

Corsicana Independent School District

2018-2019 Corsicana HS Campus Improvement Plan



Mission Statement

We commit to developing a personal relationship with every student that will foster a sense of hope and allow for a high level of academic achievement as determined by state and national standards while providing a comprehensive system of support to assure this outcome.

Value Statement

Students will achieve their full potential as empowered, responsible and productive citizens in our changing society.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Corsicana High School's 2017-2018 enrollment is 1,656 students; 445 freshman, 405 sophomores, 462 juniors, and 344 seniors. Sixty-four percent of our students are economically disadvantaged. Our student body consists of the following ethnicities with their respective percentage of student body: Hispanic, 50.7%; White, 28.7%; Black, 17%; Islander, 2.7%; Asian, 1.5%; Multiple Ethnicities, 2.1%. CHS has a staff of 155 employees, one principal, one associate principal, four assistant principals, and six counselors.

Student Achievement

Student Achievement Summary

Corsicana High School received a Met Standard on the 2016-2017 Texas Academic Performance Report. CHS received four Distinction Designations: Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Student Progress.

2017 STAAR data revealed passing percentage increases on the US History and Algebra I exams and static growth in English I, English II, and Biology exams.

Student Achievement Strengths

Corsicana High School had increased performance in the following areas:

1. Algebra I - All students from 73% to 84%; ELL from 59% to 82%; Spec. Ed. from 32% to 49%.
2. Biology - African American from 74% to 78%; ELL from 45% to 69%; Spec. Ed. from 30% to 45%.
3. US History - All students from 85% to 89%; African American from 75% to 84%; Pacific Islander from 80% to 90%.
4. Fourteen percent increase in Advanced Course/Dual-Credit Course Completion (Grades 9-12)

School Culture and Climate

School Culture and Climate Summary

Beginning with the 2016-2017 school year, Corsicana High School committed to an overhaul of school culture and climate. The "Take Care of Corsicana" (TCC) initiative was implemented among the students and staff. TCC begins with the individual: students and staff were asked to take care of themselves academically, socially, and emotionally. In turn, when an individual takes care of oneself, they are equipped to take care of others, including the larger community of Corsicana, Texas. To aide this transformation, CHS implemented TCC Time - where students and staff are given time each day to review grades, attendance, and behavior in order to be aware of strengths, weaknesses, and brainstorm strategies for growth. CHS constantly promotes the TCC message through its daily announcements, social media, grade level meetings, CHS staff member and student of the week, High Five Friday (CHS programs visit elementary campuses), and TCC branded handouts (pens, bracelets, pins, etc.).

The 2017-2018 began with the training of selected students and staff to be a TCC Ambassador. CHS brought in trained professionals to teach our students and staff how to manage bullying and influence others to be a positive force on the campus. As a result of implementing TCC, CHS has seen a significant decrease in office referrals, ISS and OSS placements, an increase in student engagement and achievement, higher graduation rates, and an overall significant increase in positivity at CHS.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

State assessment results showed increases in US History and Algebra , while Biology, English I, and English II STAAR results showed slight decreases or no change in passing percentages. As a result, CHS implements the following strategies:

- EOC classes: Classes designed for students who have failed a STAAR test; 15 student seat limit; small group instruction.
- Increase in certified special education inclusion teachers
- Tiger Lab: Students can access Tiger Lab for extra time, assistance from teachers or peers
- Lesson plan calibration from curriculum department
- Use of iLit software for ELL students
- Common assessments
- Unit test data meetings
- Increased professional development in writing and reading instruction
- Training and use of performance-based assessments

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Corsicana ISD will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 1: Students will be successfully engaged in rigorous and relevant instruction that leads to academic excellence.

Evaluation Data Source(s) 1: Number of students approaching grade level standards or higher on state assessments

Summative Evaluation 1:





Goal 1: Corsicana ISD will meet or exceed all State and Federal Standards for Academic Excellence.








