

# **Brownsboro Independent School District**



## **2026-2027 District Improvement Plan**

# Mission Statement

Alongside families, Brownsboro ISD is committed to encourage, empower and equip all student to meet their full potential for future success.

# Vision

Together We Rise. Together We Lead.

# Value Statement

We Believe:

- We believe EVERYONE at BISD matters and deserves the very best we can give.
- We believe in strong relationships that create a "family/community comes first" district.
- We believe that we are not defined by test scores, but rather support the development and growth of every child.

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# Comprehensive Needs Assessment

# Needs Assessment Overview

## Summary

The DEIC met and determined areas of need:

- Continue to provide additional curriculum support in Math and Reading for new teachers to ensure student needs are being met and to increase Math and Reading through utilizing intervention teachers and aides (during school year and summer), materials for Reading and Math programs (such as IXL, Bluebonnet, Literacy Libraries, LLI kits), and resources effectively with guidance from the district instructional coaches and math consultant.
- Provide a similar, better-equipped, online testing/formative assessment for students to prepare for STAAR 2026 through DMAC.
- Provide resources for the social/emotional needs of students through Campus Counseling Centers, Next Steps Counseling program, and Sources of Strength program.
- Due to EB student population, continue to provide ESL teacher certification support and resources for the implementation of Content & Pull-Out based programs through training on Sheltered Instruction as well as training on the English Language Proficiency Standards.
- Continue Summit K12 for EB students to learn English as a second language.
- Continue to allow students without home WiFi to check out hot spots to complete homework assignments requiring internet access.
- Continue to provide new teachers with a mentor/anchor partner.
- Continue to utilize platforms to monitor student and campus progress (Frontline, Plan4Learning, DMAC, etc.).
- Continue to partner with Region VII for professional development.
- Continue to provide various parent and family engagement opportunities and activities across the district and on each campus.

# Demographics

## Summary

Brownsboro ISD has a diverse demographic with an increase in economically disadvantaged students. Although BISD's GT program is strong with pull-out program in elementary and intermediate and advanced classes/dual credit at BJH and BHS, teachers in all core areas (not just those teaching advanced placement courses) would benefit from getting their GT certification to meet the needs of our gifted and talented in all core classes. BISD has had to file a waiver due to some teachers not being ESL certified and teaching EB students. Our goal is for all teachers of EB students to be ESL certified.

## Strengths

- Diverse population
- Adult ESL classes with PAVE helps parents learn English (Parent feedback: The program has helped them to communicate with their child better and be able to assist them with their homework.)
- Summit K12 is used with EB students across the district to improve their English as a second language skills.
- GT Program is strong across district.
- The homeless population is identified and monitored well.
- BISD encourages all teachers to be ESL certified by reimbursing their ESL exam fees.

# Problem Statements Identifying Demographics Needs

| Problem Statement                                                                                                                                                                                                                                 | Root Cause                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1★</div> <div>More professional development and/or appropriate certifications are needed to be above average and effective in teaching all demographics, including special education, EB, GT, and economically disadvantaged students.</div> | <div>BISD has a high economically disadvantaged population and difficulty recruiting teachers with appropriate certifications, which leads to a need for more professional development. Many teachers need their ESL and GT certifications.</div> |

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# Student Achievement

## Summary

BISD overall state assessment results are higher than state and region averages. There are some decreases in various sub-populations. Students taking STAAR Alt show the most decrease in scores. BISD staff are working hard to focus on the growth of every child. Schools are setting goals with students and helping the students to track their data. RTI in reading, writing, and math with a focus on meeting the individual needs of each student, including all sub-populations, is needed. Other areas of need are professional development in Social Studies and Science. Behavior RTI and emotional/behavioral support for students are needed in all grade levels. Behavioral and classroom management training and support are needed for teachers and staff at all levels and across all areas of instruction.

## Strengths

Overall, BISD's STAAR scores are higher than state and regional scores. Math consultant and instructional coaches support teachers and provide professional development. BISD partners with Region VII to provide PD for teachers and staff, focusing on student academic and emotional/behavioral growth. Region VII PD and contracts focus on how to meet the needs of all students, including homeless, economically disadvantaged, EB, GT, and other sub-pops. CTE courses and extracurricular activities are a strength for a school our size.

# Problem Statements Identifying Student Achievement Needs

| Problem Statement                                                                                                                                                                                               | Root Cause                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1</div> <div>★</div> <div>STAAR scores for meets and masters are below the state average in 3rd/4th/5th grade reading, as well as 8th-grade Social Studies and US History EOCs.</div>                      | <div>Need for more individualized interventions.</div>                                                                                                                |
| <div>2</div> <div>★</div> <div>Students who are economically disadvantaged score lower on STAAR in all areas compared to students who are not economically disadvantaged.</div>                                 | <div>Parent and Family Engagement, Need for more PD to address all sub-populations, including GT, EB, Eco. Dis, and their needs.</div>                                |
| <div>3</div> <div>★</div> <div>Students with emotional and/or behavioral difficulties are increasing on all campuses. This can affect their academic progress as well as their social/emotional progress.</div> | <div>*Parent and Family Engagement *Need for more teacher and staff training, including classroom management. *Need for more behavioral support on each campus.</div> |

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# District Culture and Climate

## Summary

Overall, BISD students feel safe and enjoy the learning environment. Students like the extra-curricular activities available. The staff enjoy the family environment. BISD has completed building its new Theater Arts building. Cleanliness and maintenance of schools throughout the year are needed.

## Strengths

- Community supports the schools and district
- Teachers and staff are committed to the success of every child and to the overall success of the district
- BISD Education Foundation fosters positive morale for all employees.
- Both teachers and students report that positive relationships are established throughout BISD.

