

ALVORD INDEPENDENT SCHOOL DISTRICT

ALVORD ELEMENTARY SCHOOL CAMPUS IMPROVEMENT PLAN 2023-2024

LA INFORMACIÓN SE COMPARTIRÁ, EN LA MEDIDA DE LO POSIBLE, EN UN IDIOMA QUE LOS MIEMBROS DE LA FAMILIA PUEDAN ENTENDER. SI NECESITA AYUDA O TIENE ALGUNA PREGUNTA SOBRE ESTE DOCUMENTO, COMUNÍQUESE CON CAMPUS PRINCIPAL, JAMIE L. MITCHELL (940-427-2881)/JESSICA BULL (940-427-9638) . LOS SERVICIOS DE TRADUCCIÓN ESTÁN DISPONIBLES

MISSION STATEMENT

IT IS THE PURPOSE AND MISSION OF THE ALVORD INDEPENDENT SCHOOL DISTRICT TO PROVIDE A SAFE ENVIRONMENT AND A SOUND EDUCATIONAL PROGRAM FOR ALL STUDENTS ALLOWING THEM TO DEVELOP TO THEIR FULL POTENTIAL INTELLECTUALLY, PHYSICALLY, AND SOCIALLY IN ORDER TO BE RESPONSIBLE CITIZENS AND CONTRIBUTING MEMBERS OF SOCIETY. INHERENT WITHIN THIS PURPOSE AND MISSION IS THE BELIEF THAT ALL STUDENTS CAN LEARN AND THAT THE SCHOOL, THE HOME AND THE COMMUNITY CAN MAKE A DIFFERENCE IN THE LIVES OF ITS STUDENTS.

WORKING TOGETHER FOR EXCELLENCE IN EDUCATION

2023-24 Alvord Elementary School Site-Based Decision Making Committee

Name	Position on the Committee	Email/Phone Number
Jamie L. Mitchell	Principal	jmittell@alvordisd.net 940-427-2881 or 682-552-0811
Jessica Bull	Principal	jbull@alvordisd.net 940-427-9638
Courtney Archa 2023-2026	Parent	courtarcha@gmail.com 940-389-0991
Ashton Burns 2022-2025	Parent	ashtonburns@hotmail.com 940-389-0521
Erin Cornell 2023-2026	Parent	ecornell@nisdtx.org 817-304-4314
Tiffany Hill 2023-2026	Community/Business Member The Doubtful Baker	thedoubtfulbaker@gmail.com 772-538-3373
Kannan Moore 2023-2026	Community/Business Member Front Porch Fancies	kannanmoore@yahoo.com 817-291-2445
Jenna Clark	Counselor	jlark@alvordisd.net 940-736-0660
Tammy Nivens 2023-2026	Special Education Staff	tnivens@alvordisd.net
Shelby Crisp 2023-2026	Parent	scrisp@alvordisd.net 940-427-2881

Name	Position on the Committee	Email/Phone Number
Naudia Meador 2023-2026	Teacher	nmeador@alvordisd.net 940-427-2881
Carrie Walker 2023-2026	Teacher	cwalker@alvordisd.net 940-427-9638
Amanda Halligan 2023-2026	Paraprofessional	ahalligan@alvordisd.net 480-363-8470

Comprehensive Needs Assessment Process & Overview

Comprehensive Needs Assessment Process: Alvord Elementary School engages with a variety of stakeholders during the Comprehensive Needs Assessment and development of the Campus Improvement Plan. As part of the needs assessment process, surveys are utilized to obtain feedback from students, staff, parents, and other stakeholders. The Campus Education Improvement Committee (CEIC) meets at least 2 times each year. The CEIS assists the Administration with prioritizing identified needs to be included and addressed in the improvement plan.

Dates: The CNA was conducted on 10/25/2023 for the 2023-24 school year. (Parents had access to documents to take and return for input) 11/2/2023- email sent to all CNA members asking for feedback

Stakeholders: Sign-in sheets for CNA and CIP development are kept in the Office.

Meetings: Acknowledge that this year is special due to STAAR scores - meetings are held via email, scanned documents, ask for feedback of changes or needs to be included or addressed in the improvement plan

Comprehensive Needs Assessment Process: After meetings with the CEIC, identified needs are summarized and documented within the Campus Improvement Plan. When assessment scores are made available, the needs assessment is refined to include assessment data.

