



2024-2025 Strategic Plan

Our Mission

The mission of the Bastrop Independent School District is to develop every student so they can make a positive impact on their families, the workforce, and the greater community.

Vision

Our vision is that every student graduates prepared for life's challenges and ready for tomorrow's opportunities.

Core Values

- School is a place of belonging, dignity, and mutual respect.
- Learning experiences that encourage students to be creators and producers will prepare them to reach their full potential.
- Emotional intelligence and practical work skills are as important as academic knowledge.
- Analyzing information and thinking critically should be part of the daily life of students and staff.
- Strong relationships between families, educators, business, and non-profit agencies will ensure our students and our community thrive.

Strategic Priorities

- Student Success and Well-being
- Teaching and Learning Practices
- Organizational Culture
- Collaborative Partnerships

BISD Parent and Family Engagement Policy 2024-2025

Partnering with parents, students and community

Statement of Purpose:

In support of strengthening student academic achievement, we have developed a parent and family engagement policy that established the district's expectations for parent and family engagement and guides the strategies and resources that strengthen school and parent/caregiver partnerships in the district's Title I schools.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive parent and family engagement at every level of the program, such as in the development and implementation of the district and school plans, and in carrying out the district and school improvement provisions. Section 1118 of the ESEA contains the primary Title I, Part A requirements for schools and school systems to involve parents in their children's education.

Parent and Family Engagement in Developing the Policy

Bastrop Independent School District will provide the necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

- Bastrop ISD will involve parents in the joint development of the district's plan Section 1112 and the process of school review and improvement Section 1116.
- A district meeting that includes parents/caregivers, families, community members and campus personnel to provide feedback and input on campus plans, policies and budget allocation. Meetings will be scheduled at a convenient time and location to participate in a comprehensive review of policy, budget and program for parent and family engagement.
- Bastrop ISD will create a bi-monthly parent newsletter that will be distributed via email, the newsletter will include information and resources to help increase parent and family engagement across the district.

Meetings for Title 1 Schools

In order to build a dynamic home-school partnership, Bastrop ISD, with the cooperation of Title I schools, will provide the following:

Each Title I school will involve parents in the joint development of the Campus Improvement Plan

Each Title I school will host an annual Parent and Family engagement Title I meeting in the Fall of 2022 to review the parent and family engagement programs and for suggestions on how the one percent required parent involvement set aside funds will be used in the upcoming year at the district and school level.

Each Title I school will host an annual Parent and Family engagement Title I meeting in Spring 2023 followed by suggestions and feedback from parents on the Campus Parent and Family Engagement Policy and School-Parent Compact.

Each Title I school will provide flexible parent and family engagement opportunities based on campus needs and in a language that parents can understand. And opportunities for parents and families to participate as appropriate, in decisions related to the education of their children, and respond to any such suggestions as soon as possible..

School-Parent Compacts

Consistent with section 1118, the Parent Involvement Liaison will work with its Title I schools to ensure that the requirements school-level parent and family engagement plans meet the requirements of Section 11118 (b) and each include, as a component, a school-parent compact consistent with Section 1118 (d) of the ESEA.

Each Title I school will ensure the School-Parent Compact includes a consistent two way communication process to notify parents of student academic performance and parent-teacher conferences. School-Parent Compact will be disseminated to all parents/caregivers and available on the school website and in the language that parents/caregivers can understand.

Staff/Home Communication

To ensure the information related to parent programs, meetings and other activities is available to all parents in an understandable and uniform format, each Title I school will send home parent and family engagement opportunities.

To ensure each Title I school Parent Teacher Association is successful in including all parents to participate in their children's education the Parent Involvement Liaison will meet with the PTA/PTSA council to provide support and resources to develop a plan to increase parent and family engagement and remove possible barriers.

Each Title I school will conduct a parent and family engagement training/presentation to campus staff regarding the use and purpose of Title I Parent and family engagement funds and programs. Training/Presentation will be provided by campus administrators and/or district parent liaison.

Each Title I school will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the achievement levels of challenging State academic standards (STARR Night). Information can be shared with parents in conjunction with the school report card and in a language that parents can understand.

Each Title I school will ensure all parent and family engagement opportunities are disseminated via all district forms of communications which include but are not limited to and in a language that parents can understand : Peachjar, campus website, marquee, flyers, newsletters, school messenger, and social media.

Evaluation

Each Title I school will conduct an evaluation of the content and effectiveness of this parent and family engagement plan and activities to improve the academic quality of the Title I schools through an annual parent survey. In the Spring, each Title I school will provide campus-based questions to be added to the district parent survey in order to get parent feedback on the campus's Title I evaluation.

