



# **Brownsboro ISD**

## District Instructional Improvement Plan 2015-2016

## Mission Statement

The Mission of Brownsboro Independent School District is to believe in the future of every student, inspire our students, parents, community, and staff, strive for academic excellence first, and develop character through opportunity

### District Motto:

*Excellence Is Our Standard*

### We believe that:

- Each student deserves access to a world-class education.
- Education is a joint partnership between family, school, and community.
- Relationships are the foundation for meaningful teaching and learning.
- Every child has value and possesses diverse abilities and talents.
- Students learn best when a variation of learning methods are provided.
- High expectations drive performance
- Students need to be lifelong learners in order to be productive members of society
- Individuals need a safe, secure, and supportive environment to be productive, creative, and successful
- The measure of success of any community is the success of its children

### Guiding Principles for Brownsboro ISD:

- All actions will be ethically and legally appropriate
- We will require excellence in all aspects of the district
- Nothing will take precedence over the safety and well-being of the students and staff of BISD
- Professionalism and respect are non-negotiable

# Comprehensive Needs Assessment

**A Comprehensive Needs Assessment was conducted with the DEIC on May 27, 2015.**

Participants in Attendance	Data Sources Examined
Dr. Trampas Bass	<ul style="list-style-type: none"> <li>• DMAC Campus Principal Reports</li> <li>• 2015 CIP</li> <li>• Campus and District Safeguard Reports</li> <li>• ACT Campus and National Report</li> <li>• SAT Campus Data</li> <li>• 2015 District TAPR Summary Report</li> <li>• 2015 Parent Involvement Survey</li> <li>• PSAT/NMSQT Summary report</li> <li>• PEMDAS Campus Data Report</li> <li>• RAMP Campus Discipline Report</li> <li>• Skyward Attendance Report</li> <li>• Enrollment/Attendance Reports</li> <li>• Advanced Course Enrollment</li> </ul>
Leann Loyless	
Kim Birdwell	
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Cindy Pleasant	
Shirley Parmer	
Tamme Johnson	
Susan Peyton	

# Summary of Findings

Prioritized Areas of Concern/Needs	Data Source
1. Technology – Increase devices, equipment, and training	Campus Needs Assessment Activity
2. Professional development for differentiated instruction	Campus Needs Assessment Activity
3. Parent Involvement	Campus Needs Assessment Activity; Parent Involvement Survey
4. Staff Retention	Campus Needs Assessment Activity; District pay schedule
5. Special Education reading across the district	2015 State System Safeguard Report
6.	
7.	

# 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.

Total SCE funds allotted to this Campus for **salary** and **199 budget** items: \$\_\_\_\_\_

Total FTEs funded through SCE at this Campus: \_\_\_\_\_

At \_\_\_\_\_ School, State Compensatory Funds are used to support Title 1 initiatives.

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

<b>Program/Funding Source</b>
<b>Federal Programs</b>
<i>Title 1, Part A</i>
<i>Title II, Part A (TPTR) Texas principal for retention.</i>
<i>Title III</i>
<i>Title VI</i>
<i>Carl Perkins</i>
<b>State Programs/Funding Source</b>
<i>Career and Technical Education</i>
<i>State Compensatory Education</i>
<i>Bilingual/ESL Program</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<b>Grants</b>
<i>Local Programs/Funding Source (various grants)</i>

## **Title I School Support**

The Title I School Support program provides technical assistance to schools to build understanding of effective Title I School-wide programs. The program also trains and facilitates school support teams and provides networking opportunities for Title I schools. Remember that Title I school-wide has 10 components. These should be reflected in the Campus Improvement Plan. The TEN (10) COMPONENTS ARE:

1. Comprehensive Needs Assessment
2. School-wide Reform Strategies
  - opportunity for all students to meet state proficient and advanced levels of academic achievement
  - effective instructional strategies, based on scientifically based research
  - strategies to address all student populations, especially low-achieving and at risk of not meeting state standards
3. Highly Qualified Teachers
4. Professional Development
5. Parental Involvement
6. Strategies to Attract Highly Qualified Teachers
7. Transition Plans (early programs to elementary school)
8. Inclusion of Teachers in Use of Assessments
9. Effective, Timely Assistance to Students Experiencing Difficulty
10. Coordination of Programs

