

2024-2025
Brookesmith School
Campus Improvement Plan

Date of School Board Approval

August 28, 2024

A digital copy of this plan can be found at www.brookesmithisd.net

TRANSLATION AND INTERPRETATION SERVICES

It is Brookesmith ISD's goal to communicate with you about your child's education. This often includes translated documents and a language interpreter for meetings and conversations. Educational information could include campus improvement plans, parent policies, letters, newsletters, announcements, forms, surveys, etc. Brookesmith ISD provides oral translation and interpretation to all families in the Brookesmith School District. For more information, please see our Translation Policy at www.brookesmithisd.net

Mission:

The mission of the BROOKESMITH Independent School District is to educate, within a safe environment, all students to live and work effectively, efficiently, and responsibly to their maximum intellectual and physical capacities.

Commitment:

Our fully accredited and holistic program addresses each child individually. Our goal is to build confidence and love of learning, giving students a solid foundation for a healthy and happy life. Our teachers and staff are dedicated to helping each child discover their unique potential – academically, socially, and interpersonally.

Vision: Students will take ownership of their personal learning in an engaging interactive environment that utilizes up-to-date technology and is guided by the curriculum and facilitated by the instructor to develop and produce products that reflect learning and attainment of the TEKS. These student-driven classrooms will prepare our students individually and collaboratively to succeed in whatever path desired, be it traditional college, vocational school, or immediate workforce placement.

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Comprehensive Needs Assessment

Brookesmith I.S.D. engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment, and Campus/District Improvement plans.

The Brookesmith School Campus Improvement Committee met to discuss the end-of-year Comprehensive Needs Assessment and how to best utilize time and resources to gather data for an effective assessment and analyze this data for the construction of the 2024-2025 Campus Improvement Plan . We spoke of creating a survey and how to best distribute this survey to reach all appropriate stakeholders. We conducted several meetings during the second semester to gather information and assemble the appropriate documents to disperse this plan. As a committee, we gathered strengths and weaknesses of the current school year, dissected the current plan and created a needs assessment to help create a plan for the following school year.

The forums for the Comprehensive Needs Assessment took place on February 16, 2024 and April 5, 2024. After participants signed in, an overview of the seven components was discussed with visuals in place. Participants were asked to provide both positive and negative feedback from each domain. The following day a meeting was held with student council members where the same discussion was held as the night before. We provided different chart papers so the student body was not influenced by community input, but could also represent the needs assessment. The following week, we held one more meeting with teachers to allow feedback on the strengths and weaknesses of the same seven domains. From this data, the committee was able to make recommendations for the 2024-2025 school year.

The Campus Improvement Committee met again to compile the comprehensive needs list on the following pages:

Demographics:	Strengths	Weaknesses
<i>This includes the makeup of the school and how strategies, initiatives, and programs are implemented.</i>	Teaching styles in classrooms vary to meet the needs of all learners.	more parent involvement needed with academics
	Two of the Instructional Days focused well on what was needed for teachers and students.	more help from teachers with students taking dual credit
	Special Ed. plans for special education and at-risk students to make learners feel inclusive in the general education population.	community involvement

	Teachers participate in PLCs and professional development to analyze data to drive instruction	
School Context and Organization	Strengths	Weaknesses
This refers to the processes, structures, decision-making, and overall leadership aspects of the organizations, including how these areas address quality teaching and learning.	Professional Learning Communities (PLCs) provide time for teachers and instructional staff to analyze student data, inform, and drive instructional needs.	PLCs have a limited number in the group...too small
	Strong administration team	There is a lack of tablets for Pre-K and Kindergarten students, limiting the ability to introduce age-appropriate digital learning experiences that can enhance early education.
	Parent Teacher Conferences	Promethean Boards needed for elementary.
	The plan includes regular professional development activities aimed at enhancing teachers' skills in data-driven instruction and using formative assessments. This shows a commitment to continuous improvement and quality teaching.	
Student Achievement	Strengths	Weaknesses
<i>Student Achievement data are the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level.</i>	Data driven instruction: formative assessments, interim assessments, benchmarks	Too many assessments to measure STAAR
	More feedback during PLCs	Need more math tutoring/T3
	Reading Specialist in the elementary is great	
	Addition of Math Instructional Coach	

Staff quality, Recruitment and Retention	Strengths	Weaknesses
<i>Staff quality, recruitment, and retention refers to the school</i>	In the elementary, teacher retention is high offering consistency to students and learning.	Due to location, there is a need to develop strategies to bring teachers to Brookesmith.