Campus Improvement Plan: the CIP is developed that includes research-based strategies and methods for tiered intervention that address areas of weaknesses that are identified in the CNA. In the spring, a draft CIP is written in order to complete the ESSA Consolidated grant application for the following year. After state assessment scores are provided, the CIP is refined accordingly. The CIP is posted on the school website: <https://www.alvordisd.net/deic>. Hard copies are available in the Office.

Family Engagement Policy: The PFE policy is posted on the school website: <https://www.alvordisd.net/deic> and hard copies are available in the Office.

School-Parent Compact: The School-Parent compact is posted on the school website: <https://www.alvordisd.net/deic>. Hard copies are available in Office. The compact is discussed during parent-teacher conferences (minimum of one per year).

Translations: Documents are provided and posted in English. Should another language be needed, please contact Isela Palmer for assistance.

Comprehensive Needs Assessment Summary of Strengths

- **Hold for accountability highlights**
- ...
- We annually disaggregate student data to ensure learning needs of every student are being met
- Staff committed to student achievement and progress
- Scores on STAAR and STAR literacy exams show measured effectiveness of curriculum
- The use of technology has shown to improve student performance

Comprehensive Needs Assessment Summary of Needs

- Increase the number of students in subgroups (GT, economically disadvantaged, students with disabilities, etc.) scoring MASTERS level.
- Curriculum Alignment and Vertical Teaming for all subject areas
- Ongoing professional development to support TEKS-aligned instruction for all content areas
- Ongoing professional development to improve teachers' use of formative assessment data for data driven instruction
- Ongoing professional development to support teacher development of a scope and sequence framework for all core subjects.
- Ongoing professional development to support teachers implementation of effective writing techniques and strategies
- Ongoing professional development to ensure teachers are meeting the needs of Emerging Bilingual students
- Ongoing training and support for classroom management and behavior intervention
- Trust-Based Relationship Intervention (TBRI) PD
- Continued implementation of RtI to provide extra help for identified students
- Hire a highly trained provider of dyslexia instruction
- Hire a Reading Specialist and Math Interventionist to address the academic needs of students needing additional support.
- Continued efforts to promote parental and family engagement
- Improved classrooms/lab settings for Science experiments.
- Great Expectations training for new staff
- Provide translation for non-English parents and families at all meetings and school activities
- Ongoing professional development to promote teacher-parent relationships (including parents of Emerging Bilingual students)
- Develop and implement a mentor program for new teachers to the campus.

Comprehensive Needs Assessment Summary

Demographics

Alvord Elementary School serves students in grades PreK-5th. For the 2023-24 school year, students in grades 4 and 5 will be taught in a separate building. Enrollment has steadily increased over time. Enrollment for the 2023-24 school year is currently at 425 for PK-5.

2022-2023 student enrollment totaled 395, of which 0.5% of students were American Indian; 17.7% of students were Hispanic/Latino; 80.8% of students were White; and 1% of students were two or more races. 40.76% of students were economically disadvantaged. 6% of students were identified as Emergent Bilingual and 0.5% were migrant. 1% of students were military-connected, 0.8% of students were in foster care, and 0.5% of students experienced homelessness. 37.2% of students met eligibility criteria for at risk. 9.1% students were eligible for dyslexia services; 15.7% of students received special education services, and 5.3% of students were identified as Gifted and Talented.

AES has 31 Teachers, 2 counselors, and 10 Paraprofessionals. 100% of the professional staff is considered highly qualified in their positions. Para-professional help is essential for areas of need with the RtI students and with the Special Education inclusion areas. 95% of staff have an ESL certificate and 85% have a G/T endorsement. We are continuing to work on 100% of staff.

Good student/teacher ratio average is at 18:1. Excellent student to teacher ratio 18:1 but some ratios were exceeded due to higher enrollment.

AES does not have a new teacher mentor program, so new teachers are paired with experienced teachers for additional support throughout the year. Staff receive 5 days of staff development during the summer (provided by AISD). Teachers are encouraged to attend professional development throughout the year, however, it can be difficult to find substitutes for teachers to attend PD.