## DISTRICT INSTRUCTIONAL IMPROVEMENT GOALS

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.
2. We will focus district resources strategically to maximize learning for all students and eliminate the achievement gaps.
3. We will enhance the character and personal soft-skills development of each student.
4. We will recruit, develop, and retain compassionate, effective, innovative and highly motivated staff.
5. We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.
6. We will develop and implement an active parent and community involvement program to achieve the district mission and objectives.
7. We will align professional development opportunities with the needs of students.



## 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.

- Objective 1.1: Provide students with the opportunity for attainment of college credit, industry certification, and other post-secondary options while obtaining a high school diploma

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline Start/End	Funding Source	Evidence of Monitoring/Evaluation
All schools will promote a college/career culture.	1	Principal	Aug. 2015/June. 2016	Local	Campus is seen as clearly promoting higher education
The Junior High and High School will ensure that all students graduate from high school.	10	Junior High & High School Principal	Aug. 2015/June. 2016	Local	TAPR evidence of all students graduating from high school
Continue to offer rigorous levels of educational opportunities including college preparatory, career, and technical education.	1,10	Dir of C&I & Dir of CTE	Aug. 2015/June. 2016	Local, State, & Federal	Course registration and monitoring
Ensure that every senior has a post-secondary plan leading to college or career.	1	High School Counselors	Aug. 2015/February 2016	Local	Completed plans
Continue to provide opportunities for interested students to earn industry certifications.	10	Principal & Counselors	Aug. 2015/February 2016	Local & State	Completed Activities
Develop a district technology plan to ensure that teachers and students have opportunities to utilize and apply various technologies that will enhance instruction and learning.	1,4	Dir of Technology & Dir of C&I	Aug. 2015/Dec. 2016	Local, IMA	Completed plan

## 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.

- Objective 1.2: Increase the number of students taking the ACT/SAT by 40% and the student scores will exceed the national average

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline Start/End	Funding Source	Evidence of Monitoring/Evaluation
All schools will implement a minimum of two district-endorsed strategies to prepare students for the taking the ACT/SAT or increase student participation on the ACT/SAT.	1	Principal	Aug. 2015/June. 2016	Local, State Compensatory, Title 1, HS Allotment	Achieve a 50% participation rate of graduating class taking the SAT/ACT; advanced level III performance percent increases on STAAR tests
All schools 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.	2	Principal, Counselor, & Dir of C&I	Nov. 2015/June 2016	Local	Identification and recruiting plans; increased numbers of underrepresented groups taking AP/Pre-AP classes

## 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.

- Objective 1.3: Ensure (a) that all students and all student groups meet or exceed performance expectations on STAAR English/Language Arts in grades 3-11

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline Start/End	Funding Source	Evidence of Monitoring/Evaluation
All schools will develop smart goals and action plans to improve the performance of all student groups in STAAR reading based on needs identified by individual grade level PLCs.	1,2,9	Principal	Aug. 2015/June 2016	Local, State Compensatory, Title 1	Student formative and summative assessment results
All schools will develop smart goals and action plans to improve the performance of all student groups in STAAR writing based on needs identified by individual grade level PLCs.	1,2,9	Principal	Aug. 2015/June. 2016	Local, State Compensatory, Title 1	Student formative and summative assessment results
All schools will develop smart goals and action plans to improve the <b>level III advanced</b> performance of all student groups in STAAR reading based on needs identified by individual grade level PLCs.	1,2	Principal	Aug. 2015/June. 2016	Local, State Compensatory, Title 1	Student formative and summative assessment results
All schools will develop smart goals and action plans to improve the <b>level III advanced</b> performance of all student groups in STAAR writing based on needs identified by individual grade level PLCs.	1,2	Principal	Aug. 2015/June. 2016	Local, State Compensatory, Title 1	Student formative and summative assessment results
All schools will utilize a minimum of two technology type strategies to support instruction and increase the performance of all	1,2	Principal & Teachers	Aug. 2015/June. 2016	Local, State Compensatory, Title 1, & Federal Funds	Lesson plans; walkthroughs; students