Performance Objective 2: Improve student performance on EOC exams.

Evaluation Data Source(s) 2: Texas Academic Performance Report

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1</p> <p>1) End of course (EOC) classes will be created for students that did not pass the STAAR test in a specific subject. The seat cap for the courses will be set at 15.</p>	<p>Campus administration, curriculum and instruction department.</p>	<p>Increase year over year STAAR performance.</p>				
<p>Funding Sources: 199 comp Ed. - 0.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Increase English I performance for all students, including ELL, SPED, African-American, Hispanic, Pacific Islander, and Economically Disadvantaged students to meet state system safeguards. Use of SOL sections and Reading course to ensure individualized, intense instruction for ELL students. Use of Turning Points for EOC prep courses.</p>	<p>English teachers, ELL teachers, campus administration, curriculum directors.</p>	<p>Increase year over year STAAR performance.</p>				
<p>Funding Sources: 199 comp Ed. - 0.00</p>						

<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>3) Increase English II performance for all students, including ELL, SPED, African-American, Hispanic, Pacific Islander, and Economically Disadvantaged students to meet state system safeguards. Use of SOL sections and ELL lab to ensure individualized, intense instruction for ELL students. Use of Turning Points for EOC prep courses.</p>	<p>English teachers, ELL teachers, campus administration, curriculum directors.</p>	<p>Increase year over year STAAR performance.</p>				
<p>Funding Sources: 199 comp Ed. - 0.00</p>						
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>4) Increase mathematics, science, and social studies performance for special education students to meet state system safeguards. Use of Tiger Lab, inclusion teachers, Reading 180, EOC classes, peer coaches.</p>	<p>Special Education department; campus administration; math, science, and social studies teachers</p>	<p>Increase year over year STAAR performance.</p>				
<p>Funding Sources: 199 Special Ed. - 0.00</p>						
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>5) Increase performance on English I STAAR exam for all students, including African American, White, Hispanic, and Economically Disadvantaged students to meet federal system safeguards. Use of EOC classes, DMAC data, online curriculum. Use of Turning Points for EOC prep courses.</p>	<p>English teachers, campus administrators, curriculum coordinators</p>					
<p>Funding Sources: 199 comp Ed. - 0.00</p>						
<p align="center">Comprehensive Support Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>6) Increase performance on English II STAAR exam for all students, including African American, Hispanic, White, and Economically Disadvantaged students to meet federal system safeguards. Use of EOC classes, DMAC data, online curriculum.</p>	<p>English teachers, campus administrators, curriculum coordinators.</p>	<p>Increase in passing percentage of English II STAAR exam.</p>				
<p>Funding Sources: 199 comp Ed. - 0.00</p>						











<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>7) Increase performance on Algebra I STAAR exam for all students, including African American, Hispanic, White, SPED and Economically Disadvantaged students to meet federal system safeguards. Use of EOC classes, DMAC data, online curriculum. Use of Turning Points for EOC prep courses.</p>	<p>Math teachers, campus administrators, curriculum coordinators.</p>	<p>Increase in passing percentage of Algebra I STAAR exam.</p>				
<p>Funding Sources: 199 comp Ed. - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Corsicana ISD will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 3: Increase participation and completion of CTE endorsements and relevant industry certifications in Corsicana High School's CTE program.

Evaluation Data Source(s) 3: PEIMS reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
Critical Success Factors CSF 1 1) Each incoming 8th grader will have an endorsement chosen before entering the high school.	CTE coordinator, counselors, campus administration.	Increased enrollment in CTE pathways.				
	Funding Sources: 199 CTE - 0.00					
Critical Success Factors CSF 1 2) Each current 9th grader will have a PGP completed by the end of their 9th grade school year.	CTE coordinator, counselors.	Increased enrollment in CTE pathways.				
	Funding Sources: 199 CTE - 0.00					
Critical Success Factors CSF 1 3) Annual CTE program showcase for parents and community members.	CTE coordinator, counselors, campus administration	Increased enrollment in CTE pathways.				
	Funding Sources: 199 CTE - 0.00					
Critical Success Factors CSF 1 4) All students eligible for industry certification will participate in the industry certification exam.	CTE coordinator, CTE teachers.	Increased participation in industry certification exams and greater number of industry certifications earned.				
	Funding Sources: 199 CTE - 0.00					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: A vital partnership will be created among the home, school, and community, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