# Problem Statements Identifying District Culture and Climate Needs

|   | Problem Statement                                         | Root Cause                                        |
|---|-----------------------------------------------------------|---------------------------------------------------|
| 1 | BISD buildings need to be maintained throughout the year. | Natural wear and tear of the buildings over time. |

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# Staff Quality, Recruitment, and Retention

## Summary

In Brownsboro ISD, teachers have an average number of 12.7 years of teaching experience and an average of 7-8 years of experience with the district. Overall, there is very positive feedback about the district and systems. BISD uses strategies such as BEST program, mentoring/coaching for new teachers, TIA submission, and longevity stipends to recruit and retain qualified teachers. More ESL and GT certifications are needed. Areas for improvement: staff attendance, staff pay, behavior/classroom management trainings, and more structured time and guidelines for campus mentor program.

## Strengths

- New teacher cohort support, training, mentors
- Positive community and campus environment; Staff feel supported
- Teachers have various choices for professional development
- Ongoing support from instructional coaches
- Partnership with Region VII
- Some staff are adequately trained and certified
- In-district degree training program
- Variety of diverse programs and students
- Teacher Incentive Allotment submission in hopes of increasing teacher retention by compensating recognized, exemplary, and master teachers in the district.
- Education Foundation support

# Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

| Problem Statement                                                                                                                        | Root Cause                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1★</div> <div>Several teachers do not hold a valid teacher certification in their content area, including ESL certifications.</div> | <div>The root causes are teachers going through alternative certification while teaching and a teacher shortage.</div>                                                                                                                                                                                                           |
| <div>2</div> <div>Staff attendance needs improvement.</div>                                                                              | <div>No staff attendance incentives. Teacher and staff recruitment difficulty due to competing with larger districts' higher pay and other nearby districts with 4 day work week. BISD is rural and must focus more on altruistic incentives (community support, small town atmosphere, and Education Foundation support).</div> |

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# Curriculum, Instruction, and Assessment

## Summary

BISD is committed to hearing the voices of teachers, especially in relation to curriculum and instruction. Based on feedback from teachers, BISD has added additional opportunities for professional learning, including Instructional Coach support with observation feedback and coaching sessions, Reading Academy, and professional development at Region 7 ESC. Students continue to make progress in all areas. Additional training is needed to ensure all teachers, especially new teachers, are aligning instruction with TEKS, scaffolding, and differentiating instruction to help all students, including all sub-populations. More up-to-date curriculum in various areas is needed.

## Strengths

BISD has several strengths in the areas of curriculum and instruction. To help provide a guide for teachers, the district is using the TEKS Resource System, which is helpful in planning and alignment. The district uses an online testing platform (same across the district) and IXL as a student progress measuring tool that will assist teachers with instruction. A math consultant is utilized to support math teachers and to build a strong and consistent math program in BISD. There is collaboration between campuses. The Frontline program/DMAC is used to monitor the needs of students in special education, GT, RTI, and ESL.

| Problem Statements Identifying Curriculum, Instruction, and Assessment Needs                                                                                            |                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Problem Statement                                                                                                                                                       | Root Cause                                                                                                                  |
| <div>1★</div> <div>More teacher training is needed to ensure scaffolding, differentiated instruction, and the curriculum &amp; instruction are aligned with TEKS.</div> | <div>Teacher/Staff recruitment and retention needs improvement. All campuses need access to curriculum tools/support.</div> |

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# Family and Community Engagement

## Summary

The community and district work together as partners to support one another and provide an experience for students that is focused on quality educational practices, collaboration and school pride. Stakeholders are involved through strategic planning and help to provide a voice for the students, parents and community. The small town atmosphere values building relationships, working alongside one another, and doing what is best for students.

## Strengths

BISD is a strong community that is extremely supportive of the district as well as staff and students. Teachers collaborate with parents to ensure the best educational experience for every student. The district has also streamlined parent and community communication by implementing ParentSquare and continuing to use social media outlets such as Facebook to keep parents informed and share the great things happening in the district. There is good family and community involvement at extracurricular events. The main area of need is more parent involvement in academics.

# Problem Statements Identifying Family and Community Engagement Needs

| Problem Statement                                                                                               | Root Cause                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1★</div> <div>There is a decrease or lack of parental involvement at the district and campus levels.</div> | <div>Parents need more training, in addition to the handout provided, on how to sign up for ParentSquare. Lack of confidence and prioritizing education are also root causes.</div> |

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# District Organization

## Summary

Brownsboro ISD has 2 elementary schools (one in Chandler and one in Brownsboro), 2 intermediate schools (one in Chandler and one in Brownsboro), 1 junior high school (Brownsboro), and 1 high school (Brownsboro). DAEP is located next to the administration building in Brownsboro. BES has life skills classes for the district grades EE-3. CES has a behavior classroom for the district grades PK-3. Sister campuses meet regularly. New teachers continue to need training and mentoring; however, there are time restraints. Other areas for improvement include class size/distribution, before/after school opportunities and electives, and physical environment on some campuses (control of A/C, water bottle refill stations, etc.).

## Strengths

Most campuses have open communication with administrators through leadership teams, administrators' open-door policy, etc.

# Problem Statements Identifying District Organization Needs

| Problem Statement                                                                                                                                           | Root Cause                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1</div> <div>★</div> <div>New teachers need coaching and mentoring.</div>                                                                              | <div>To receive coaching and training, new teachers, like those in the mentoring program, are often out of the classroom. The ratio of instructional coaches to new teachers is low.</div> |
| <div>2</div> <div>★</div> <div>There needs to be better cohesiveness between sister campuses before joining as one at the Junior High and High School</div> | <div>The district is composed of two towns within one district.</div>                                                                                                                      |

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# Technology

## Summary

Over the last several years, BISD has purchased hundreds of Chromebooks, iPads, and laptops to keep up with the changing world of technology. The students and teachers are utilizing a wide range of technology in the classrooms including various devices, digital learning through Region 7 ESC, Data Disaggregation program, and software programs to increase student achievement.