student groups in STAAR English/Language Arts.					formative and summative assessment results
All Campus TAIS Leadership Teams will develop TAIS smart goals and action plans to address any State or Federal safeguards that were not met by their individual campus or the district in reading or writing as indicated in the System Safeguards Report.	1,2,9	Dir of C&I and Principal	Aug. 2015/June. 2016	Local, State Compensatory, Title 1	Student formative and summative assessment results/District TAIS Team

## 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.

- Objective 1.4: Ensure (a) that all students and all student groups meet or exceed performance expectations on STAAR Mathematics in grades 3-9

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline Start/End	Funding Source	Evidence of Monitoring/Evaluation
All schools will develop smart goals and action plans to improve the performance of all student groups in STAAR math based on needs identified by individual grade level PLCs.	1,2,9	Principal	Aug. 2015/June. 2016	Local, State Compensatory, Title 1	Student formative and summative assessment results
All schools will develop smart goals and action plans to improve the <b>level III advanced</b> performance of all student groups in STAAR math based on needs identified by individual grade level PLCs.	1,2	Principal	Aug. 2015/June. 2016	Local, State Compensatory, Title 1	Student formative and summative assessment results
All schools will utilize a minimum of two technology type strategies to support instruction and increase the performance of all student groups in STAAR math.	1,2	Principal & Teachers	Aug. 2015/June. 2016	Local, State Compensatory, Title 1, & Federal Funds	Lesson plans; walkthroughs; student formative and summative assessment results
All Campus TAIS Leadership Teams will develop TAIS smart goals and action plans to address any State or Federal safeguards that were not met by their individual campus or the district in math as indicated in the System Safeguards Report.	1,2,9	Dir of C&I and Principal	Aug. 2015/June. 2016	Local, State Compensatory, Title 1	Student formative and summative assessment results/District TAIS Team Meetings

## 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.

- Objective 1.5: Ensure (a) that all students and all student groups meet or exceed performance expectations on STAAR Science in grades 3-9

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline Start/End	Funding Source	Evidence of Monitoring/Evaluation
All schools will develop smart goals and action plans to improve the performance of all student groups in STAAR science based on needs identified by individual grade level PLCs.	1,2,9	Principal	Aug. 2015/June. 2016	Local, State Compensatory, Title 1	Student formative and summative assessment results
All schools will develop smart goals and action plans to improve the <b>level III advanced</b> performance of all student groups in STAAR science based on needs identified by individual grade level PLCs.	1,2	Principal	Aug. 2015/June. 2016	Local, State Compensatory, Title 1	Student formative and summative assessment results
All schools will utilize a minimum of two technology type strategies to support instruction and increase the performance of all student groups in STAAR science.	1,2	Principal & Teachers	Aug. 2015/June. 2016	Local, State Compensatory, Title 1, & Federal Funds	Lesson plans; walkthroughs; student formative and summative assessment results
All schools eligible for science fair will ensure that 4% of the students enrolled in science courses will participate in the district science fair.	2	Principal	Aug. 2015/June. 2016	Local	Students participating in science fair
All Campus TAIS Leadership Teams will develop TAIS smart goals and action plans to address any State safeguards that were not met by their individual campus or the district in	1,2,9	Dir of C&I and Principal	Aug. 2015/June. 2016	Local, State Compensatory, Title 1	Student formative and summative assessment results/District TAIS Team Meetings

science as indicated in the System Safeguards Report.					
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## 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.

