

Woodland Heights 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

Recognizing that all children can learn... the staff of Woodland Heights Elementary, in partnership with our parents, will create an environment that enables all of our students to learn and achieve to their full potentials.

This will be accomplished by:

- Using multiple teaching methods and cognitive questioning techniques.
- Helping children to feel important and be successful through character education and emphasis on leadership.
- Providing resources and educational opportunities to meet each individual's unique needs.
- Involving parents and the community as partners in the educational activities of the campus.
- Providing a safe and orderly learning environment.

Campus Improvement Planning and Decision-Making Committee

Name	Position (Parent, Business, Community, Teacher, etc.)
Jeanette Lancaster	Principal
Kassie Russell	Assistant Principal
Kimber Bennet	Counselor
Shea Moses	Secretary
Jessica Gamblin	1 st Grade Teacher
Amy Adams	Music Teacher
Laura Stewardson	2 nd Grade Teacher
Amber Wilson	2 nd Grade Teacher
Dawn Hilburn	1 st Grade Teacher
Leah Loftin	3 rd Grade Teacher
Serena Miller	Kindergarten Teacher
Amy Hall	Kindergarten Teacher
Margie Briggs	3 rd Grade Teacher
Robin Smith	Special Education Teacher
Morgan Marriott	PE Teacher
Diana Deechaleune	Paraprofessional
Kristi Owen	District Level Representative
Aldo and Carmen Salazar	Parent
Amy and Keith Platte	Parent
Ashley and David Chilcote	Parent
John Barnum- Paint and Remodeling	Business
Carrol Wells – Honey Bee Natural Foods	Business
Martha Ascebedo	Community
Linda Lane	Community

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 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

STAAR	Math % Met Standard				Reading % Met Standard			
Year	2021	2022	2023	2024	2021	2022	2023	2024
Students At-Risk	60%	59%	65%	45%	60%	63%	77%	66%
Student Not At-Risk	91%	84%	84%	85%	91%	87%	93%	91%

The comprehensive, intense, accelerated instruction program at Woodland Heights Elementary consist of rigorous Tier I instruction for all students and prescribed interventions to meet the needs of Tier II and Tier III students. School and district wide PBIS (positive intervention, behavior and supports) are used to encourage positive classroom environments and teacher/student relationships, thus increasing engagement and achievement.

Upon evaluation of the effectiveness of this program, the committee finds that our percent of students approaching grade level expectations on Math STAAR showed a slight decrease in at risk students and increase in non-at risk, while on the Reading STAAR, both at risk and non-at risk students increased their performance from the previously scored year.

Brownwood ISD State Compensatory Education

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

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

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

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

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

**Comprehensive Needs Assessment
Summary of Findings
Spring 2024**

Name	Position (Parent, Business, Community, Teacher, etc.)
Jeanette Lancaster	Principal
Kassie Russell	Assistant Principal
Kimber Bennet	Counselor
Andria Stewart	Secretary
Jessica Gamblin	1 st Grade Teacher
Douglas Brown	Music Teacher
Laura Stewardson	2 nd Grade Teacher
Amber Wilson	2 nd Grade Teacher
Dawn Hilburn	1 st Grade Teacher
Patricia Sanchez	3 rd Grade Teacher
Serena Miller	Kindergarten Teacher
Amy Hall	Kindergarten Teacher
Margie Briggs	3 rd Grade Teacher
Robin Smith	Special Education Teacher
Morgan Marriott	PE Teacher
Diana Deechaleune	Paraprofessional
Kristi Owen	District Level Representative
Aldo and Carmen Salazar	Parent
Amy and Keith Platte	Parent
Ashley and David Chilcote	Parent
John Barnum- Paint and Remodeling	Business
Carrol Wells – Honey Bee Natural Foods	Business
Mitzi Lehrer	Community
Dorothy Lundy	Community

Comprehensive Needs Assessment Summary

Spring 2024

Section 1 – Campus Profile

Woodland Heights is an elementary school within Brownwood ISD. As of the 2023-2024 school year, it had 481 students. 32% of students were considered at risk (of dropping out of school). 2% of students were enrolled in the English language learning program (LEP). 11.48% of students were enrolled in the Special Education Program.