Alvord ISD is a member district of the Wise County Co-op for special education services.

Student Achievement - *TBD pending release of accountability data.*

The Texas A–F accountability system is a tool to help continuously improve student performance to achieve the goals of eliminating achievement gaps based on race, ethnicity, and socioeconomic status and ensuring Texas is a national leader in preparing students for postsecondary success. Domain 1 - Student Achievement measures whether students have met grade-level expectations as measured by the STAAR test. Domain 2 - School Progress measures how much better students performed on the STAAR test this year versus last year (Academic Growth) and also looks at how much better students are doing academically at our school compared to similar schools (Relative Performance). Domain 3 - Closing the Gaps scores speak to how well different groups of students are performing

Comprehensive Needs Assessment Summary, continued

Alvord Elementary School was rated B overall in 2022, with a scaled score of 86. Our Domain 1 (Student Performance) scaled score was 89, our Domain 2 (School Progress) scaled score was 85, and our Domain 3 (Closing the Gaps) scaled score was 79. We were not rated for the 2020 and 2021 school years due to COVID-19 and the cancellation of STAAR in 2020. Prior to the pandemic, our overall score was 89 in 2019 (Domain 1-90; Domain 2-85; and Domain 3-86.) Our 2022 performance and progress was almost the same as pre-pandemic, and we earned a Distinction Designation for Postsecondary Readiness for the high percentage of students scoring at Meets Grade Level or Above on STAAR.

State law requires updates to standards to continuously improve student performance and ensure Texas is a national leader in preparing students for postsecondary success. In 2023, the Texas Education Agency updated standards for the A-F accountability system. AES was rated ! overall in 2023, with a scaled score of X. Our Domain 1 (Student Performance) scaled score was X; our Domain 2 (School Progress) scaled score was Y; and our Domain 3 (Closing the Gaps) scaled score was Z.

PK-2 data and STAAR scores here...we can insert tables from Accountability data that disaggregates STAAR performance by sub-pop

You may want to speak to any differences due to the STAAR Redesign or online platform...or not.

Copied and pasted from previous plan:

Campus instructional focus and resources need to be directed toward the subgroups...?

More focus shall be concentrated on the area of Science and Social Studies instruction in all grade levels....?

Have seen growth for the Economic Disadvantage and LEP students in Writing, Math and Reading benchmarks throughout the year...?

Processes and Programs

In an effort to provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards, AES utilizes a rigorous curriculum aligned to the Texas Essential Knowledge and Skills (TEKS). Our curriculum and supplemental curricular resources provide support to all learners, including students with disabilities, English Learners, and students identified as gifted and talented. Instructional staff utilize assessments aligned with the curriculum and approved by the Commissioner to monitor student progress. As part of the process to monitor and evaluate instruction to meet the needs of all learners, AES utilizes a variety of platforms to monitor student progress and provide intervention. Teachers are provided with training and support in the utilization of these platforms.

AES offers full-day PreK to qualifying students. Teachers use a state-approved direct instruction program for early literacy and math called Frog Street (120 minutes per day) and STARFall, a supplemental curricular resource. Students are assessed using CLI Engage. This assessment covers rapid vocabulary, phonological awareness, mathematics, and social-emotional behaviors.

Comprehensive Needs Assessment Summary, continued

Reading Horizons, a direct phonics instructional phonics program, was purchased 2023-2024 to meet the Science of Teaching Reading State requirements for the 23-24 school year. Teachers in grades K-3 utilize Reading Horizons to ensure students have foundational literacy skills.

Kindergarten teachers also use McGraw Hill reading curriculum, and Go Math. Kindergarten students are administered the Texas Kindergarten Early Assessment (TX-KEA) assessment three times per year. TX-KEA assesses vocabulary, listening comprehension, letter sounds, blending, spelling, math, science, and social and emotional behaviors.

First and second graders are administered the Texas Primary Reading Inventory (TPRI) three times per year to assess early reading skills. We will continue to use the K-2nd grade math assessment tool with the Go Math Curriculum adoption to track individual progress. Istation is also utilized as a supplemental assessment in the areas of Literacy and Math for the Kindergarten, First, and Second grades.