- Objective 1.6: Ensure (a) that all students and all student groups meet or exceed performance expectations on STAAR Social Studies in grades 3-11

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline Start/End	Funding Source	Evidence of Monitoring/Evaluation
All schools will develop smart goals and action plans to improve the performance of all student groups in STAAR social studies based on needs identified by individual grade level PLCs.	1,2,9	Principal	Aug. 2015/June. 2016	Local, State Compensatory, Title 1	Student formative and summative assessment results
All schools will develop smart goals and action plans to improve the <b>level III advanced</b> performance of all student groups in STAAR social studies based on needs identified by individual grade level PLCs.	1,2	Principal	Aug. 2015/June. 2016	Local, State Compensatory, Title 1	Student formative and summative assessment results
All schools will utilize a minimum of two technology type strategies to support instruction and increase the performance of all student groups in STAAR social studies.	1,2	Principal & Teachers	Aug. 2015/June. 2016	Local, State Compensatory, Title 1, & Federal Funds	Lesson plans; walkthroughs; student formative and summative assessment results
All Campus TAIS Leadership Teams will develop TAIS smart goals and action plans to address any State safeguards that were not met by their individual campus or the district in social studies as indicated in the System Safeguards Report.	1,2,9	Dir of C&I and Principal	Aug. 2015/June. 2016	Local, State Compensatory, Title 1	Student formative and summative assessment results/District TAIS Team Meetings



## 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.

- Objective 1.7: Provide students identified as needing support through the Limited English Proficient (LEP), At-Risk, Dyslexia, Special Education or Gifted and Talented Programs with research-based instructional strategies, interventions, programs and services that are designed to accelerate their language acquisition and/or improve their academic achievement

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline Start/End	Funding Source	Evidence of Monitoring/Evaluation
All schools will implement identified instructional strategies that will be used to address the needs of students identified as LEP.	2,9	Dir of Federal Programs & Principal	Aug. 2015/June. 2016	Local, Title III	Student formative and summative assessment results
All schools will implement identified instructional strategies that will be used to address the needs of students identified as At-Risk.	2,9	Dir of C&I & Principal	Aug. 2015/June. 2016	Local, State Compensatory	Student formative and summative assessment results
All schools will implement identified instructional strategies that will be used to address the needs of students receiving Special Education services.	2,9	Dir of Special Ed & Principal	Aug. 2015/June. 2016	Local, IDEA Funds	Student formative and summative assessment results
All schools will increase the professional learning opportunities for teachers of students receiving Special Education services	2,4	Dir of Special Ed	Aug. 2015/June. 2016	Local, IDEA Funds	Evidence of implementation of the attended professional learning activity
All schools will implement identified instructional strategies that will be used to address the needs of students receiving 504	2,9	Dir of C&I, Dir of Federal Programs,	Aug. 2015/June. 2016	Local, State Compensatory	Student formative and summative assessment results

services, including those students supported through Dyslexia services.		Principal & Counselor			
All schools will implement district endorsed strategies that will be used to address the needs of students identified as Gifted and Talented.	2	Dir of C&I & Principal	Aug. 2015/June. 2016	Local	Student formative and summative assessment results
All campus ARD Committees will ensure that Special Education students take the appropriate state assessment as indicated in the Federal portion of the System Safeguards Report (Failure to meet Federal limits on alternative assessments - Special Education 3% overall and the 2% modified).	2,9	Dir of Special Ed and Principal	Aug. 2015/June. 2016	Local, IDEA Funds	Student formative and summative assessment results

## Goal 2

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

- Objective 2.1: Base all resource allocations on thorough analysis of student performance data on an annual basis

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline Start/End	Funding Source	Evidence of Monitoring/Evaluation
All schools will utilize district endorsed strategies for comprehensive, intense, accelerated instruction to include before and after school tutorials, pull-out, small group instruction, and summer school (State Compensatory funding, SSI).	2,9	Principal	Oct. 2015/June 2016	Title 1, State Compensatory, Local	Record of activities
All schools will conduct a transition day activity to assist students in the transition from one campus to the next to include early childhood programs to elementary; elementary to intermediate; intermediate to junior high; and junior high to high school.	7	Principal, Counselor	April 2016/June 2016	Local	Record of activities
All CEICs will annually review and report the student achievement results of two campus-based student intervention programs and determine whether the programs should be continued, modified, or discontinued.	10	Principal	Oct. 2015/Jan. 2016	Title 1, State Compensatory, Local	Report; CEIC meeting minutes; Completion of Program Evaluation Template
The Junior High and High School will implement a minimum of two district endorsed strategies to address drop-out prevention.	2	Principal, Counselor	Aug. 2015/June. 2016	Local, State, Compensatory	Record of activities