## Strengths

Technology use, as well as the purchasing of equipment, has increased steadily over the last few years. WiFi radios have been upgraded allowing for faster connectivity across the district. The district server was recently updated to increase bandwidth and processing speed. Impero and Classwize are also being used to monitor student use of Chromebooks. In addition, all staff complete annual online Cybersecurity training. Students without WiFi are able to check out a hot spot to complete homework assignments that require internet access. The student ratio is 1:1 for technology devices. Technology is used in all content areas. Platforms are consistent across the district (i.e., Clever, TEKS Resource, Frontline, DMAC, etc.). As technology is ever changing, updates and replacement of technology tools for both students and teachers is continually needed.

# Problem Statements Identifying Technology Needs

| Problem Statement                                                                                                                                                                                                                                | Root Cause                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 1 Technology devices and tools (i.e., Chromebook protectors, smart boards, doorbell/camera access at all doors, charging carts, document cameras, Apple TVs, projectors, etc.) for teachers and students continue to need improved and replaced. | Ever changing technology in the world; Wear and tear of current devices; Money |

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# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

STAAR scores for meets and masters are below the state average in 3rd/4th/5th grade reading, as well as 8th-grade Social Studies and US History EOCs.

Need for more individualized interventions.

2  
★

Several teachers do not hold a valid teacher certification in their content area, including ESL certifications.

The root causes are teachers going through alternative certification while teaching and a teacher shortage.

3  
★

There needs to be better cohesiveness between sister campuses before joining as one at the Junior High and High School

The district is composed of two towns within one district.

4  
★

There is a decrease or lack of parental involvement at the district and campus levels.

Parents need more training, in addition to the handout provided, on how to sign up for ParentSquare. Lack of confidence and prioritizing education are also root causes.

5  
★

Students who are economically disadvantaged score lower on STAAR in all areas compared to students who are not economically disadvantaged.

Parent and Family Engagement, Need for more PD to address all sub-populations, including GT, EB, Eco. Dis, and their needs.

6  
★

More professional development and/or appropriate certifications are needed to be above average and effective in teaching all demographics, including special education, EB, GT, and economically disadvantaged students.

BISD has a high economically disadvantaged population and difficulty recruiting teachers with appropriate certifications, which leads to a need for more professional development. Many teachers need their ESL and GT certifications.

7  
★

New teachers need coaching and mentoring.

To receive coaching and training, new teachers, like those in the mentoring program, are often out of the classroom. The ratio of instructional coaches to new teachers is low.

8  
★

Students with emotional and/or behavioral difficulties are increasing on all campuses. This can affect their academic progress as well as their social/emotional progress.

\*Parent and Family Engagement \*Need for more teacher and staff training, including classroom management. \*Need for more behavioral support on each campus.

9  
★

More teacher training is needed to ensure scaffolding, differentiated instruction, and the curriculum & instruction are aligned with TEKS.

Teacher/Staff recruitment and retention needs improvement. All campuses need access to curriculum tools/support.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ State and federal planning requirements

## Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Results Driven Accountability (RDA)

## Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Running Records results

- ☒ Observation Survey results
- ☒ Grades that measure student performance based on the TEKS
- ☒ Texas Success Initiative (TSI) data
- ☒ Intervention data

## Student Data: Student Groups

- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion data
- ☒ Pregnancy and related services data

## Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data

## Employee Data

- ☒ Professional learning communities (PLC) data

- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Support structures: mentors

## **Parent/Community Data**

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback

## **Support Systems and Other Data**

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Action research results



# Goals

# Goal 1

We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

## Performance Objective 1

Throughout the 26/27 school year, BISD will provide students with the opportunity for career exploration, attainment of college credit, industry certification, and other post-secondary options while obtaining a high school diploma.

**Evaluation Data Source:** Educational Planning Guide noting course curriculum options including dual credit, CTE, etc.; List of industry certification options (provided by CTE Director); Documented events/strategies to highlight college and career awareness; Number of students enrolled in CTE courses, AP classes, dual credit classes; Number of students who are in the process of receiving or have received an industry certification; PEIMS report noting the number of dropouts, if any.

### Strategy 1

All schools will promote a college/career culture by providing at least two strategies to highlight college and career awareness

**Strategy's Expected Result/Impact:** Each campus is seen as clearly promoting higher education; Documented campus activities/strategies

**Staff Responsible for Monitoring:** Principal and Counselor

#### Formative Reviews

November

February

April

### Strategy 2

Secondary schools will ensure that all students graduate from high school and do not drop out.

**Strategy's Expected Result/Impact:** Evidence of all students graduating from high school (i.e., PEIMS report); Secondary schools routinely monitor student progress towards graduation

**Staff Responsible for Monitoring:** Principal and Counselors

#### Formative Reviews

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### Strategy 3

The intermediate, junior high, and high schools will continue to offer rigorous educational opportunities including college preparatory, career, and technical education.

**Strategy's Expected Result/Impact:** Educational Planning Guide noting course curriculum options including dual credit, CTE, etc.; Student registration in CTE courses, AP classes, and/or dual credit classes; Course monitoring

**Staff Responsible for Monitoring:** Director of CTE, Director of Special Programs, Campus Principals

#### Formative Reviews

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### Strategy 4

Brownsboro High School will ensure that each senior has a post-secondary plan leading to college or career that coordinates and integrates academic with career and technical education content through coordinated instructional strategies.

**Strategy's Expected Result/Impact:** Completed plans and monitoring

**Staff Responsible for Monitoring:** Principal, Counselor and Director of CTE

#### Formative Reviews

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### Strategy 5

Brownsboro High School will continue to provide opportunities for interested students to earn industry certifications.