Section 2 – Data Reviewed

During the 2023-24 school year, the percent passing for RLA was 83% approaches, 54% meets, and 27% masters. For Math, 72% approaches, 44% meets, and 21% masters. For Science, 48% approaches, 20% meets, and 11% masters. We utilize Benchmark data, MClass data, I-Ready data, CBA data, TELPAS, promotion/retention rates, discipline referrals and consequences, parent volunteers, parent involvement activities, attendance rate, intervention success rates, professional development record, highly qualified teacher/paraprofessional percentages.

Section 3 – Findings/Conclusions

The committee found that Woodland Heights Elementary...

- 99% of our teachers are highly qualified and 99% are experienced with 5 or more years
- 99% of teachers scored proficient or better on all areas of the 2023-24 TTESS evaluation.
- Woodland Heights has taken steps toward recruiting and retaining teachers with ESL certification in every grade. We have 18 of our 35 teachers ESL certified.
- Training in reading and Math interventions continued with our full time RTI specialists and two part time tutors.

Section 4 – Strengths

Students:

- Strength and opportunity in our growing diversity
- Most students have strong family support
- Utilization of MClass and I-Ready testing to prescribe appropriate interventions through RTI
- Diversified learning opportunities through Character Education, Music and PE

Staff:

- 99% Highly qualified staff
- Most teachers scored proficient or better on 2023-24 TTESS in all areas
- Low teacher mobility
- Pre-K has a teaching assistant in every room, full time PE teaching assistant and one full time behavior assistant.
- 99% of our teachers have 5 or more years of teaching experience.
- 50% of our teachers are ESL certified, and 37% are GT certified.
- Teachers have the opportunity to mentor new teachers on campus.

Parents/Community:

- Strong parental presence/participation
- Strong social media presence
- WHE has an active Watch DOGS program
- High expectations for student achievement by all stakeholders

Facilities:

- Teachers have the opportunity to serve as a district department leader.
- ADA accessible
- Maintenance and ground crews work diligently to make any repairs/improvements in a timely manner.
- Safe and secure property
- Card accessed doors and interior and exterior cameras to increase security.
- Technology is current and in working order
- Remodeled the building to meet growing population and needs of project neighborhood reconfiguration.

Section 5 – Weaknesses

Students:

- Increase reading scores for all students, which in turn will help math scores
- WHE had a slight decrease in Meets and Masters on the Math and Reading test from the spring of 2024.

Staff:

- Continue to add ESL/GT certified teachers
- Create timeline to ensure timely data analysis following CBA/Benchmarks to assist in closing gaps.
- Continue efforts to improve communication.

Parents/Community:

- Improve distant learning/ e-learning capabilities in the event of another shut down.

Facilities:

- Lacking spaces for intervention classes and meetings
- Awning needed at Pre-K pick-up and all grade level drop off areas.

Section 6 – Identified Needs

The committee determined that it would...

- Additional spaces for intervention classes and meetings.
- Our district parent liaison helps to monitor attendance, schedules and participates in truancy meetings, and follows through with court hearings as necessary.

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

Objective 1: By May 2025, all students and each student group, including Special Education students tested, will meet established standards on local assessments in grades PK-2nd and the state assessments for 3rd-12th grade by 2%.

Summative Evaluation: A 2% increase will be evident for all students passing standardized assessment at the end of 3rd-5th grade in each category-Approaching, Meeting, and Mastering grade level; in grades PK-5, 90% of students will demonstrate satisfactory performance on teacher developed curriculum checks curriculum-based assessments developed by a district team and a minimum of 1 year’s growth in reading and math as measured by Amplify Reading and I-Ready Math reports.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Implement with integrity a comprehensive and balanced approach to reading/RLA instruction within Tier 1: <ul style="list-style-type: none"> • Phonemic Awareness • Phonics and Word Study • Fluency • Vocabulary • Comprehension Implementation of Amplify Reading Curriculum K-5	2	Teachers, Principal, and Assistant Principal	On-going	Amplify Reading Curriculum No Red Ink Heggerty	Teachers will internalize lessons and provide comprehensive and rigorous Tier 1 instruction per the Amplify instruction and pacing guide. T-TESS walk throughs and Observations will show evidence of research-based literacy instruction.	Increased numbers of children reading on grade level Decreasing numbers of children requiring T2 and T3 interventions
Addition of iPads (K-1) and Chromebooks (2-5) to each classroom to create a 1:1 learning environment to enhance instruction.	2	Teachers Principal Assistant Principal	On going		T-TESS walkthroughs and observations; Grade Level Meetings to review student data	Increased student engagement & academic success as evidenced in walk throughs and observations and student data.