We will continue to purchase software from Edmentum to provide students with additional support in Math, ELA, and Science literacy in 3-5th grades.

Identified students are provided with tutoring and additional instruction as needed during the school day. All teachers have 30-60 min. of time built in their schedule to provide support. Additionally, we provide accelerated instruction to all students who fail to score approaches or higher on STAAR through tutoring, computerized instruction and specialized reading and math classes for 4th and 5th grade students).

We use the Response to Intervention (RtI) model to provide services to students who are not currently identified as needing special education or related services. Instructional staff provide timely, additional assistance above the classroom curriculum to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards. We will continue to implement the RtI model to address students' needs in small groups. Continued assistance from the Parent Volunteer group to further help with the RTI students. We provide extended day (before or after school) tutorials as requested, and provide additional learning time during the summer.

Instructional technology is used to enhance teaching and learning through increased student interaction. Digital platforms with supplemental curricular programs provide for individualized enrichment or intervention tailored to each student's needs. Every classroom has Smart Boards (and/or other devices) to maximize student engagement. Kindergarten shares a computer cart and computers but looking into purchasing computers for a one to one correspondence to better serve Kindergarten students academically. 1st-5th grade classrooms have their own chromebook cart and 1 to 1 Chromebooks.

Comprehensive Needs Assessment Summary, continued

Perceptions

A survey was sent in the spring of 2023 to get feedback about safety, school culture, and afford parents an opportunity to provide positive or constructive criticism to better help AES. More than 70 parents responded and provided useful feedback.

AES utilizes a variety of methods to communicate with parents. ParentSquare is a platform through which we can disseminate school communications such as mass notifications and alerts in addition to newsletters and direct messaging from classroom teachers. We post flyers and announcements on our parent board in the foyer. Important events and upcoming events are posted on our school website and facebook page, as well as a display tv in the foyer of AES and in our gym, and on our marquee out in front of the school.

Parent involvement with teacher support is an important part of a successful year. If our parents know what is going on at school they are more likely to support us from home.

We encourage parents and family members to be a part of our school community with events throughout the year including Monthly Rise and Shines, Open House/Meet the Faculty Night, Spirit Table sales from September to November (a baseball spirit table will be open 23-24 school year), Curriculum Night, PTO meetings, Christmas Store w/Family Night, Christmas Family Night with Santa, Donuts with Dad, Muffins with mom, Goodies for Grandparents, Neon Party, Book Fair, Field Day, Rodeo Day for K-1st, and end of the year Awards Ceremonies.

We are fortunate to have an active Parent Volunteer Program/PTO, which has proven beneficial to the teachers and students. The PTO purchases most, if not all school supplies and assists with Alvord Elementary School events, such as the Fall Festival. The PTO provides students with refreshments and snacks during events such as the Kids' Heart Challenge and provides meals and snacks for teachers and staff during Teacher Appreciation Week. Other ways that PTO supports our school include purchasing school spirit t-shirts for all students and faculty to wear to field trips and on field day events; providing bounce houses, snow cones, and snacks for field day events; supplying the Teachers Lounge with coffee, tea, and condiments; assisting with events such as Muffins with mom, Donuts with dad, and Goodies for grandparents; and providing cake, punch, and decorations for Kindergarten Graduation. We have parent events once or twice a year where parents and students come together incorporated through the PTO organization.

All parents and family members are encouraged to volunteer at any school event, and we usually have plenty of volunteers. Family members and local business owners serve on our Campus Education Improvement Committee (CEIC). The teachers feel they have a voice in the decision making process through the CEIC, Comprehensive Needs Assessment process, and the Campus Improvement Plan. Teachers feel comfortable to visit administration regarding areas that need improvement, concerns or honest feedback.

Comprehensive Needs Assessment Summary, continued

AES counselors provide support by teaching classroom guidance lessons, facilitating short-term small group counseling, and providing immediate and short-term individual counseling. They work collaboratively with teachers and staff, consult with parents, and provide information and/or referrals for community resources to families.