Performance Objective 1: Produce a District Communications Plan to outline audiences and strategies for enhancing communication to internal and external audiences throughout district, community, and state.

Evaluation Data Source(s) 1: Plan presented to school and community by May 2017.



Summative Evaluation 1:







Goal 2: A vital partnership will be created among the home, school, and community, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

Performance Objective 2: VISION2020: Communication - Build community support by informing stakeholders of educational advancements, innovations, and opportunities offered by the district.

Evaluation Data Source(s) 2: News stories, website posts, social media clicks, presentations

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Increase parental involvement and knowledge on campus through respondents on parent climate survey.</p>	CHS Administration	Survey results Continued Parent Support and Participation.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Utilize and encourage CHS parents and community members to support CHS activities: Athletic and Fine Arts Booster Clubs, 80 Bites Around The World, Fish Camp, Student Registration, CHS Program Showcase, CHS Homecoming Festivities, Pep Rallies, Musical and Play Performances, Guest Programs/Speakers, CHS College Night.</p>	CHS Administration	Continued Parent Support and Participation				









 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: A vital partnership will be created among the home, school, and community, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

Performance Objective 3: VISION2020: Foster Community and Business Partnerships to provide multiple opportunities for students.

Evaluation Data Source(s) 3: Presentations, tours, recognition of area business

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Implement Youth Entrepreneur program through CTE business classes. YE program will connect students to entrepreneurs and local businesses.	CHS Administration, CTE Coordinator, CTE Business Teacher/s.					
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> 2) Hold meetings between CHS CTE staff and local business owners to gain a better understanding of what workforce skills are needed in the local economy and how CHS courses can address those needs.	CHS Administration, CTE Coordinator	Relevant course offerings, decrease in skills gap.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: CISD will have a safe and orderly environment that promotes and enhances student learning.

Performance Objective 1: Provide safer and more secure facilities environment.

Evaluation Data Source(s) 1: All district personnel will provide identification at all times while on district property. Keyless entries will be in place by Dec. 2016

Summative Evaluation 1:

Goal 3: CISD will have a safe and orderly environment that promotes and enhances student learning.

Performance Objective 2: Parents and staff will have access to transportation information regarding routes, delays, and student pickup-drop off.

Evaluation Data Source(s) 2: Implemented during the fall of 2014 and completed spring 2015.



Summative Evaluation 2:








Goal 3: CISD will have a safe and orderly environment that promotes and enhances student learning.

Performance Objective 3: CHS will implement a variety of intervention supports to decrease the number of repeat discipline offenders.

Evaluation Data Source(s) 3: PEIMS reports.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Research, train and implement strategies from Positive Behavior Intervention Support.</p>	Campus administration	Decrease in discipline referrals of repeat offenders.				
Funding Sources: 199 comp Ed. - 0.00						
<p>2) Implement 'Take Care of Corsicana' culture: positive relationships, positive and encouraging teacher-student communication, proactive anti-bullying and suicide prevention measures.</p>	Teachers, counselors, campus administration.	Decrease in discipline referrals, ISS placements, and DAEP placements.				
Funding Sources: 199 comp Ed. - 0.00						

<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Implement Ambassador Program. The Ambassador Program trains a select, diverse group of students to have a positive impact on their own circle of friends, which in turn has a ripple effect on the student body.</p>	<p>Counselors, campus administration.</p>	<p>Decrease in discipline referrals, ISS placements, DAEP placements, positive culture, positive feedback on campus climate survey.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Corsicana High School will increase the number of Postsecondary Readiness indicators met.