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Summative Evaluation: A 2% increase will be evident for all students passing standardized assessment at the end of 3rd-5th grade in each category-Approaching, Meeting, and Mastering grade level; in grades PK-5, 90% of students will demonstrate satisfactory performance on teacher developed curriculum checks curriculum-based assessments developed by a district team and a minimum of 1 year's growth in reading and math as measured by Amplify Reading and I-Ready Math reports.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Restructure our Special Education model to include resource to better meet the academic needs of our students and provide more rigorous targeted instruction to help close achievement gaps.	2, 4	SPED and Gen Ed Teachers working with SPED students	Ongoing		T-TESS walk-throughs and observations; Grade Level Meetings to review student data	Students will show growth on formative and summative assessments throughout the year.
Student and grade level data will be maintained to document growth and progress towards academic goals.	2	Teachers and Principals	Data collection will occur throughout the school year	Formative and summative assessment data, teacher classroom observations	Data review will include on-going documentation of growth and needs throughout the year.	Student data will drive interventions, and BOY, MOY, and EOY assessments, as well as local and state assessments will show growth for all students.

<p>Administrators and Instructional Coaches will contribute to data meetings resulting in grade levels working together as Professional Learning Communities, assessing student mastery of curriculum. Teaching staff will be supported in providing ongoing analysis of student learning as aligned to instructional response, resulting in rigorous and effective Tier I instruction and applicable Tier II and III interventions to help boost academic achievement and close instructional gaps.</p>	<p>2</p>	<p>Grade level Teachers, Principal and Assistant Principal, Instructional Coaches</p>	<p>On-going monitoring of data throughout the year.</p>	<p>Amplify Unit tests, CBAs developed for Math and Science, BOY, MOY, and EOY diagnostic assessments in Math and Reading</p>	<p>Principal, Assistant Principal and Instructional Coaches will participate in PLC's.</p>	<p>Students not mastering curriculum will receive more timely and targeted assistance.</p> <p>Students will benefit from timely evaluation and re-teaching, resulting in improved grades, increased mastery of the TEKS, and lower failure rates</p> <p>More effective Tier 1 instruction-better meeting the needs of more students-less students in need of T2 and T3 interventions</p>
<p>PD during teacher professional development days prior to school beginning and as needed throughout the year.</p>	<p>2</p>	<p>Principal and Instructional Coaches</p>	<p>Ongoing</p>		<p>Same as above</p>	<p>More effective Tier I instruction in context of BL framework</p>

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

Objective 1: By May 2025, all students and each student group, including Special Education students tested, will meet established standards on local assessments in grades PK-2nd and the state assessments for 3rd-12th grade by 2%.

Summative Evaluation: A 2% increase will be evident for all students passing standardized assessment at the end of 3rd-5th grade in each category-Approaching, Meeting, and Mastering grade level; in grades PK-5, 90% of students will demonstrate satisfactory performance on teacher developed curriculum checks curriculum-based assessments developed by a district team and a minimum of 1 year's growth in reading and math as measured by Amplify Reading and I-Ready Math reports.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Coordinate Special Ed and general Ed services through improved communication between teachers providing services.	2	Special Ed and General Ed Teachers working with students with special needs	Every 9 weeks, coordinated with progress reporting	Schedules for meeting times developed by SpEd and Gen Ed teachers	Meeting notes will be submitted to the principal every 9 weeks.	More coordinated efforts towards meeting needs of students served through Sped.
Continue to employ retired teachers hired to support math and reading interventions in 1 st – 5 th .	2	Principals	ongoing		Payroll and HR records	Increased student performance on district and state assessments.
Ongoing rigorous and quality instruction using the Amplify lessons, TEKS Resource System, pacing tools and Instructional Focus Documents will be provided for all students.	2	Teachers, Principal, Assistant Principal	9 week grading cycle 3 week progress report cycle		Improved student data on local and state assessments	Improved alignment to standards and focused, deliberate instruction resulting in higher rates of student success