Alvord Elementary School utilizes the Great Expectations teaching/training model. Great Expectations is a professional development program that provides teachers and administrators with the skills needed to create harmony and excitement within the school atmosphere, elements that are basic for inspiring students to pursue academic excellence. Great Expectations creates an infrastructure that promotes improved student self-esteem, attendance, discipline, and parent participation – all of which result in improved academic achievement. The six basic tenets of Great Expectations are: High Expectations; Teacher Attitude and Responsibility; All Children Can Learn; Building Self-Esteem; Climate of Mutual Respect; and Teacher Knowledge and Skill.

Teachers have created a safe and secure environment for students in their classrooms and around the building. The staff has “high expectations” for all their students. Staff have created a family type atmosphere. They see success as a team effort. Improved security features have been made throughout the buildings and continue to be monitored or upgraded.

Comprehensive Needs Assessment Data Sources:

Prior year's CNA & CIP feedback

Texas Performance Reporting System (TPRS) data

Domain 1 - Student Achievement data, Domain 2 - Student Progress data, & Domain 3 - Closing the Gaps data, & Distinction Designations data

State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, STAAR Progress Measure data

Texas English Language Proficiency Assessment System (TELPAS) results

Benchmark data

Prekindergarten & Kinder-Readiness Data (CLI Engage, TX-KEA, TPRI)

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 group

Economically Disadvantaged/Non-economically disadvantaged performance, progress, and participation data

Special education population, including performance, discipline, progress, and participation data, Section 504 data, Dyslexia data

Migrant population, including performance, progress, discipline, attendance, and mobility

At-Risk population, including performance, progress, discipline, attendance, and mobility

EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Response to Intervention (RtI) student achievement data, failure and/or retention rates

Attendance rates, Mobility rates, Discipline data, school safety data

Staff meeting data, state certified and high-quality staff data, & Teacher/Student Ratio

Professional development needs assessment & attendance data, Evaluation(s) of professional development implementation and impact (T-TESS)

Parent feedback, Community feedback

Capacity and resources data, Budgets/entitlements and expenditures data

Goal 1 - AES - Academic Proficiency in Reading and Math...TBD based on accountability data - Domain 1 Goal

Performance Objective 1: 90% or more of Pre-Kindergarten through 2nd Grade students and 90% or more of each subgroup will attain a minimum proficiency or better on reading and math readiness assessments.

Performance Objective 2: 3rd through 5th grade students and students of each subgroup will attain a minimum proficiency or better on the STAAR Reading and Language Arts and Math tests for their grade levels.

Evaluation Data Source(s): PK-2 readiness assessment data; STAAR results

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Teachers will utilize the TEKS-based curriculum for Tier 1 instruction and assessments aligned with the curriculum and approved by the Commissioner to monitor student progress.	Principal & Teachers	State and local funds	Teachers can focus more on teaching and learning (rather than materials and resources); high-quality instructional materials aligned to the TEKS will improve student outcomes
Teachers will regularly monitor student progress (using multiple assessment forms aligned to the TEKS) to check for student mastery of the TEKS and identify students at risk for academic failure.	Principal & Teachers	State/Local Funds; multiple measures of assessments	Students will either make progress or maintain proficiency in both ELA/reading and mathematics from year to year
Provide teachers with time to meet, plan, and work on the vertical alignment of instruction (writing program with writing portfolios, review and utilize student data) to make instructional improvements.	Principal & Teachers	Time for staff to meet and plan; Eduphoria	Principal & and teachers will analyze student data to identify gaps in learning; teachers will have time to plan interventions based on individual student needs
Continue to support PK-2 teachers with effective implementation of Guided Reading to ensure students are receiving individualized instruction that builds reading strategies and increases independence; purchase additional guided reading materials to support literacy growth	Principal	Principal time in classrooms	Teachers will be more effective in meeting the needs of diverse learners; increase performance in phonemic awareness, phonics, fluency, vocabulary, and comprehension; increase student motivation and interest in reading