**Strategy's Expected Result/Impact:** In progress or completed certifications by BHS students

**Staff Responsible for Monitoring:** Principal, Counselors, and Director of CTE

#### Formative Reviews

November

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### Strategy 6

Brownsboro High School will increase access to dual credit, advanced placement, honors

courses, or career counseling to identify student's interests and skills.

**Strategy's Expected Result/Impact:** Evidence of enrollment in dual credit, AP, or honors courses; Evidence of interest inventories.

**Staff Responsible for Monitoring:** Principal, Counselors, and Director of CTE

### Formative Reviews

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## Performance Objective 2

A. By the end of the 26/27 school year, 25% of seniors will have taken AP and/or dual credit courses.

B. By the end of the 26/27 school year, at least 95% of the graduating class will have taken a College Ready Placement Test (ACT/SAT/TSI) with scores commensurate with the national average.

**Evaluation Data Source:** Documented evidence of the percentage of students registered for ACT/SAT/TSI test; Documentation of scores.

### Strategy 1

Brownsboro High School will implement at least two strategies to prepare students for taking the ACT/SAT/TSI.

**Strategy's Expected Result/Impact:** Achieve a 35% participation rate in IXL of students taking the ACT/SAT/TSI; "masters grade level" performance percent increases on STAAR tests.

**Staff Responsible for Monitoring:** Principal, Counselors, District and Campus Testing Coordinator

### Formative Reviews

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### Strategy 2

Brownsboro Junior High and Brownsboro High School will develop and implement effective plans to identify, recruit, and support students of underrepresented populations in AP/Pre-AP classes so that student enrollment is representative of overall district student enrollment.

**Strategy's Expected Result/Impact:** Identification and recruiting strategies/plans; Increase of underrepresented groups taking AP/Pre-AP classes

**Staff Responsible for Monitoring:** Principal; Pre-AP teachers; Counselors; Campus GT Committee; District GT Coordinator

## Formative Reviews

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### Performance Objective 3

A. From the beginning of the 26/27 school year to the end of the 26/27 school year, overall Reading/ELA student performance in all student groups will increase as measured by state, district, and classroom assessments with a target of at least 60% performing at the "Meets" level and 20% at the "Masters" level at each grade level.

B. From the beginning of the 26/27 school year to the end of the 26/27 school year, overall student growth performance in Reading will increase as measured by the "Academic Growth" Measure.

**Evaluation Data Source:** Evidence of increased performance at the "Meets" and "Masters" on state, district, and/or classroom assessments. B) Evidence of overall student growth performance (i.e. CBAs, STAAR, IXL, etc.)

### Strategy 1

Each school will develop and implement plans, including individualized intervention for at-risk students, to improve the performance of all student groups in Reading STAAR and CBAs based on needs identified by individual grade-level PLCs.

**Strategy's Expected Result/Impact:** Data day analysis by PLCs each nine weeks to be used in development/revision of plans, including interventions, to improve student performance; Increase in meets and masters performance

**Staff Responsible for Monitoring:** Principal, Teachers, RTI team, Instructional Coaches

## Formative Reviews

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### Strategy 2

Campuses that did not meet system safeguards (Targeted School Improvement campuses) in one or more areas will meet each nine weeks to review student data, needs assessments, implementation of action plans, and monitoring of action plans.

**Strategy's Expected Result/Impact:** Improvement in student formative and summative assessment results and nine-week CBA data; Monitoring of campus improvement plan: Evidence of meeting agendas

**Staff Responsible for Monitoring:** Campus leadership and Teachers, Instructional Coaches

## Formative Reviews

November

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April

### Strategy 3

State and Federal funds will be coordinated to maximize the impact of programs to improve student success.

**Strategy's Expected Result/Impact:** Accuracy and compliance with accounting standards and financial management practices indicated within the Annual Audit Report (independent review of the school's financial and compliance records) and FIRST (School Financial Integrity Rating System of Texas) Report

**Staff Responsible for Monitoring:** Director of Federal Programs, Executive Director of Finance

## Formative Reviews

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April

### Strategy 4

The district will continue to provide literacy support to K-8 ELAR teachers focused on quality reading and writing instruction.

**Strategy's Expected Result/Impact:** Increase student reading levels; Increase teachers' knowledge and application of reading and writing best practices; Consistency among K-6 campuses.

**Staff Responsible for Monitoring:** Instructional Coaches, Campus administrators, Consultants

## Formative Reviews

November

February

April

## Performance Objective 4

A. By the end of the 26/27 school year, math student performance of all students and student sub-groups will increase at the "Meets" and "Masters" levels as measured by state, district, and classroom assessments with at least 60% of students performing at the "Meets" level and 20% at the "Masters" level in each grade level.

B. From the beginning of the 26/27 school year to the end of the 26/27 school year, overall student growth performance in Math will increase as measured by the "Academic Growth" Measure.

**Strategy 1**

Each school will develop and implement plans, including SMART format objectives, to improve the performance of all student groups in Math STAAR and CBAs based on needs identified by individual grade-level PLCs.

**Strategy's Expected Result/Impact:** Data day analysis by PLCs each nine weeks to be used in development/revision of plans to improve student performance; Increase in meets and masters performance

**Staff Responsible for Monitoring:** Principal, Teachers, RTI Team

**Formative Reviews**

November

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April

**Strategy 2**

Campuses that did not meet system safeguards in one or more areas (Targeted School Improvement campuses) will meet each nine weeks to review student data, needs assessments, implementation of action plans, and monitoring of action plans.