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Summative Evaluation: A 2% increase will be evident for all students passing standardized assessment at the end of 3rd-5th grade in each category-Approaching, Meeting, and Mastering grade level; in grades PK-5, 90% of students will demonstrate satisfactory performance on teacher developed curriculum checks curriculum-based assessments developed by a district team and a minimum of 1 year's growth in reading and math as measured by Amplify Reading and I-Ready Math reports.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Teaching assistants will be highly trained in the area of literacy to support the goal of improving overall reading in each grade level.	2	Principal Assistant Principal	Ongoing	Training in Amplify, Heggerty Phonemic Awareness	Participation in campus and district trainings, when applicable	Increased performance measures in the area of reading
Teacher assistants to provide support through-out the school- Computer lab, PE assistant, and a behavioral aide	1	Admin	Ongoing		HR records	Less discipline referrals, more successful implementation of programs
Trained TAs and tutors will assist with T3 students using a variety of research based, prescriptive reading programs. Administrators and Instructional Coaches will assist in timely data desegregation of unit assessments, CBAs, and diagnostic testing with teachers.	2	Teachers, Instructional Coaches, Principal, and Assistant Principal	On-going	Title funding	Students showing consistent struggles in the classroom will be referred to RTI by the teacher without delay.	Closing achievement gaps- Increasing numbers of students performing on grade level in reading and math by accelerating the learning of children performing below grade level

<p>Professional development opportunities for teachers, administration, and paraprofessional staff:</p> <ul style="list-style-type: none"> • TEA grade level specific reading and math academies • TEPSA summer conference • Curriculum and Instruction utilizing TRS and IFD • Action Coaching • L4W Instructional Strategies Playlist • M-Class • Eureka • Amplify • DIBELS • I-Ready • Various teacher selected workshops from ESCXV & BISD, including but not limited to special education, autism, reading, writing, math, science, social studies, PE, music, the arts, and technology integration • Heggerty Phonemic Awareness 	<p>1</p>	<p>Asst. Superintendent Principal</p>	<p>Ongoing</p>	<p>Teacher input from Goal Setting and other TTESS conferences</p> <p>TTESS Teacher developed PD plans</p>	<p>August Back to School Professional Development calendar</p> <p>Faculty meeting agendas through the year</p> <p>Sign in sheets and/or training certificates</p>	<p>As teachers and administrators grow in their craft, students will receive high quality instruction, which will result in increased student performance in all areas and in all student populations.</p>
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Goal 2: (Staff Quality) In Brownwood ISD 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.

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

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

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Increase efficiency of parental communication with School Messenger, on-going website development, strong social media presence and monthly parent newsletters	2	District level technology Personnel, Principal, Assistant Principal, Counselor, and Teachers	Ongoing	Roar Handbook Campus Student Handbook	Records of improved and increased frequency of parental communication	Increased parent support and involvement
Mentorship programs provided for first year teachers and new teachers to the campus	1	Assistant Superintendent, Principal and Teachers	Ongoing		Documentation maintained by participating teachers	Increased satisfaction and level of support experienced by new teachers resulting in higher student achievement and teacher retention
Systematic 3-week attendance monitoring, communication with parents regarding teaching and learning difficulties caused by excessive tardies and chronic absenteeism, and coordination with courts in cases of truancy.	2	Principal, Assistant Principal, Teachers, and Attendance Clerk	Every 3 weeks	N/A	Assistant Principal and attendance clerk will maintain documentation of 3-week attendance checks, follow up, and outcomes.	Increased attendance rates