The district will pursue grant opportunities to provide instructional resources to support teachers and students.	10	Department of Instruction	Aug. 2015/June. 2016	Donations & charitable giving	Grant awards
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### Goal 3

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

- Objective 3.1: Provide meaningful opportunities for students to develop character and soft-skills

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline Start/End	Funding Source	Evidence of Monitoring/Evaluation
All schools will provide weekly opportunities for students to develop positive character traits.	1	Principal	Aug. 2015/June. 2016	Local	Documented character activities
All schools will provide weekly 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.).	1	Principal	Aug. 2015/June. 2016	Local	Documented soft skill opportunities/activities

## Goal 4

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

- Objective 4.1: Ensure that all teaching and paraprofessional staff members meet “Highly Qualified” requirements as detailed in No Child Left Behind

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline Start/End	Funding Source	Evidence of Monitoring/Evaluation
All schools will engage in specific activities to enhance a positive school climate for all campus employees.	3,5	Principal	Aug. 2015/June. 2016	Local	Documented activities; Campus climate survey results
Continue to implement a long-range employee compensation plan as prescribed by TASB.	3,5	Superintendent, Dir of Finance, & Dir of HR	Aug. 2015/June. 2016	Local	Board approved plan
Attend local job fairs to recruit highly qualified teachers.	3,5	Superintendent, Principals, Assistant Principals, Dir of C&I, & Dir of HR	Aug. 2015/June. 2016	Local	Attendance at job fairs
Provide training for campus administrators to ensure compliance with the “Highly Qualified” requirements.	3,5	Dir of Federal Programs & Dir of HR	Dec. 2015/June 2016	Title 1, Title 2	All teachers meet the “Highly Qualified” criteria

## Goal 5

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

- Objective 5.1: Ensure that all district facilities are safe and maintained

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline Start/End</b>	<b>Funding Source</b>	<b>Evidence of Monitoring/Evaluation</b>
The CEIC will ensure that an annual review of building and campus safety.		Principal & Dir of Maint & Op	Nov. 2015/June 2016	Local	Completed safety review
Maintain all district facilities		Dir of Maint & Op	Aug. 2015/June. 2016	Local	Schedule of inspections, completed reports
Develop a BISD long-range facilities plan		Dir of Maint & Op	Aug. 2015/June. 2016	Local	Board approved plan

## Goal 5

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

- Objective 5.2: Implement programs that enhance student safety and student relationships

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline Start/End	Funding Source	Evidence of Monitoring/Evaluation
All campuses will implement district-endorsed strategies to address suicide prevention.	10	Counselor	Aug. 2015/June. 2016	Local	Documentation of strategy
All campuses will implement district-endorsed strategies to address conflict resolution.	10	Counselor	Aug. 2015/June. 2016	Local	Documentation of strategy
All campuses will implement district-endorsed strategies to address violence prevention.	10	Counselor	Aug. 2015/June. 2016	Local	Documentation of strategy
All campuses will implement district-endorsed strategies to address bullying and cyber-bullying.	10	Principal & Counselor	Aug. 2015/June. 2016	Local	Documentation of strategy
All eligible campuses will implement district-endorsed strategies to address dating violence.	10	Counselor	Aug. 2015/June. 2016	Local	Documentation of strategy
All campuses will implement district-endorsed strategies to increase awareness and prevention of sexual abuse of children for teachers, students, and parents.	10	Counselor	Aug. 2015/June. 2016	Local	Documentation of strategy
All campuses will implement district-endorsed strategies focused on building relationships with students.	10	Principal	Aug. 2015/June. 2016	Local	Documentation of strategy