<i>organization's level of high-quality, highly effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.</i>		Need to build teacher retention over multiple years in secondary school.
Parent, family, and Community Engagement	Strengths	Weaknesses
<i>Parent, family and community engagement refers to how these stakeholders are informed, invested, and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.</i>	Hoofbeats comes out monthly with important news and celebrations	Hoof Beats was not handed out to students who do not have internet or to elementary students
	Remind is a great source of contact	Website needs to be updated
	Class Dojo gives constant parent teacher contact.	
	BISD uses a variety of resources to spread the word of important information	
Technology	Strengths	Weaknesses
<i>Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning. It should also connect to real-world experiences, including post-secondary opportunities.</i>	Improvement made in one room with the Promethean Board.	Promethean Boards needed for elementary.
	Technology has improved over the years	There is a lack of tablets for Pre-K and Kindergarten students, limiting the ability to introduce age-appropriate digital learning experiences that can enhance early education.
	allows for new types of learning	Update teacher desktop computers
	Addition of E-Sports	Too much reliance on computers for academics
	The addition of IT to the faculty	
Curriculum, Instruction, and Assessment	Strengths	Weaknesses
<i>Curriculum, instruction and assessment collectively describe the teaching, learning, and assessment materials and</i>	specific homework policy per subject area	Homework policy is not strictly followed by all teachers

<i>resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.</i>	It's much easier to get hand on data quickly with training, the ease of DMAC, and PLCs	Reinstate Measuring Up Live! as a tutoring review.
	Students love the Book Fairs	Need ways to encourage students to read at home every night.
		textbooks are out of adoption - many updates needed
		Curriculum is STAAR Focused

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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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.

State Compensatory Education

Brookesmith 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 State Compensatory Education (SCE) program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through State Compensatory Education at this District is 0.3 or 2% of the school personnel.

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

- Campus personnel review the permanent records for each student and
- Compare the data with the State of Texas Student Eligibility Criteria to update the status of the student.

The process we use to exit students from the SCE program who no longer qualify is based on the results of the review of permanent records of the student on STAAR/EOC assessments or if the student is working on grade level.

At Brookesmith School State Compensatory Funds are used to support Title 1 initiatives

State Compensatory Education

STAAR	Math % Met Standard				Reading/ELA % Met Standard				Science % Met Standard				Social Studies % Met Standard			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Students At-Risk	18	10	54	N/A	12	26	77	N/A	12	4	57	N/A	10	7	50	N/A
Students Not At-Risk	41	56	46	N/A	46	69	23	N/A	40	40	43	N/A	40	77	50	N/A

* Met Standard includes Approaches, Meets, and Masters on STAAR Assessment

	Drop Out Data					Completion Data				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Students At-Risk	0	0	0	0	0	8	3	2	2	4
Students Not At-Risk	0	0	0	0	0	7	7	4	5	8

Brookesmith Schools will budget for and expend Compensatory, Intensive, and Accelerated Instruction (4545) funds to design and implement appropriate compensatory, intensive, or accelerated instructional services. These services will include scheduled tutorials embedded throughout the school day for all students who failed to meet standards on the previous year's STAAR Assessment, ESL instruction, and instructional aides in regular classrooms. Upon evaluation of the effectiveness of these listed interventions the committee will find that students will show improvement at the conclusion of the 2022-2023 school year.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal		
Program/Funding Source		Amount of Funding
Title 1, Part A	Reading & Math Specialist /Instructional Coach	\$72,890
Title II, Part A	Reading & Math Specialist /Instructional Coach	\$6,552
Title IV, Part A	Reading & Math Specialist /Instructional Coach/Librarian	\$10,000
REAP	Reading & Math Specialist /Instructional Coach	\$14,000
IDEA-B	Special Pops Director	\$41,958
IDEA-B Preschool	Contracted Services	\$550
Safety Grant Cycle II	Emergency Communication System/Camera Upgrade	\$100,000
Carl Perkins	CTE Supplies	\$900
Department of AG Food Service	Salaries and Food	\$165,571
State		
Program/Funding Source		Amount of Funding
Regular Program	Contracted Services, Salaries, and Supplies	\$1,169,476
Small and Mid-size	Contracted Services, Salaries, and Supplies	\$659,729
Special Education	Contracted Services, Salaries, and Supplies	\$2,053,643
Career & Technology	Salaries and Supplies	\$253,595
CCMR	Dual Credit/Certifications, Salaries	\$6,000
Comp Ed	Salaries and Supplies	\$122,507
Early Education	Salaries/Reading Academics	\$9,764
EMAT	Curriculum, Books, and Technology	\$32,327.43
Dyslexia	Salaries and Supplies	\$ 3,696
School Safety Allotment	Salaries and Supplies	\$17,600
Fast Growth Allotment	Salaries and Supplies	\$0
Local		
Program/Funding Source		Amount of Funding
BCAD-Taxes	General Operations	\$1,259,646
Misc Rev-Local Sources	General Operations	\$61,290