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

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

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

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide professional development <ul style="list-style-type: none"> • Parent Communication • New Curriculum Training • Classroom Management • Data Utilization • Intervention • Positive Behavior Support 	1	Curriculum Director, Principal, Assistant Principal, Instructional Coaches, Teachers	Ongoing according to district and campus timelines	Pending funding allocations	Sign in sheets indicating teacher participation, certificates of completion	Evidence of knowledge and skills developed in PD seen in classroom structure, strategies, instruction, and assessment, resulting in increases in student growth and achievement.
Provide stipends to fill hard to find staff positions and also to retain staff currently serving in those positions.	1	District Level	Ongoing	ESSER and Title funds	Payroll Docs	Retention of staff in those positions
Opportunities for teachers to serve as campus team leads, and other leadership roles on campus (UIL, Student Council, etc).	1	Principals and teachers	ongoing		Payroll Docs	Increased teacher leadership

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

Objective 1: By May 2025, the number of incidents involving violence (including dating violence), tobacco, alcohol, and other drug use, will be reduced by 2% as measured by PEIMS and the number of discipline referrals.

Summative Evaluation: There will be a reduction in incidents noted and discipline referrals by 10% as compared to 2023-2024 school year.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
A campus behavior team will be established consisting of Behavior TA, Principal, Counselor, and Assistant Principal.	1	Principal, Assistant Principal, Counselor, Behavior TA	Ongoing	Local funds	Regular team meetings to discuss high needs areas, development of behavioral intervention plans, including prevention planning	Reduction in discipline referrals, increased learning time in the classrooms
School-wide behavioral expectations shared with all teachers and taught to students at the beginning of the school year and reinforced throughout the year.	1	Principal, Assistant Principal, Counselor and Behavior TA	Ongoing	N/A	Direct teaching of expected behaviors observed in classroom walkthroughs & during transitions	Students demonstrating compliance and respect for the school expectations, resulting in a more conducive learning environment for all
Strengthening the Behavior RTI process and practices with students who have extreme/constant misbehaviors that interfere with the learning of other students.	1	Teachers, District Mental Health Specialist, Counselor, Principal and Assistant Principal	Ongoing	Pending funding allocations	Behavior staffing meetings to discuss chronic behaviors and develop appropriate plan for remediation	Increase in student self-regulation, positive classroom environment, and student success Reduction in discipline referrals, threat assessments, destructive behaviors, time out of classroom, classroom disruptions
Raptor Identification Management System will be fully implemented on the campus.	1	Superintendents, Maintenance Personnel	Ongoing	Pending funding allocations	Raptor Data logs	Increased safety and security of students and staff.

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Summative Evaluation: There will be a reduction in incidents noted and discipline referrals by 10% as compared to 2023-2024 school year.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
<p>Focus on improving behavioral supports through</p> <ul style="list-style-type: none"> • Implementing positive behavior strategies. • Consistent campus wide behavior expectations. • Identifying and providing training for a behavioral assistant for the campus • Providing an Assistant Principal for the campus. • Full-time Behavior TA will assist teachers needing immediate support in the classroom, and district level mental health specialist to provide on-going support to children experiencing significant behavioral struggles. • Implementation of drug and bully education through Red Ribbon Week. 	1	<p>District Mental Health Specialist, Deputy Superintendent, Principal, Assistant Principal, Counselor Teachers and Behavioral TA</p>	Ongoing	Local and Title funds	<p>Classroom Behavior Documentation</p> <p>Student incentives for following campus and classroom expectations</p> <p>Evidence of response to behavioral needs, both proactive and reactive.</p> <p>RRW Activities each year in October</p>	<p>Fewer discipline referrals, Increased student engagement in classrooms, and safer school environment</p> <p>Reduced instructional time lost because of behavioral disruptions</p> <p>Teachers feeling supported with behavior needs</p>

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

Objective 1: By May 2025, the number of incidents involving violence (including dating violence), tobacco, alcohol, and other drug use, will be reduced by 2% as measured by PEIMS and the number of discipline referrals.