The school district will use the findings from the school surveys to design evidence-based strategies for more effective parent and family engagement opportunities, to remove possible barriers to parent participation, and to revise its parent and family engagement plans.

This policy will be in effect for the period of the 2024-2025 school year.

Parent and Family Engagement Plans for Title I Schools:

Fall 2024

- ✓ Distribute the Parent and Family Engagement Policy to parents and families
- ✓ Schedule fall Title I, Part A Annual Parent / Staff Meeting
- ✓ Meet with PTA Board to discuss goals and use of funds
- ✓ Conduct Parent-Teacher conferences where school-parent compacts are discussed (required at the elementary level)
- ✓ Collect monthly parent and family engagement opportunities documentation-Flier, sign-in sheet and agenda
- ✓ Promote parental and community participation in programs for LEP, Title III, Part A

January 2025

- ✓ Disseminate Federal Report Card results to parents, but no later than early March depending upon the availability of relevant data
- ✓ Schedule spring Title 1 follow-up annual parent meeting
- ✓ Important to remember-A school district that assigns an inappropriately certified or uncertified teacher to the same classroom for more than 4 consecutive weeks during the same school year shall provide written notice of the assignment to a parent or guardian of each student in that classroom. ESSA Section 1112 (e)(1)(B)

March 2025

- ✓ Comprehensive Needs Assessment, evaluation of the parental involvement activities to determine whether the level of participation has increased and if activities meet the needs of parents
- ✓ Plan campus-based / district-based questions to be included in Title 1 parent survey
- ✓ If allowed by your LEA or campus administrators, register and attend the Association for Compensatory Educators of Texas (ACET)

April 2025

- ✓ Conduct spring Title I, Part A to review Parent and Family Engagement Policy and School-Parent compact
- ✓ Distribute district Title I parent survey (provided by Parent Engagement District Team)
- ✓ Consult with parents and families in the development, review and revision, and evaluation of the Schoolwide Plan/Campus Improvement Plan through the site-based decision making committee

May/June 2025

- ✓ Provide to parents information about the level of achievement of the child in each of the required state academic assessments (if available)
- ✓ Finalize monthly parent and family engagement opportunities documentation-Flier, sign-in sheet and agenda in Title I crate.
- ✓ Submit ESSA Consolidated Federal Grant Application, if applicable (strive to submit on or before July 1 for July 1 stamp-in date)
- ✓ Prepare and submit ESSA Consolidated Compliance Report, due around Aug 1.

Parent Engagement Team District Resources:

- ✓ Coordinate special guest or speakers for campus events
- ✓ Coordinate community partnerships for school events: Family Crisis Center, Health resources, Counseling, Bullying, Nutrition, Domestic Violence, Food pantries, clothes assistance, housing assistance, library, police department, fire department, college and career
- ✓ PTA Partnership-Will work closely with PTA/PTSA council by meeting once per month at the business center to provide training on PTA requirements and to support and create a partnership to increase parental involvement

Glossary

BISD-Bastrop Independent School District

ESEA-Elementary and Secondary Education Act

ESSA-Every Student Succeed Act

PTA- Parent Teacher Association

PTA Bylaws-*Bylaws* govern an organization's operations and contain the basic rules relating principally to itself as an association. ... The *bylaws* also provide information on National *PTA* committee structure, the annual convention and amendment process.

PTSA-Parent Teacher Student Association

Parent and Family Engagement Policy-District Parent and Family Engagement Policy shall include the following components:

Part I–District Expectations A school district’s written parent and family engagement policy must establish the district’s expectations for parental involvement.

Part II–District Parental Involvement Policy Required Components

The district parent and family engagement policy must describe how the district will incorporate the following components:

1. Involve parents in jointly developing the district parent and family engagement policy.
2. Establish objectives for meaningful parent and family engagement.
3. Provide the coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
4. Build the schools’ and parents’ capacity for strong parental involvement; develop strategies to support successful school and family interactions.
5. Coordinate and integrate parent and family involvement strategies under Title I with parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.
6. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I.

- a. Identifying barriers to greater participation by parents in activities, authorized by this section of law with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
- b. Using the findings of the evaluation to design evidence based strategies for more effective parental involvement; and Revising, if necessary, the district's parental involvement program.
- c. Involve parents in the activities of schools served under the Title I program.

Part III–Discretionary District Parental Involvement Policy Components

The school district parent and family engagement policy can also include other discretionary components as identified by individual districts.

Part IV–Adoption of District Policy

Each school district must develop a District Level Parent and Family Engagement Policy.

The district parent and family engagement policy may be adopted by the local school board at the District's discretion. It must be distributed to all parents of students served in a program supported with Title I funds

School-Parent Compact–Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

Title 1, Part A–Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Revised May 18, 2024