Performance Objective 1: Corsicana High School will increase its CTE-Coherent Sequence graduates.

Evaluation Data Source(s) 1: PEIMS reports.

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1</p> <p>1) Continue to offer a variety of relevant CTE pathways.</p>	CTE coordinator and counselors.	Increase in students enrolled in CTE courses.				
Funding Sources: 199 CTE - 0.00						
<p>Critical Success Factors CSF 1</p> <p>2) Counselors and CTE coordinator will examine all transcripts throughout the year ensure proper PEIMS CTE Indicator Code.</p>	CTE coordinator	Increase in students marked as a two under the PEIMS CTE Indicator Code.				
Funding Sources: 199 CTE - 0.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: Corsicana High School will increase the number of Postsecondary Readiness indicators met.

Performance Objective 2: Increase SAT/ACT participation.

Evaluation Data Source(s) 2: College Board reports.

Summative Evaluation 2:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1</p> <p>1) Increase advertisement of SAT testing dates and SAT testing fee financial assistance.</p>	<p>Campus administration, counselors, testing coordinator.</p> <p>Funding Sources: 199 comp Ed. - 0.00</p>	<p>Increase in year over year SAT/ACT participation rates.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Corsicana High School will increase the number of Postsecondary Readiness indicators met.

Performance Objective 3: Increase Advanced/Dual-Credit course completion rate.

Evaluation Data Source(s) 3: PEIMS reports.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1</p> <p>1) Through a partnership with Navarro College, CHS will continue to offer a variety of relevant dual credit courses.</p>	<p>Advanced academic coordinator, campus administration.</p> <p>Funding Sources: 199 comp Ed. - 0.00</p>	<p>Increase advanced/dual-credit course completion rate.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Increase English I performance for all students, including ELL, SPED, African-American, Hispanic, Pacific Islander, and Economically Disadvantaged students to meet state system safeguards. Use of SOL sections and Reading course to ensure individualized, intense instruction for ELL students. Use of Turning Points for EOC prep courses.
1	2	3	Increase English II performance for all students, including ELL, SPED, African-American, Hispanic, Pacific Islander, and Economically Disadvantaged students to meet state system safeguards. Use of SOL sections and ELL lab to ensure individualized, intense instruction for ELL students. Use of Turning Points for EOC prep courses.
1	2	4	Increase mathematics, science, and social studies performance for special education students to meet state system safeguards. Use of Tiger Lab, inclusion teachers, Reading 180, EOC classes, peer coaches.
1	2	5	Increase performance on English I STAAR exam for all students, including African American, White, Hispanic, and Economically Disadvantaged students to meet federal system safeguards. Use of EOC classes, DMAC data, online curriculum. Use of Turning Points for EOC prep courses.
1	2	6	Increase performance on English II STAAR exam for all students, including African American, Hispanic, White, and Economically Disadvantaged students to meet federal system safeguards. Use of EOC classes, DMAC data, online curriculum.
1	2	7	Increase performance on Algebra I STAAR exam for all students, including African American, Hispanic, White, SPED and Economically Disadvantaged students to meet federal system safeguards. Use of EOC classes, DMAC data, online curriculum. Use of Turning Points for EOC prep courses.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Corsicana High School

2018-2019 District Parent & Family

Engagement Policy

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STATEMENT OF PURPOSE

Corsicana High School is dedicated to providing quality education for every student in our district. To accomplish this objective, we will develop partnerships with parents and community members, support a positive relationship between home and school and foster open lines of communication to expand and enhance learning opportunities for all community members.

Grade level learning objectives (skills that students should develop and master) and goals for each grade level will be communicated to all parents at the beginning of the school year. All students will be expected to work toward mastering these objectives throughout the school year. The district will provide opportunities at school and through extended learning opportunities for interventions and acceleration. These interventions or acceleration strategies are available to all students through the Title I program and various other educational services offered throughout the district. Corsicana High School encourages parent engagement in all aspects of school success and this participation is a priority in Title I programs.