**Strategy's Expected Result/Impact:** Improvement in student formative and summative assessment results and nine-week CBA data; Monitoring of campus improvement plan: Evidence of meeting agendas

**Staff Responsible for Monitoring:** Campus leadership team and teachers

**Formative Reviews**

November

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April

**Strategy 3**

The district will provide math instructional/PD support to K-8 Math teachers focused on quality math instruction.

**Strategy's Expected Result/Impact:** Increase student math levels; Increase teachers' knowledge and application of math best practices; Consistency among K-6 campuses.

**Staff Responsible for Monitoring:** Instructional Coaches, Contract Personnel, Campus Administrators

## Formative Reviews

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### Performance Objective 5

By the end of the 26/27 school year, overall student performance, including sub-groups, in Science will improve at the "Meets" and "Masters" level as measured by state, district, and classroom assessments with at least 50% of 5th & 8th graders performing at the "Meets" level and 20% of 5th & 8th graders at the "Masters" level as well as students taking the Biology EOC with at least 50% of students performing at the "Meets" level and 20% of students performing at the "Masters" level.

**Evaluation Data Source:** Evidence of increased performance on state, district and classroom assessments

### Strategy 1

Each school will develop and implement plans, including SMART format objectives, to improve the performance of all student groups in Science STAAR and CBAs based on needs identified by individual grade-level PLCs.

**Strategy's Expected Result/Impact:** Data day analysis by PLCs each nine weeks to be used in development/revision of plans to improve student performance; Increase in meets and masters performance

**Staff Responsible for Monitoring:** Principal, Teachers, RTI Team

## Formative Reviews

November

February

April

### Strategy 2

Campuses that did not meet system safeguards in one or more areas will meet each nine weeks to review student data, needs assessments, implementation of action plans, and monitoring of action plans.

**Strategy's Expected Result/Impact:** Improvement in student formative and summative assessment results and nine-week CBA data; Monitoring of campus improvement plan: Evidence of meeting agendas

**Staff Responsible for Monitoring:** Campus leadership team and Teachers

## Formative Reviews

## Performance Objective 6

By the end of the 26/27 school year, overall student performance, including sub-groups, in Social Studies will improve at the "Meets/Masters" levels as measured by state, district, and classroom assessments with at least 35% of 8th-grade SS students performing at the "Meets OR Masters" level and 90% of US History students performing at the "Meets OR Masters" level.

**Evaluation Data Source:** Evidence of increased performance on state, district and classroom assessments.

### Strategy 1

Each school will develop and implement plans, including SMART format objectives, to improve the performance of all student groups in Social Studies and US History STAAR and CBAs based on needs identified by individual grade-level PLCs.

**Strategy's Expected Result/Impact:** Data day analysis by PLCs each nine weeks to be used in development/revision of plans to improve student performance; Increase in meets and masters performance

**Staff Responsible for Monitoring:** Principal, Teachers, RTI Team

#### Formative Reviews

November

February

April

### Strategy 2

Campuses that did not meet system safeguards in science will meet each nine weeks to review student data, needs assessments, implementation of action plans, and monitoring of action plans.

**Strategy's Expected Result/Impact:** Improvement in student formative and summative assessment results and nine-week CBA data; Monitoring of campus improvement plan: Evidence of meeting agendas

**Staff Responsible for Monitoring:** Campus leadership team and teachers

#### Formative Reviews

November

February

April

## Performance Objective 7

By the end of the 26/27 school year, BISD students identified as Limited English Proficient (LEP), At-Risk,

and/or Gifted and Talented will increase achievement as measured by the "Academic Growth" measure.

**Evaluation Data Source:** Student formative and summative assessment results (IXL, CBAs, STAAR, etc.)

**Strategy 1**

All schools provide LEP/EB students with research-based instructional strategies, interventions, programs, and services designed to accelerate their language acquisition and/or improve their academic achievement.

**Strategy's Expected Result/Impact:** Student improvement in language acquisition and/or academic achievement as indicated on assessments such as MAP, CBAs, STAAR, etc.; and Summit K12 Listening, Speaking, Reading, Writing data; Data day analysis each nine weeks

**Staff Responsible for Monitoring:** Director of Federal Programs, Principal and Teachers

**Formative Reviews**

November

February

April

**Strategy 2**

All schools provide At-Risk students with research-based instructional strategies, interventions, programs, and services designed to improve their academic achievement and/or behavioral progress.

**Strategy's Expected Result/Impact:** Student academic and/or behavioral progress; Monitoring of CBA, IXL; and/or Really Great Reading data by teachers; Data day analysis each nine weeks

**Staff Responsible for Monitoring:** Principal and Teachers

**Formative Reviews**

November

February

April

**Strategy 3**

All schools will implement identified instructional strategies that will be used to address the needs of GT students

**Strategy's Expected Result/Impact:** Increase in % of students who master grade level performance; Evidence of strategy implementation by teacher in administrative walk-throughs.

**Staff Responsible for Monitoring:** District GT Coordinator, Campus GT Coordinator, Principal and Teachers

## Formative Reviews

November

February

April

### Strategy 4

All schools will implement strategies to support the enrollment, attendance, and success of homeless children and youth, including assistance in overcoming barriers to participation in extra-curricular events, such as the purchase of athletic equipment/uniforms.

**Strategy's Expected Result/Impact:** Documentation and monitoring of enrolled homeless students; Purchase of items

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Counselor

## Formative Reviews

November

February

April

### Strategy 5

All schools will provide homeless students with any clothing, school supplies, or materials needed to access the educational environment. (Title I Homeless Reserve Fund)

**Strategy's Expected Result/Impact:** Purchase orders of supplies, clothing, etc.

**Staff Responsible for Monitoring:** Counselor and Homeless Liaison

## Formative Reviews

November

February

April

# Goal 2

We will focus district resources strategically to maximize learning for all students and eliminate the achievement gaps.

