

Corsicana Independent School District

2021-2022 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Corsicana High School's 2020-2021 enrollment is 1,710 students; 475 freshman, 439 sophomores, 402 juniors, and 347 seniors. Sixty-nine percent of our students are economically disadvantaged. Our student body consists of the following ethnicities with their respective percentage of student body: Hispanic, 53.4%; White, 25.9%; Black, 14.5%; Islander, 3.1%; Asian, .9%; Multiple Ethnicities, 1.8%. CHS has a staff of 155 employees, one principal, one associate principal, four assistant principals, a dean of teacher support, and six counselors.

Student Achievement

Student Achievement Summary

Corsicana High School received a letter grade of 'B' on the 2018-2019 Texas Academic Performance Report. CHS received three Distinction Designations: Academic Achievement in Mathematics, Top 25 Percent: Comparative Closing The Gaps, Top 25 Percent: Comparative Academic Growth.

2019 STAAR passing rates: English 1 65%, English 2 64%, Algebra 85%, Biology 84%, U.S. History 90%.

Due to COVID-19, STAAR tests were not given in the spring of 2020.

Student Achievement Strengths

Corsicana High School had increased performance in the following areas:

1. Student Achievement Domain Score increased from 78 to 83.
2. Four-Year Graduation Rate increased from 92.6% to 94%.
3. College, Career, and Military Readiness Rate increased from 46% to 61%.
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.).

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

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 Sources: Number of students approaching grade level standards or higher on state assessments

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 Sources: Texas Academic Performance Report

Strategy 1 Details
<p>Strategy 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>Strategy's Expected Result/Impact: Increase year over year STAAR performance.</p> <p>Staff Responsible for Monitoring: Campus administration, curriculum and instruction department.</p>
Strategy 2 Details
<p>Strategy 2: Increase English I STAAR performance for all students, including ELL, SPED, African-American, Hispanic, Pacific Islander, and Economically Disadvantaged. Use of SOL sections and Reading course to ensure individualized, intense instruction for ELL students.</p> <p>Use of Turning Points for EOC prep courses.</p> <p>Overall passing percentage goal of 70%.</p> <p>Strategy's Expected Result/Impact: Increase year over year STAAR performance.</p> <p>Staff Responsible for Monitoring: English teachers, ELL teachers, campus administration, curriculum directors.</p>
Strategy 3 Details
<p>Strategy 3: Increase English II performance for all students, including ELL, SPED, African-American, Hispanic, Pacific Islander, and Economically Disadvantaged students.</p> <p>Use of SOL sections and ELL lab to ensure individualized, intense instruction for ELL students.</p> <p>Use of Turning Points for EOC prep courses.</p> <p>Overall passing percentage goal of 70%.</p> <p>Strategy's Expected Result/Impact: Increase year over year STAAR performance.</p> <p>Staff Responsible for Monitoring: English teachers, ELL teachers, campus administration, curriculum directors.</p> <p>Comprehensive Support Strategy</p>

Strategy 4 Details

Strategy 4: Increase performance on Algebra I STAAR exam for all students, including African American, Hispanic, White, SPED and Economically Disadvantaged students to meet state standards.

Use of EOC classes, DMAC data, online curriculum.

Use of Turning Points for EOC prep courses.

Strategy's Expected Result/Impact: Increase in passing percentage of Algebra I STAAR exam.

Staff Responsible for Monitoring: Math teachers, campus administrators, curriculum coordinators.

Strategy 5 Details

Strategy 5: Increase performance on Biology STAAR exam for all students, including African American, Hispanic, White, SPED and Economically Disadvantaged students to meet state standards.

Use of EOC classes, DMAC data, online curriculum.

Use of Turning Points for EOC prep courses.

Strategy's Expected Result/Impact: Increase in passing percentage of Biology STAAR exam. Overall passing percentage goal of 88%.

Staff Responsible for Monitoring: Biology teachers, campus administrators, curriculum coordinators.

Strategy 6 Details

Strategy 6: Increase performance on U.S. History STAAR exam for all students, including African American, Hispanic, White, SPED and Economically Disadvantaged students to meet state standards.

Use of EOC classes, DMAC data, online curriculum.

Use of Turning Points for EOC prep courses

Strategy's Expected Result/Impact: Increase in passing percentage of U.S. History STAAR exam. Overall passing percentage goal of 93%.

Staff Responsible for Monitoring: U.S. History teachers, campus administrators, curriculum coordinators.

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 Sources: PEIMS reports

Strategy 1 Details
<p>Strategy 1: Each incoming 8th grader will have an endorsement chosen before entering the high school. Strategy's Expected Result/Impact: Increased enrollment in CTE pathways. Staff Responsible for Monitoring: CTE coordinator, counselors, campus administration.</p> <p>TEA Priorities: Connect high school to career and college</p>
Strategy 2 Details
<p>Strategy 2: Each current 9th grader will have a PGP completed by the end of their 9th grade school year. Strategy's Expected Result/Impact: Increased enrollment in CTE pathways. Staff Responsible for Monitoring: CTE coordinator, counselors.</p> <p>TEA Priorities: Connect high school to career and college</p>
Strategy 3 Details
<p>Strategy 3: Annual CTE program showcase for parents and community members. Strategy's Expected Result/Impact: Increased enrollment in CTE pathways. Staff Responsible for Monitoring: CTE coordinator, counselors, campus administration</p> <p>TEA Priorities: Connect high school to career and college</p>
Strategy 4 Details
<p>Strategy 4: All students eligible for industry certification will participate in the industry certification exam. Strategy's Expected Result/Impact: Increased participation in industry certification exams and greater number of industry certifications earned. Staff Responsible for Monitoring: CTE coordinator, CTE teachers.</p> <p>TEA Priorities: Connect high school to career and college</p>

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 Sources: Plan presented to school and community by May 2017.