Athletic Activity	General Operations	\$5,000
Interest	General Operations	\$35000

Academic Achievement

Goal 1: 40% of Brookesmith School students will attain growth in all tested areas on the State of Texas Assessment of Academic Readiness exams.

Performance Objective: By the end of the 2024-2025 school year, 40% of all students and each student group, including Special Education and At-Risk students tested, will achieve growth of established standards on the STAAR.

Summative Evaluation: By June of 2025, 40% of all students and each student group, including Special Education and At-Risk students tested, will achieve growth of established standards on the STAAR and be on target to meet ARD expectations according to student's I.E.Ps.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Teachers will participate in professional development activities that increase their skills on how to internalize data to drive instruction using formative assessments and interim assessments.	1, 2	Teachers Director of Methodology Principal	Weekly	State & Local funds	Previous years STAAR results Benchmark tests	Improved performance on concept-specific aligned assessment Reduced failure rate on state assessment
Grades K-5 ELAR classes will participate in Strong Foundations Planning and Strong Foundations Implementation Grants (Amplify)	1, 2,4	Teachers Director of Methodology Principal ESC 15	Weekly	TEA	LASO Grant Compliance ESC 15 Product advisors and Implementation leads.	Improved performance on concept-specific aligned TEKS
Grades 4 and 5 math classes will participate in Eureka, Strong Foundations Implementation Grant	1, 2,4	Teachers Director of Methodology Principal	Weekly	TEA	LASO Grant Compliance ESC 15 Product advisors and Implementation leads.	Improved performance on concept-specific aligned TEKS

		ESC 15				
Implement Professional Learning Communities (PLCs) to monitor and analyze the desegregation of student data to improve student outcomes.	1, 2	Director of Methodology Instructional Coaches	Weekly	State & Local funds	Previous years STAAR results Formative Assessments Benchmark tests	Improved performance on concept-specific aligned assessment Reduced failure rate on state assessment
Secondary and grades 3-5 tutorials, study hall and remediation will be offered to students.	1,2	Principal Teachers Counselor Special Education Director	Every Six Weeks	Title, State, & Local funds	Formative Assessments DMAC Benchmarks Assessments	Document student growths and needs throughout the school year to predict STAAR
Interim and benchmark assessments will be used to monitor areas of students' strengths and weaknesses.	2	Classroom teachers Director of Methodology Instructional Coaches Special Education Director	Daily	Title, State, & Local funds	Previous year STAAR results Benchmark tests Teacher Made Evaluations	Improved six weeks grades Reduced failure rate
Offer and maintain dual credit courses for students interested in attending college.	2, 3	Principal Counselor Teachers	Semester	State, & Local funds	Enrollment in College Course	Semester grades Show growth
Develop and maintain a variety of programs of study within the Career and Technical Education Program which will lead to students earning industry- based certifications and College and Career Readiness.	3	Principal Counselor Teachers	Annually	State, & Local funds CTE funds	Master Schedule Class Schedule Personal Graduation Plans	Transcripts Certificates