PARENT & FAMILY ENGAGEMENT IN DEVELOPING THE POLICY

Parents, members of the community, and school staff will meet to discuss the design and implementation of the Parent & Family Engagement Policy. Corsicana High School will actively recruit participation through various avenues of communication. Parent participation will strive to include a diverse population of members, to represent all families, during policy and decision making meetings. Meetings will be planned at convenient times and locations for stakeholders. District personnel will provide guidance and support to campuses on development of their plan.

MEETINGS FOR TITLE I PARENTS & FAMILIES

Corsicana High School will hold at least two meetings for parents during each school year. In the first meeting at the beginning of the school year, parents will be informed of new Title I guidelines, parent & family engagement opportunities, and district initiatives. Copies of the district's current Parent & Family Engagement Policy will be distributed or posted. Parents will be encouraged to become involved in the revising and updating of the policy annually. Volunteers will be recruited for the district-wide and campus advisory committees. In the spring a meeting will be held in a district centered location and open to the public. This meeting will review categorical spending for the district, campus/district ratings, strategic plan updates, assist with campus/district comprehensive needs assessments/program evaluation for parent & family engagement, and a review and adoption of a District Parent & Family Engagement Policy. All meetings will be held at a convenient time and location, with written notices provided to attract as many parents as possible to participate in this process.

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SCHOOL-PARENT COMPACTS

In accordance with Title I regulations, each school must develop a school-parent compact with the parents of students participating in the program. This compact will enable the school and parents to share responsibility for student performance and success. The compact must explain how students, parents, families, and staff will share responsibility for student performance and success. The compact must include activities or strategies on how students, parents,

and staff will share responsibility for promoting student achievement. Members of the school's Campus Improvement Team (CIT) will be consulted in the design and implementation of the compact.

All parents will be given a copy of the compact, detailing the responsibilities that teachers, parents, and students have in helping students accomplish their goals after the first grading cycle. Student's responsibilities will vary by grade level and campus. Parent's/student's signatures will be highly encouraged after reading the compact with their student.

TYPES OF PARENT & FAMILY ENGAGEMENT

The school will support various parent & family engagement activities as it strives to develop and maintain an effective learning environment for all students. Parents will be encouraged to contribute through volunteer programs at school as well as create a supportive home environment. The community may participate through a variety of activities that promote student success. Campuses will support parents/families in building academic and social emotional knowledge to better support students. Some campuses may train parents or have parents train staff on enhancing engagement. A district parent advisory team will be used to provide feedback to the district for enhancement. Each group will work as a team to develop and maintain parent & family engagement activities best suited to meet the individual needs of their student and campus.

MATCHING PROGRAMS TO THE NEEDS OF OUR COMMUNITY

The community will be consulted in the design, development and implementation of the Title I program. Parent and student needs will be assessed through surveys and parental feedback, as well as a variety of research-based models, will be used to create a successful parent & family engagement. Workshops and programs will be designed to meet the unique student and parental needs of the community. Parents will be informed of engagement activities through the school offices, personnel, and various media methods. The district welcomes parental suggestions and on-going communication. Parents and community members may direct suggestions to any campus principal, District Counselor Director, or parent liaison.

STAFF/PARENT COMMUNICATION

Parents will be informed of student's progress and opportunities for extended learning through various avenues of communication throughout the school year and frequently on progress of their child. Newsletters, conferences, personal contacts, and written notices or mail will be utilized to establish and maintain an open line of communication.

EVALUATION

Parents will be questioned about the effectiveness of the program and offer suggestions for program improvement. The evaluation procedure will include assessment of the Parent & Family Engagement Policy as well as recommendations for improvement in academic and parent engagement programs.