## Performance Objective 1

By the end of the 26/27 school year, BISD will have based all resource allocations on a thorough annual analysis of student performance.

**Evaluation Data Source:** Local and state assessment results, including performance growth on utilized programs such as Imagine Learning, Summit K12, Bluebonnet, etc.

### Strategy 1

All schools will provide district-endorsed strategies for intense, accelerated instruction including before and after school tutorials, pull-out intervention, small group instruction, and/or summer intervention.

**Strategy's Expected Result/Impact:** Record of activities, Increase in student formative and summative assessment results

**Staff Responsible for Monitoring:** Principal and Teachers

#### Formative Reviews

November

February

April

### Strategy 2

All schools will provide teachers with expectations and professional development on writing across all content areas.

**Strategy's Expected Result/Impact:** Evidence of constructed writing response for each CBA; Evidence of set requirements for weekly writing across the curriculum expectations; Professional development opportunities on writing across all content areas; Evidence of writing activities in lesson plans and walk-throughs; Student progress on formative and summative assessments, nine-week CBAs, and student writing samples/work.

**Staff Responsible for Monitoring:** Superintendent, Instructional Coaches, Principal, and Teachers

#### Formative Reviews

November

February

April

Strategy 3

New teachers will be provided training/PD on designing effective assessments that align with the curriculum and learning goals.

**Strategy's Expected Result/Impact:** Lesson plans, walk-throughs, student formative and summative assessment results, nine week CBAs, formative assessment evidence in PLCs

**Staff Responsible for Monitoring:** Instructional Coaches, Principals, Teachers and Formative Assessment Team at each campus

Formative Reviews

November

February

April

Strategy 4

MTSS at each campus will be evaluated and monitored to ensure the academic, behavioral, and social-emotional needs of all students are met through tiered, data-driven interventions and support.

**Strategy's Expected Result/Impact:** Determination of whether programs should be continued, modified, or discontinued; Close achievement gaps; improved rapport with students; fewer behavior office referrals

**Staff Responsible for Monitoring:** Special Programs Coordinator, Principals, School Counselors/APs (Emotional/Behavior MTSS), Intervention Teachers

Formative Reviews

November

February

April

# Goal 3 We will enhance the character and personal soft-skills development of each student.

## Performance Objective 1

By the end of the 26/27 school year, each campus will provide opportunities for all students to develop character and soft skills through campus-based programs.

**Evaluation Data Source:** Documentation will be monitored through the campus counselor's programs and activities; Contract Services Data (i.e., Next Steps), and through enrollment of student organizations.

### Strategy 1

All schools will provide multiple opportunities for students to develop positive character traits.

**Strategy's Expected Result/Impact:** Counselor schedule of character activities, increase in students displaying positive character traits

**Staff Responsible for Monitoring:** Principal, Counselor and Teachers

#### Formative Reviews

November

February

April

### Strategy 2

All schools will provide multiple opportunities for students that will develop their soft-skills (i.e., friendliness, common sense, responsibility, leadership, communication, good manners, integrity, empathy, teamwork, negotiation, sociability etc.)

**Strategy's Expected Result/Impact:** Counselor and teacher schedule of soft skill opportunities/ activities; students displaying soft skills effectively

**Staff Responsible for Monitoring:** Principal and PBIS Team

#### Formative Reviews

November

February

April

### Strategy 3

District will work collaboratively with available and contracted services to improve the emotional health of students.

**Strategy's Expected Result/Impact:** Less office referrals, less class time missed, improved classroom management, improved emotional health of students

**Staff Responsible for Monitoring:** Counselors, Principal, Special Programs Coordinator

**Formative Reviews**

November

February

April

## Performance Objective 2

By the end of the 26/27 school year, Brownsboro Intermediate and Chandler Intermediate will increase cohesiveness as sister campuses to promote unity using the House System.

**Evaluation Data Source:** House parties, Surveys, etc.

### Strategy 1

All students will be guided through Social and Emotional Training in through the House System's vision and goals.

**Strategy's Expected Result/Impact:** Increased engagement and culture between students and staff across campuses, with a decrease in office referrals.

**Staff Responsible for Monitoring:** Principals, Teachers, Special Programs Coordinator

**Formative Reviews**

November

February

April

### Strategy 2

The Intermediate Campuses will provide at least three House System functions across the campuses by the end of the 26-27 school year.

**Strategy's Expected Result/Impact:** A better understanding of the House System, as well as, a closer unity between students as measured by surveys and House Points

**Staff Responsible for Monitoring:** Principals, teachers, and Special Programs Coordinator

**Formative Reviews**

November

February

April

# Goal 4 We will recruit, develop, and retain compassionate, effective, innovative and highly motivated staff.

## Performance Objective 1

Throughout the entire 26/27 school year, BISD will ensure that all teachers are certified in their teaching area to meet ESSA requirements.

**Evaluation Data Source:** Evidence will be documented through certification records, the BETA Program, etc.

### Strategy 1

All schools will engage in specific activities to enhance a positive school climate for all campus employees.

**Strategy's Expected Result/Impact:** Documented activities; School surveys

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews

November

February

April

### Strategy 2

BISD administrators will attend local job fairs to recruit highly qualified teachers.