Summative Evaluation: There will be a reduction in incidents noted and discipline referrals by 10% as compared to 2023-2024 school year.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Professional Development: <ul style="list-style-type: none"> • PBIS refreshers, reminders, and tips for effective implementation at faculty meetings • Safety Care Training for select campus team members • CPR Training • School Compliance Trainings • Threat Assessment training for select staff members. 	1	Principal, Counselor, and Assistant Principal District Mental Health Specialist, Behavior TA, Nurse, Director of Human Resources, Director of Special Populations SROs	ongoing	Local and Title funds	Training certification certificates, classroom and transition observations	Better classroom management resulting in increased student achievement and positive learning environment Staff equipped with skills and knowledge to safely intervene with student behavior and respond appropriately in emergency medical situations Reduction in discipline referrals and safer school environment.

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

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

Summative Evaluation: 90% or better graduation rates at end of K-12 education in BISD.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Continued efforts to reduce or maintain retention rates through effective RTI practices and processes.	2	Principal, Assistant Principal, and Classroom Teachers	Monitor failure lists every 3 weeks	N/A	Addressing the academic needs of students, as identified by BOY, MOY, and EOY diagnostic assessments, through targeted instruction and intervention	Retention rates lower than state average Increase in the percentage of students achieving on grade level by the end of 3 rd grade
Transition plans to PK and K and for children moving from 5 th to 6 th grade will be established and implemented.	2	PK /K Teachers, 5 th grade and 6 th grade Teachers, Principal, and Assistant Principal	ongoing	Local funds	Intentional opportunities for students to orient to their new grade level through touring school and meeting teachers	Students will transition more efficiently and with fewer disruptions to learning.
Focus on a highly effective PK program for all children, especially children at risk or from educationally disadvantaged homes.	2	PK Teachers, Assistant Superintendent, and Principal	ongoing		PK walk throughs and observations indicating high levels of engagement, learning, and development of social/emotional skills	Children will enter kindergarten ready to learn
Provide classroom supplies to all students to eliminate financial barriers, especially for children at risk or from educationally disadvantaged homes.	2	District and Campus Level Administrators	Beginning of each school year	Local and Title Funds	All students will receive a complete set of needed supplies for the school year.	Children will be prepared to learn.

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

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

Summative Evaluation: 90% or better graduation rates at end of K-12 education in BISD.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Continued support of such programs as Red Ribbon Week and Watch DOGs, which aim to encourage student leadership, effective problem solving and decision making, and improve student confidence and self-advocacy through education and mentoring	2	Principal, Counselor, Assistant Principal, Classroom teachers	ongoing	Character/Social Skills Education Title and local funds	Student leadership opportunities (Green Team, Student Council) on campus Leadership training Conflict Resolution Team Character Education provided bi-weekly by the counselor Watch Dog Program Drug and Bully Awareness Program	Increased student leadership and evidence of increased problem solving and conflict resolution among students.
Book Fairs will be held twice a year. At each Book Fair, special consideration will be made to provide books to children at risk. At the end-of-the-year book fair, funds from fundraising through the year will be used to provide every child money to select books to take home for summer reading.	2	Principal, Librarian Assistant, Principal	September through April fundraising EOY Book Fair in May	Funds raised through fundraising efforts	Every child allocated money to purchase books at end-of-the-year book fair	Students taking books home for summer, building reading libraries in their homes
Continue to provide highly effective Tier I instruction and targeted intervention to better meet the learning needs of all children.	2	Principal, Assistant Principal, Classroom Teachers, Paraprofessional staff, Tutors	Continuous & ongoing		During WIN (What I Need) time, students will receive intervention and/or enrichment based on their individual academic needs	All students will maintain or increase academic performance, as evidenced on district and state assessments and BOY-EOY diagnostic testing

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

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

Summative Evaluation: 90% or better graduation rates at end of K-12 education in BISD.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Addition of parent liaison for our campus to assist administrators and parents with reducing the number of absences.	2, 4,	Liaisons Admin Attendance Clerk	Ongoing		Attendance records	Increased attendance rates