Maintain at least two instructional coaches in reading and math, to assist in improving quality planning and instruction to satisfy Strong Foundations Implementation in grades K-5	2	Instructional Team	Daily	Title 1	Dedicated Reading Program for K-3	Determined by Reading Level
8. Content teachers provide Accelerated Instruction in designated 3rd - 12th state assessments.	2	Classroom Teachers Instructional Team Special Education Director Counselor	Daily	State, & Local funds	Master Schedule Class Schedule	STAAR reports Interim Reports Benchmark Grades
Continue implementing the Mustang Model evaluation system to monitor planning, instruction, and school environment to grow teachers and promote academic improvement.	1,4	Director of Methodology Instructional Team Principal	Weekly	State, & Local funds	Each 6-weeks Annual reports	Annual reports that document teacher growth
The TEKS Resource System is the recommended scope and sequence for all secondary core subjects. Amplify will be used in RLA, Eureka for 4th and 5th math, and TEKS Resource other content areas in grades K-5.	1,2	Director of Methodology Instructional Coaches Teachers	Weekly Lesson Plans	State, & Local funds	Lesson Plans Data	Alignment of TEKS Resource with curriculum will show student growth in Math, Reading, Science, and Social Studies.
A Reading Specialist (RTI) will see Tier 3 learners from grades K-5.	1,2	Reading Specialist	Annually	Title 1	Master Schedule Data	K-5 Tier 3 students will have growth in reading levels.
DMAC Solutions is used for data management, frequent assessment of TEKS, and efficient and quick monitoring of student progress.	4	Principal Director of Methodology Instructional Coaches Teachers	Daily Weekly	State, & Local funds	Teacher Reports Data	Student growth on STAAR is documentation.
Accelerated Reader is available for all grade levels to increase reading comprehension and fluency for grades K-12.	1,2	Librarian Teachers	Daily	State, & Local funds	Library Schedule Data	Accelerated Reading reports show use of the program and increase in reading across grade levels.

Staff Quality

Goal 2: Brookesmith School will recruit, develop and retain highly qualified and certified staff to best serve our students.

Objective 1: By the end of the 2024-2025 school year, 100% of core academic classes will be taught and maintained by certified teachers.

Summative Evaluation: Teacher contracts and teaching certifications will be used as evidence of both teacher certification and retention.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Retain high quality instructional staff for multiple years.	1	Principal Human Resources Superintendent	Each school year	CTE, State & Local funds	HR records	signed teacher contracts
Expand professional development opportunities. - teachers - paraprofessionals	1	Principal Methodology Instructional Coaches Superintendent Special Education Director	Annually	CTE, State & Local funds	Staff development sign-in sheets. Staff completion certificates through Region 15.	Improvement in student engagement Reduction in office referrals
Staff will be surveyed on the school environment for a future needs assessment.	1	Principal Director of Methodology Superintendent	Annually	CTE, State & Local funds	Data collected from the survey Comprehensive Needs Assessment	Campus Improvement Plan District Improvement Plan
Accurately assess the need of paraprofessionals to assist with instruction.	1, 2, 4	Special Education Director Principal	Annually	Title 1	Paraprofessional Schedule completed by Special Education Director	Documented growth through various reports made by the Special Education Department.
Improve the consistent use of substitute binders to aid both teacher and substitute, making the transition between the two less stressful during teacher absence (s).	1	Classroom Teachers Office Principal Assistant Principal	Annually	State and Local Funds	Binders are located at the principal's office	Comprehensive Needs Survey

School Climate/Safe & Healthy School

Goal 3: Brookesmith School will ensure a safe and positive learning environment for all students, faculty and staff.

Objective 1: Brookesmith School will maintain a safe and positive learning environment for all students and faculty according to the Multi-Hazard Emergency Operations Plan,.

Summative Evaluation: Through the enhanced safety training and drills, there will be an increase in student, staff, and community awareness through detailed action reports orientating specific safety drills and procedures.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Implement Emergency Operation Plan by providing comprehensive training, at the beginning of the year , to the staff on emergency procedures and conducting scheduled safety drills. EG: Multi-Hazard Operation Plan	1	Principal Assistant Principal Safety Director School Marshal	Daily	State & Local funds	Log of completed drills, reviews, inspections, and faculty/student feedback	Detailed after action reports
EOP will be updated on a regular basis to reflect best practices.	1	Safety Director	Daily	ESC15 TxSSC	Attendance at EOP workshop, updated appendices and annexes	Approved TxSSC Submission
Develop a staff handbook (binder) to outline and include all Brookesmith ISD safety procedures and protocol.	1	Principal Assistant Principal Safety Director School Marshal Special Education Dept.	Beginning of the year, 2024	State and Local Funds	Brookesmith Staff Handbook	Survey Detailed after action reports

Goal 4: Brookesmith School will ensure a safe and positive learning environment for all students, faculty and community members.