**Strategy's Expected Result/Impact:** Attendance at job fairs; Increased number of applications from highly qualified teachers

**Staff Responsible for Monitoring:** Superintendent, Principals, Assistant Principal, Director of Student Services, and Human Resources Officer

#### Formative Reviews

November

February

April

### Strategy 3

The district will continue implementation of a mentoring program for new teachers and teachers new to the district to provide instructional support.

|                                                                                    |                 |              |
|------------------------------------------------------------------------------------|-----------------|--------------|
| <b>Strategy's Expected Result/Impact:</b> EOY survey from mentors and new teachers |                 |              |
| <b>Staff Responsible for Monitoring:</b> Superintendent                            |                 |              |
| <b>Formative Reviews</b>                                                           |                 |              |
|                                                                                    |                 |              |
| <b>November</b>                                                                    | <b>February</b> | <b>April</b> |

Strategy 4

|                                                                                                                                                                                                                        |                 |              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------|
| Offer and market district support to teachers, including PD/training opportunities, for obtaining ESL certification such as paying for the cost of the exam and in-person or virtual on-demand courses via Region VII. |                 |              |
| <b>Strategy's Expected Result/Impact:</b> Increase in teachers taking ESL certification exam; Increase in certified ESL teachers                                                                                       |                 |              |
| <b>Staff Responsible for Monitoring:</b> Director of Federal Programs, Principals                                                                                                                                      |                 |              |
| <b>Formative Reviews</b>                                                                                                                                                                                               |                 |              |
|                                                                                                                                                                                                                        |                 |              |
| <b>November</b>                                                                                                                                                                                                        | <b>February</b> | <b>April</b> |

# Goal 5 We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

## Performance Objective 1

By the end of the 26/27 school year, BISD will ensure that all district facilities are secure, safe and well-maintained as measured by 100% compliance on each campus security audit.

**Evaluation Data Source:** Evidence will be documented in the security audit

### Strategy 1

The SRO will conduct an annual review of building and campus safety.

**Strategy's Expected Result/Impact:** Completed safety review

**Staff Responsible for Monitoring:** Principal, District SRO and Director of Maintenance and Operations

#### Formative Reviews

November

February

April

### Strategy 2

The district will conduct facility needs assessment to determine short and long term facility goals.

**Strategy's Expected Result/Impact:** Short and long term facility plan

**Staff Responsible for Monitoring:** Superintendent, Maintenance, Principals

#### Formative Reviews

November

February

April

### Strategy 3

Safety audits will be conducted throughout the year and updates completed as necessary.

**Strategy's Expected Result/Impact:** Evidence of safety audit documentation.

**Staff Responsible for Monitoring:** Principal, Director of Maintenance, and SRO

## Formative Reviews

November

February

April

## Performance Objective 2

Throughout the entire 26/27 school year, BISD will routinely implement programs that enhance student social and emotional well-being and student relationships.

**Evaluation Data Source:** Documentation of programs

### Strategy 1

All secondary campuses including DAEP will implement strategies to address suicide prevention.

**Strategy's Expected Result/Impact:** Documentation of strategy/training; No student or teacher suicides

**Staff Responsible for Monitoring:** Counselor/DAEP Counselor from the Help Center

#### Formative Reviews

November

February

April

### Strategy 2

All campuses including DAEP will implement strategies to address conflict resolution and positive social problem solving.

**Strategy's Expected Result/Impact:** Documentation of strategy/training, Less conflict between students

**Staff Responsible for Monitoring:** Counselor/DAEP Counselor from the Help Center, Teachers

#### Formative Reviews

November

February

April

### Strategy 3

All campuses will implement strategies to address prevention, identification, reporting to and reporting of bullying and cyber-bullying.

**Strategy's Expected Result/Impact:** Documentation of strategy/training; Review of bullying reports; Less bullying on campus

**Staff Responsible for Monitoring:** Counselor, Principal, Assistant Principal

### Formative Reviews

November

February

April

## Strategy 4

Secondary Schools will implement strategies to address harassment and dating violence.

**Strategy's Expected Result/Impact:** Documentation of strategy/training; Review of discipline referrals; Less harassment and dating violence on campus

**Staff Responsible for Monitoring:** Counselor and Assistant Principal

### Formative Reviews

November

February

April

## Strategy 5

All campuses will implement strategies to increase awareness and prevention of sexual abuse of children.

**Strategy's Expected Result/Impact:** Documentation of strategy/training; Less sexual abuse of students

**Staff Responsible for Monitoring:** Counselor

### Formative Reviews

November

February

April

## Strategy 6

All campuses will implement strategies focused on building relationships with students.

**Strategy's Expected Result/Impact:** Documentation of strategy; Improve student performance on formative and summative assessments; Improve student attendance; Reduce student drop-outs

**Staff Responsible for Monitoring:** Principal, Counselor, Teachers

## Formative Reviews

November

February

April

### Strategy 7

All campuses will conduct campus safety drills to include fire, lock down, tornado and shelter in place drills.

**Strategy's Expected Result/Impact:** Documentation of safety drills; Continue to keep students and teachers safe

**Staff Responsible for Monitoring:** District Emergency Management Coordinator, Principal, Campus Emergency Management Coordinator

## Formative Reviews

November

February

April

### Strategy 8

All campuses including DAEP will implement strategies to ensure safe and drug free schools.

**Strategy's Expected Result/Impact:** Schools will be drug-free; Fewer student drug-related offenses

**Staff Responsible for Monitoring:** Principal and Counselor/DAEP Counselor from Help Center

## Formative Reviews

November

February

April

### Strategy 9

BISD will provide CPI (Crisis Prevention Intervention) training annually to staff working with students in crisis situations.

**Strategy's Expected Result/Impact:** Staff will be trained in how to identify and de-escalate crisis situations; Reduction of escalation of crises;

**Staff Responsible for Monitoring:** CPI-trained staff, Director of Special Education

## Formative Reviews

November

February

April

### Strategy 10

All campuses will list 2 strategies that are in place to reduce the overuse of discipline practices that remove students from the classroom. Examples are: Bear Pride trips, tokens, gold ticket awards, House Incentives, etc.

**Strategy's Expected Result/Impact:** Documentation of activities and strategies on each campus

**Staff Responsible for Monitoring:** Principal and Assistant Principal

## Formative Reviews

November

February

April

### Strategy 11

All campuses will utilize Campus Counseling Centers to meet the social and emotional needs of students.