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

Objective 1: By May 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 will indicate at least 90% of students' parents/family members participated in partnership in educational opportunities.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Parent conferences will be provided at least 2 times per year for every child.	2	Classroom Teachers	First 10 weeks of school and during spring semester-prior to the last 9 weeks of instruction	N/A	Parent conference documentation	Parents will be informed of student progress and/or struggles, allowing them to respond accordingly
Meet the Teacher provided prior to the start of school.	2, 4	Principals and Classroom teachers	Beginning of each school year	N/A	Sign in sheets	Children and families will be prepared for first day routines and logistics
Communication from school to home will take place through a variety of methods.	2, 4	Classroom Teachers Principal & Assistant Principal	Ongoing	School messenger Campus websites Monthly Parent Newsletter Phone calls and conferences Weekly folders Social media	School messenger communication log Teacher and Campus newsletters Campus Facebook Page Classroom to Home communication log	Better collaboration between home and school, resulting in increased student achievement and improved behavior Increased participation in school events due to increased family awareness
Parent Compacts will be reviewed and utilized as a tool for dialogue at beginning of the year conferences.	2	Classroom teachers Assistant Principal Principal	Within the first 10 weeks of school	Parent compacts Conference schedules	Parent Conference held with a parent/guardian of every child within the first 10 weeks of school	Improved student success as a result of better home/school partnership

Goal 5: (Parent/Community Engagement) Parents and the 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 will indicate at least 90% of students' parents/family members participated in partnership in educational opportunities.

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
A variety of volunteer opportunities will be provided at Woodland Heights Elementary throughout the year.	1, 2	Principal, Assistant Principal, Registrar, Secretary and Technology Support	ongoing	<ul style="list-style-type: none"> -Watch DOGS -Book Fair volunteers -Class parties -Kindergarten activities -Mentoring program -Classroom volunteers -Reading to a child or class -Library volunteer -PTO -Fundraising 	Volunteer data base created and used to match volunteers to interests on the campus	Parent and community volunteers regularly utilized as partners in education on the campus

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

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

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

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Campus will work in collaboration with Department Heads to ensure that we follow federal and state program areas.	1, 2, 3, 4	Superintendents, Business Manager, HR Dept., and Maintenance Dept.	Ongoing		<ul style="list-style-type: none"> Financial records Purchase orders 	Better utilization of state and federal funds
Review and revise staffing formula and staff pattern policies to strive for campus equity	1, 2, 3, 4	Superintendents, Business Manager, HR Dept., and Dept./Campus Heads	Quarterly		<ul style="list-style-type: none"> Agendas, HR records Payroll logs 	Optimal utilization of staff resources within the district.
Attend federal and state program conferences, webinars and workshops provided by ESC 15 and outside entities as they pertain to Woodland Heights Elementary	1, 2, 3, 4	Superintendents, Business Manager, HR Dept., and Dept Campus Heads	Ongoing		<ul style="list-style-type: none"> Training/workshop certificates Travel records DL room reservations 	Greater knowledge and efficiency of the staff involved.

Puede obtener este documento para padres en español visitando el sitio web de WHE
<https://resources.finalsite.net/images/v1721662718/brownwoodisdorg/jfh3j3bsup8cq12qysbh/2425DistrictPFEPolicySpanish.pdf>

BROWNWOOD ISD

Woodland Heights Elementary School

Title I, Part A Family Engagement District Policy

2024-2025

Woodland Heights Elementary (WHES) 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.

Woodland Heights 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.

- WHES 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.
- WHES will provide a safe and open atmosphere for parents and families to visit.

Woodland Heights Elementary 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, WHES 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 BISD district website for all families to access and review.
- WHES 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.
- WHES 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.

Woodland Heights 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.

- WHES Administration and School Counselors are assigned to Title I campuses for this support.
- Provide ongoing professional development to all teachers, specialized instructional support personnel, principals, and other school staff on how to engage and communicate with parents as equal partners.
- WHES families are provided parent involvement services.

Woodland Heights Elementary School
3900 4th Street - Brownwood, Texas 76801

Andria Stewart at (325) 646-8633 – Andria.Stewart@Brownwoodisd.org

Woodland Heights 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.

- Parents are strongly encouraged to volunteer at WHES. 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.

Woodland Heights 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.

Woodland Heights 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. WHES 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 and WHES social media.

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

Woodland Heights 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.

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

WHES 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, Woodland Heights Elementary School shall:

- Provide assistance to WHES 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.

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