Objective 1: Brookesmith School will maintain and practice safety procedures regularly.

Summative Evaluation: There will be an increase in student and staff awareness of updated policies and procedures to maintain a safe school environment in the event of emergencies.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Students will recognize the new policies and procedures in various locations at Brookesmith School.	1	Principal Assistant Principal Teachers	Daily		Student body meetings with the principal. Review of the Student Handbook and Code of Conduct Classroom rules	Decrease in office referrals
Consistent procedures will be established and practiced on campus	1	Principal Assistant Principal Teachers	Daily		Debrief notes following a campus issue and review of discipline action codes.	Decrease in office referrals

College & Career Readiness/Graduation/Dropout Reduction

Goal 5: High school graduates will earn the minimum requirement needed for Career, College, Military Readiness (CCMR).

Objective 1: By May of 2025, 88% of Brookesmith School seniors will use the CCMR verifiers to earn the minimum requirement needed to determine each graduate's preparedness for college, the workforce, or the military.

Summative Evaluation: By the end of May, 2025, each graduate's transcript will reflect a CCMR completion.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Offer industry certifications	3	Principal CTE Teachers Counselor	Each School Year	CTE, State and Local Funds	Master Schedule Student Transcripts Certification Documents	Successful completion of coursework to be industry certified
Offer Associates Degrees before graduation	3	Principal Counselor Community College	Each School Year	CTE, State and Local Funds	Master Schedule Student Transcripts Certification Documents	Successful completion of coursework to receive Associate's Degree
Research opportunities to broaden number of CTE courses	3	Principal CTE Teachers Counselor	Each School Year	CTE, State and Local Funds	Master Schedule Student Transcripts	Successful completion of coursework to be industry certified
Increase the number of students who complete a post-secondary entry exam.	3	Principal CTE Teachers Counselor	Each School Year	CTE, State and Local Funds	Master Schedule Student Transcripts	Successful completion of coursework to be industry certified Transcript Records

Family & Community Engagement

Goal 6: Create a campus culture that all staff will model, support and encourage all students, parents, and community members to develop and display positive attitudes which ensure academic success.

Objective 1: 100% of the staff will positively acknowledge and support all students, parents, and community members.

Summative Evaluation: Improved communication, needs assessments, and feedback from parents and community members are used to evaluate campus culture.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Improve and increase community and family communication using multiple tools.	1	Principals Methodologist Tech Assistants Teachers	Communicate as needed Monthly	State & Local Funds	Facebook Hoof Beats Remind Website	Improved communication
Survey parents and community members	1	Principal Tech Assistants Teachers	Annually	State & Local Funds	Receipt of completed surveys	Policy Implementation and needs assessment.
Meet the Teacher and Meet the Mustangs in conjunction with the annual Title 1 meeting.	1	All Faculty	Annually	State & Local Funds	Monitor flow on online traffic	feedback from parents and community
4. Open House is reinstated and will take place after the beginning of year data.	1,2	All Faculty	Annually	State & Local Funds	District Calendar Instructional Calendar	Teacher Sign-in Sheets Comprehensive Needs Assessment
5. Parent/Teacher Conference requirements to be completed by December 2025.	1, 2	All Faculty	Annually	State & Local Funds	District Calendar Instructional Calendar Hoofbeats District Website Facebook	Teacher Sign-in Sheets Comprehensive Needs Assessment

Campus Commitments

Goal 7: Improve facility upkeep and technological infrastructure to provide for a learning environment that is conducive to student success.

Objective 1: Employ effective solutions to improve facility upkeep.

Objective 2: Employ effective solutions to improve facility technological infrastructure.