**Strategy's Expected Result/Impact:** Create a safe environment for students.

**Staff Responsible for Monitoring:** Counselors, Director of Federal & Special Programs

## Formative Reviews

November

February

April

# Goal 6

We will develop and implement an active parent and community involvement program to achieve the district's mission and objectives.

## Performance Objective 1

Throughout the entire 26/27 school year, BISD will provide opportunities that will increase parent involvement and allow them to partner in their child's education

**Evaluation Data Source:** Documentation records will include parent participation numbers at campus events and data from the Parent Involvement Survey

### Strategy 1

Teachers will conference (e.g., Virtual/Google Meet, face-to-face conference, telephone conference, home visit, or email) with parents at least once a semester to provide a variety of information, including:

- \*What the school will do to help students meet performance standards
- \*What the parents can do to help the student's performance
- \*Additional assistance available at the school (Title 1)

**Strategy's Expected Result/Impact:** Parent conference/contact logs, Parent Involvement Survey, Increased parental involvement

**Staff Responsible for Monitoring:** Principal and Teachers

#### Formative Reviews

November

February

April

### Strategy 2

All campuses will conduct a transition day activity to assist students with the transition from one campus to the next to include elementary to intermediate, intermediate to junior high, and junior high to high school

**Strategy's Expected Result/Impact:** Dates and records of transition activity, Improved parent support, Decrease in students and parent apprehension with transition from one campus to the next

**Staff Responsible for Monitoring:** Principal and Counselor

#### Formative Reviews

November

February

April

### Strategy 3

All campuses will provide opportunities for parents to volunteer with various school activities and organizations. Examples include elementary/intermediate PTA/PTO, helping with booster clubs or support groups, Feed the Bears, Student Council events, Veterans Day Reception, etc.).

**Strategy's Expected Result/Impact:** Increase in PTA/PTO memberships, Increase in parent involvement, Improved communication with parents

**Staff Responsible for Monitoring:** Principal

#### Formative Reviews

November

February

April

### Strategy 4

Improve overall district parent involvement as measured by the BISD Parent Involvement Survey

**Strategy's Expected Result/Impact:** Parent Involvement Survey Results

**Staff Responsible for Monitoring:** Director of Federal Programs and Communications Officer

#### Formative Reviews

November

February

April

### Strategy 5

The district will provide English classes to non-English speaking parents throughout the year. Childcare will be provided.

**Strategy's Expected Result/Impact:** Sign-in sheets, Participants improve their English-speaking ability

**Staff Responsible for Monitoring:** Director of Federal Programs

#### Formative Reviews

November

February

April

### Strategy 6

The district will streamline parent and family engagement communication by implementing the ParentSquare platform, the District Calendar complete with Parent Involvement Activities, and by

using social media outlets such as Facebook.

**Strategy's Expected Result/Impact:** Increase awareness of BISD events and positive stories

**Staff Responsible for Monitoring:** Special Programs Coordinator

**Formative Reviews**

November

February

April

**Strategy 7**

The district will implement an effective Family and School Engagement Plan.

**Strategy's Expected Result/Impact:** Sign in sheets at various activities and projects.

**Staff Responsible for Monitoring:** Campus Principals/ Federal Programs Director

**Formative Reviews**

November

February

April

# Goal 7 We will align professional development opportunities with the needs of students and district priorities.

## Performance Objective 1

Throughout the 26/27 school year, BISD will provide professional development opportunities via in-district training, contracted consultants, and/or Region VII Service Center workshops and seminars (online, in person, and/or on BISD campus) in various content areas that address various student subgroups (at risk, GT, EB, special education, etc.) for administrators, teachers, and staff to become more effective and, thus, improve student performance.

**Evaluation Data Source:** Evidence will be documented through administrator's classroom observations showing evidence of learning from staff development and implementation of effective learning strategies

### Strategy 1

All campus formative assessment teams will develop and implement action plans to ensure all teachers use formative assessments to inform their instruction and increase student outcomes daily.

**Strategy's Expected Result/Impact:** Sign-in sheets, Implemented formative assessment techniques, Lesson plans, Walkthroughs, Completed formative assessment plan, Improved teacher capacity, Improved student engagement

Evidence will be documented through classroom observations showing evidence of learning from staff development and implementation of effective learning strategies

**Staff Responsible for Monitoring:** Campus administrators

#### Formative Reviews

November

February

April

### Strategy 2

The district will provide opportunities for a variety of professional learning, such as Reading Academy and Mentor training to meet the individual needs of teachers and T-TESS goals.

**Strategy's Expected Result/Impact:** Increase in differentiated opportunities for teachers to learn professionally

**Staff Responsible for Monitoring:** Instructional Coaches & Superintendent

**Formative Reviews**

**November**

**February**

**April**



# Title I Summary

# Title I

## Title I Personnel

| Name             | Position                     | Program                           | FTE |
|------------------|------------------------------|-----------------------------------|-----|
| Amy Cooper       | Instructional Coach          | Title II - Transferred to Title I | 1   |
| Joanna Conklin   | CES RTI Teacher              | Title I / Intervention            | 1   |
| Kali Moretz      | BJH Intervention Aide        | Title I / Intervention            | 1   |
| Kirsten Zinecker | BIS RTI Teacher              | Title I / Intervention            | 1   |
| Michelle Wood    | District Instructional Coach | Title I                           | 0.5 |
| Rachel Voyles    | CES RTI Teacher              | Title I / Intervention            | 1   |
| Sarah Fears      | BES RTI Teacher              | Title I / Intervention            | 1   |
| Valerie Walthall | CIS RTI Teacher              | Title I / Intervention            | 1   |



# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
  - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
  - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan**      Signature of Assurance