
Continued use of School Messenger in native language.	1	Central Office Principals Teachers.	As needed		School Messenger broadcast Copy of Logs	Parents will be informed of district and school information
Scheduled Parent Conferences two times yearly	1	Teachers	2 times Yearly		Phone logs and Sign-in sheets	Parents and teacher will work together as a team to better student's educational experience

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

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
Family Engagement Nights- Community Caroling, Music Assemblies, Academic Award Assemblies, Talent Show, Watch Dog Program	1	Teacher Principals	Ongoing		Phone logs, Sign-in sheets and Social Media posts	Improved relationships with families.
Fall Festival, Literacy & Math Night	1	PTO Teachers Principals	Ongoing		PTO documentation and Social Media posts	Improved relationships with families

Goal 6: (District Commitment) – Brownwood ISD 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: Be financially responsible and use resources – financial, staff and facilities – with diligence and integrity.

Summative Evaluation: At the end of the fiscal year, monies will have been spent appropriately within designated budgets and allotments

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Campus will work in collaboration with dept. 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.	On-going		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., Dept. /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 ESC15 and outside entities as they pertain to Northwest Elementary.	1, 2, 3, 4	Superintendents, Business Manager, HR dept., Dept./Campus Heads	On-going		Training/Workshop certificates, travel records, DL reservations	Greater knowledge and efficiency of the staff involved.
Continue use of the Guardian Program	1	District Personnel Principal, Asst Principal	On-going		Visible supervision with Guardian on campus all day	Safety processes implemented with fidelity

Northwest Elementary School – Title I, Part A Family Engagement District Policy 2024-2025

Northwest Elementary School (NWES) 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.

Northwest Elementary 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.

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

NWES 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, NWES 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 (Campus Improvement Plan, CIP),
- The policy will establish the LEA's expectations and objectives for meaningful parent and family involvement.
- The policy will be posted on the NWES's District 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 the 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.

Northwest Elementary 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.

- NWES and the School Counselor 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.
- NWES families are provided parent involvement services at:

Northwest Elementary School

311 Bluffview Drive, Brownwood, Texas 76801

Amy Morris at (325)646-0707 – amy.morris@brownwoodisd.org

Northwest Elementary 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 NWES 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.

Northwest Elementary 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.

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

Northwest Elementary 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.

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

NWES 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 principal, Amy Morris at (325) 646-0707 or at amy.morris@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, Northwest Elementary School shall:

- Provide assistance to NWES 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 Skyward 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.

NWES'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 NWES students, families, educators, and community partners.