Summative Evaluation: By September 2024, campus will employ effective solutions to improve facility upkeep and technological infrastructure.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Update/repair school facility	1	Supt. Principal Maintenance	Ongoing	State & Local	Internal maintenance review	Completed work orders
Monitor necessary updates to technology infrastructure annually.	1	Supt. Principal Tech Director	Ongoing	CTE, State & Local	Internal Tech review	Technological Updates
Monitor changes to make the technology infrastructure secure.	1	Tech Director ESC 15	Ongoing	State & Local	Internal Tech review	Technological Updates and Reports

BROOKESMITH School
2024-2025 PARENT AND FAMILY ENGAGEMENT POLICY

Brookesmith ISD is committed to the goal of providing a quality education for every child. In order to accomplish this goal, partnerships must be established with parents and the community. Everyone gains if school and home work together to promote high achievement for our children. Neither home nor school can do the job alone. Parents play an extremely important role as their children's first teachers. The District recognizes and encourages parents in the four key roles that they play in their children's learning as:

- Teacher – helping their child at home,
- Supporter – contributing their skills to the school,
- Advocate – helping their child received fair treatment, and
- Decision Maker – participating in joint problem-solving with the school at every level.

Parent Involvement In Developing the Plan

The District Site Based Committee is composed of parents, community members, school administrators, and district personnel. The District Site Based Committee has direct input in developing the parent and family engagement policy on an on-going basis. Parent comments from parent/teacher conferences, parent surveys, or other meetings to solicit parent input are used in the development and revision of this policy.

Brookesmith ISD Campus Family Engagement Policy

In order for our schools, parents, and students to share responsibility for high student achievement, the Brookesmith ISD Family Engagement Policy is reviewed annually by the District Site Based Committee. The Family Engagement Policy is posted on the Brookesmith ISD website. This policy outlines school, parent, and student responsibilities necessary for effective learning to take place.

Types of Parental Engagement

The district will provide technical assistance and other support necessary to help the school policy and implement effective parental engagement efforts. To support parents, Brookesmith ISD educates teachers on the value of working with parents and families in the community annually.

Supports Available to Parents

Realizing the value of parents and their contributions to the partnership of creating successful students, parental input will assist education personnel in building the relationship to strengthen ties between home and school.

- To support parents, Brookesmith ISD will provide materials and training to help parents work with their children to improve academic achievement through:
 1. Family Academic Night - Spring
 2. Fall and Spring Book Fairs
 3. Mandatory Parent-Teacher Conferences
 4. Relaying messages and links to parents when Texas Education Agency or Region XV offers training to them.
- To support parents, Brookesmith ISD will help parents in understanding assessments and challenging state academic standards through:
 1. Family Academic Night - Spring
 2. Educate parents how to monitor their child's grades online
 3. Links to texasassess.org and other STAAR practice sites
- Brookesmith ISD, to the best extent, will coordinate and integrate parent involvement and engagement programs across other programs for the convenience of parents and to use resources effectively. Brookesmith ISD offers the following are opportunities for home-school partnerships that parents are encouraged to take advantage of throughout the school year:
 1. Mandatory Parent-Teacher Conferences once a year (Elementary Only)
 2. District Site Based Committee
 3. Title 1 meeting
 4. LPAC training and meetings
 5. Brookesmith ISD website
 6. Parent Surveys
 7. sportsYou
 8. Class Dojo
 9. Remind/Facebook page

Coordination and Integration

Brookesmith School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other federal, state, and local programs. The school will also conduct other activities, such as parent resource platforms, that encourage and support parents in more fully participating in the education of their children by:

- Sending home district monthly newsletters that discuss the current happenings and important future information across the district.
- Communicating all school events to parents by hard copy, Remind, school website, and social media postings (including Class Dojo).
- Communicating all events involving parent training, input, or testing information from district, region, or state entities.
- Provide a variety of parent/family events at different times throughout the year.

Staff/Parent Communication

Communication with parents may come home in a variety of formats, such as, Remind App, emails, progress reports, conferences, phone calls, newsletters, memos, notes home, Class Dojo, sportsYou, Facebook or district website. Communication may be offered in languages other than English, if needed.

Si necesita ayuda para traducir este documento al español, llame al 325-643-3700 o envíe un correo electrónico phedra.jones@brookesmithisd.net

Evaluation

Brookesmith ISD's Family Engagement Policy will ensure the parent program consists of effective and evidence-based strategies. Brookesmith ISD will utilize parent representatives and other stakeholders to evaluate its parent involvement activities, policies and compact. In late spring, parents are given multiple opportunities to voice their input through a forum and surveys. Stakeholder meeting(s) take place in May where parents are asked to jointly participate in the evaluation process and production of the finalized policy for the following school year.

The evaluation will specifically target:

- barriers to greater participation by parents/families who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
- identify needs of parents/guardians to assist with academics
- identify strategies to support successful school and family interactions