All campuses will conduct campus safety drills to include fire, lockdown, tornado, and shelter in place drills.	10	Principal, Emergency Management Coordinator, & School Resource Officer	Aug. 2015/June. 2016	Local	Documentation of safety drills
All campuses will implement district-endorsed strategies to ensure safe and drug free schools	10	Principal & Counselor	Aug. 2015/June. 2016	Local	Schools will be drug free; fewer student drug-related offenses
All campuses will annually approve and submit their discipline management plan to the Superintendent.	10	Principal	July 31, 2016	Local	Submitted plan

## Goal 6

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

- Objective 6.1: Provide opportunities that will increase parent involvement and allow them to partner in their child's education

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline Start/End	Funding Source	Evidence of Monitoring/Evaluation
Teachers will conference (e.g., face-to-face conference, telephone conference, or email) with parents at least <b>once a semester</b> to provide a variety of information, including: <ul style="list-style-type: none"> <li>What the school will do to help students meet performance standards;</li> <li>What the parent can do to help the student's performance;</li> <li>Additional assistance available at the school (Title 1)</li> </ul>	6	Principal	Aug. 2015/June 2016	Local	Parent conference/contact logs; 2015 Parent Involvement Survey
All campuses will implement strategies to provide parents individual student assessment results in a language the parent can understand (Title I School wide requirement).	2,6	Dir of Federal Programs & Counselor	Nov. 2015/Aug. 2016	Local	Distribution of parent brochures in English and Spanish explaining results
All campuses will ensure that the campus and teacher websites are active tools for communicating timely information.	2,6	Principal	Aug. 2015/June 2016	Title 1, Local	All teacher websites are up-to-date
All campuses will provide and promote opportunities for teachers and parents to join the PTA.	6	Principal	Aug. 2015/June. 2016	Local	Increase in PTA memberships

Improve overall district parent involvement as measured by the BISD Parent Involvement Survey	6	Dir of Federal Programs & Parent Involvement Coordinator	Sept. 2015/June 2016	Local	2015 Parent Involvement Survey
The district will provide English classes to non-English speaking parents throughout the year.	5	Dir of Federal Programs & Parent Involvement Coordinator	Sept. 2015/May 2016	Title 1	Sign-in sheets

## Goal 7

We will align professional development opportunities with the needs of students.

- Objective 7.1: Participate in professional development activities that will provide opportunities to become more effective and improve student performance

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline Start/End	Funding Source	Evidence of Monitoring/Evaluation
All campuses will implement a minimum of two district-endorsed strategies to refine and improve the PLC process.	4	Principal	Aug. 2015/June. 2016	Local, Title 1, Title 2	Agendas; meeting minutes; work products; PLC monitoring by administrator
All campus formative assessment teams will develop action plans to ensure that all principals, assistant principals, campus instructional leaders, and teachers will participate in professional learning activities on formative assessment and that all teachers use formative assessments to inform their instruction and increase student outcomes.	4	Dir of C&I, Principal, & Campus Formative Assessment Team	Aug. 2015/June. 2016	Local, Title 2	Sig- in sheets; implemented formative assessments; formative assessment techniques apparent in walk-throughs
All campuses will provide opportunities for same grade subject teachers to collaborate and develop common assessments and common lesson plans that are horizontally and vertically aligned.	8	Principal	Aug. 2015/June. 2016	Local	Agendas; meeting minutes; work products
All campuses will provide teachers training over STAAR One.	8	Principal	Aug. 2015/June. 2016	Local	Sign-in sheets; Agendas
All campuses will ensure staff participation in ESC Region 7 professional development activities.	4	Principal	Aug. 2015/June. 2016	Title 1, Title 2	Region 7 professional development log

The district will provide training for the implementation of the TEKS Resource System, and DMAC.	4	Dir of C&I	Aug. 2014/June 2015	Title 1, Title 2, IMA	Sign-in sheets
The district will monitor campus staff development activities.	4	Dir of C&I & Superintendent	Aug. 2014/June 2015	Local	Agendas submitted