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 Sources: News stories, website posts, social media clicks, presentations

Strategy 1 Details
<p>Strategy 1: Increase parental involvement and knowledge on campus through respondents on parent climate survey.</p> <p>Strategy's Expected Result/Impact: Survey results Continued Parent Support and Participation.</p> <p>Staff Responsible for Monitoring: CHS Administration</p>
Strategy 2 Details
<p>Strategy 2: Utilize and encourage CHS parents and community members to support CHS activities: Athletic and Fine Arts Booster Clubs, Fish Camp, Student Registration, CHS Program Showcase, CHS Homecoming Festivities, Pep Rallies, Musical and Play Performances, Guest Programs/Speakers, CHS College Night.</p> <p>Strategy's Expected Result/Impact: Continued Parent Support and Participation</p> <p>Staff Responsible for Monitoring: CHS Administration</p>

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 Sources: Presentations, tours, recognition of area business

Strategy 1 Details
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Relevant course offerings, decrease in skills gap.</p> <p>Staff Responsible for Monitoring: CHS Administration, CTE Coordinator</p>

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

Performance Objective 1: Parents and staff will have access to transportation information regarding routes, delays, and student pickup-drop off.

Evaluation Data Sources: Implemented during the fall of 2014 and completed spring 2015.

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

Performance Objective 2: CHS will implement a variety of intervention supports to decrease the number of repeat discipline offenders.

Evaluation Data Sources: PEIMS reports.

Strategy 1 Details
<p>Strategy 1: Research, train and implement strategies from Positive Behavior Intervention Support. Strategy's Expected Result/Impact: Decrease in discipline referrals of repeat offenders. Staff Responsible for Monitoring: Campus administration</p>
Strategy 2 Details
<p>Strategy 2: Implement 'Take Care of Corsicana' culture: positive relationships, positive and encouraging teacher-student communication, proactive anti-bullying and suicide prevention measures. Strategy's Expected Result/Impact: Decrease in discipline referrals, ISS placements, and DAEP placements. Staff Responsible for Monitoring: Teachers, counselors, campus administration.</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 Sources: PEIMS reports.

Strategy 1 Details
<p>Strategy 1: Continue to offer a variety of relevant CTE pathways. Strategy's Expected Result/Impact: Increase in students enrolled in CTE courses. Staff Responsible for Monitoring: CTE coordinator and counselors.</p>
Strategy 2 Details
<p>Strategy 2: Counselors and CTE coordinator will examine all transcripts throughout the year to ensure proper PEIMS CTE Indicator Code. Strategy's Expected Result/Impact: Increase in students marked as a two under the PEIMS CTE Indicator Code. Staff Responsible for Monitoring: CTE coordinator</p>

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

Performance Objective 2: Increase SAT/ACT participation.

Evaluation Data Sources: College Board reports.

Strategy 1 Details
<p>Strategy 1: Increase advertisement of SAT testing dates and SAT testing fee financial assistance. Strategy's Expected Result/Impact: Increase in year over year SAT/ACT participation rates. Staff Responsible for Monitoring: Campus administration, counselors, testing coordinator.</p>
Strategy 2 Details
<p>Strategy 2: SAT test all juniors in the spring of 2021. Strategy's Expected Result/Impact: Increased participation rate; increased amount of students college ready. Staff Responsible for Monitoring: Principal, testing coordinator.</p> <p>TEA Priorities: Connect high school to career and college</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 Sources: PEIMS reports.

Strategy 1 Details
<p>Strategy 1: Through a partnership with Navarro College, CHS will continue to offer a variety of relevant dual credit courses.</p> <p>Strategy's Expected Result/Impact: Increase advanced/dual-credit course completion rate.</p> <p>Staff Responsible for Monitoring: Advanced academic coordinator, campus administration.</p>

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

Performance Objective 4: Increase TSI participation.

Evaluation Data Sources: TAPR Reports

Strategy 1 Details
<p>Strategy 1: Test all seniors and juniors in TSI math, reading, and writing by the end of the 2019-2020 school year. Test all sophomores in TSI math by the end of 2019-2020 school year.</p> <p>Strategy's Expected Result/Impact: Increase in students that care college ready. Increase in TSI CCMR indicator.</p> <p>Staff Responsible for Monitoring: Testing coordinator, principal, advanced academics coordinator.</p> <p>TEA Priorities: Connect high school to career and college</p>

Schoolwide and Targeted Assisted Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Demographics Summary

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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

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

2019-2020 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.

3.2: Offer flexible number of parent involvement meetings

Counselors in the Community