<p>The principal will provide support for new or inexperienced teachers with instructional modeling, mentoring, and staff development. Teachers will receive high-quality, ongoing professional development in research-based instructional strategies.</p>	<p>Principal</p>	<p>Principal time in classrooms</p>	<p>Teachers will have access to ongoing professional development based on needs; improved student performance and T-TESS</p>
<p>Strategy Description</p>	<p>Person(s) Responsible</p>	<p>Resources</p>	<p>Strategy's Expected Result/Impact</p>
<p>Conduct universal dyslexia screening of students in kindergarten and first grade; provide services to students with dyslexia or a related disorder will be provided with the services of an interventionist trained in dyslexia and related disorders. Purchase or develop an evidence-based reading program for students with dyslexia and related disorders that incorporates specific critical evidence-based components of instruction and instructional approaches and provides for evidence-based, multisensory structured literacy instruction for students with dyslexia</p>	<p>Principal; 504 or ARD committee</p>	<p>State and local funds</p>	<p>Students will receive support and services to meet his/her needs that promotes academic progress as a result of a continuum of tiered intervention and instruction</p>
<p>Use frequent and systematic assessment of student performance to direct and improve instruction.</p>			
<p>Individual Acceleration (or Intervention) Plans will be developed and successfully implemented for 100% of the students designated as being at-risk of dropping out of school per the State Compensatory Education criteria.</p>			

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Goal 2 - AES - Academic Progress (TBD pending release of accountability data) - Domain 2 goal

Performance Objective 1:

Evaluation Data Source(s):

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Provide effective, timely, additional assistance to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards; Provide extended learning opportunities (tutoring, Saturday school, summer school) and individualized and small group learning sessions			

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact

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Goal 3 - AES - student subgroups - TBD pending release of accountability data - Domain 3 goal

Performance Objective 1: 90% or more of students who are Emerging Bilingual (aka ELs or LEP) will attain a minimum proficiency or better on the STAAR and/or 90% or more of Special Education and §504 students will attain a minimum proficiency or better on the STAAR

Evaluation Data Source(s):

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Identify and provide all LEP students a BE/ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language; Reevaluate students who are transferred out of a bilingual program from other districts/schools			

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact

Goal 4 - AES will provide opportunities for parents and community members to be fully involved partners in education.

Performance Objective 1: AES will conduct outreach to all parents and family members and implement programs, activities, and procedures to promote the involvement of parents and family members for improved student academic achievement.

Evaluation Data Source(s): Title I meetings and parent-teacher conferences will be offered on multiple dates with a variety of meeting times as documented by the school calendar and other school-home correspondence.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Improve recruitment efforts to involve families as volunteers and audiences at the school or in other locations to support students and school programs.	Principal & Teachers	State and local funds; staff time	Increased parent and family engagement; more effective family engagement that supports student achievement and success
Offer opportunities and workshops to build parents' capacity to promote effective family engagement that supports student achievement and closes the achievement gap; Survey parents to identify needs	Principal & Teachers	Parents, Community, & Business Representatives	Parents and families will be provided with information that will encourage engagement with children to increase student achievement.
Provide a dynamic and informative website and utilize appropriate social media outlets to inform parents and the community of school programs, volunteer activities; opportunities to provide input, and parent and family engagement opportunities.	Principal & Teachers	State and local funds	Increased attendance and involvement at events such as the AES Block Party, Meet the Teacher, Rise & Shine, Parent Teacher Conferences, Curriculum Nights, etc.

The campus improvement plan will be regularly monitored and revised based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards.	Principal & Committee	Parents, Community, & Business Representatives	CIP will delineate instructional methods for addressing the needs of student groups not achieving their full potential and methods for addressing the needs of students in special programs.
Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will be offered flexible meeting times, such as meetings in the morning or evening.	Principal & Committee	Parents, Community, & Business Representatives	The School-Parent Compact and the Parental Involvement Program will be reviewed annually with the input of parents. Parents will have access to the Student Handbook, Code of Conduct, Parent Involvement Policy, and School-Parent Compact.
Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Parents and families will be informed of their child's progress in the following ways: parent-teacher conferences (formal and informal,) report cards and progress reports, and phone calls and written communication. The school will offer flexible meeting times for parents.	Principal & Teachers	Staff time	Parents will receive relevant data on attendance, behavior, academic progress, and performance of their child.
Provide information and communication in a format and in a language that parents can understand and provide translation services as needed or requested; Maintain effective two-way communication with parents	Principal & Bilingual staff	Staff time	Translated written materials and translators at meetings will promote parent and family engagement and increase student success
Conduct an annual Comprehensive Needs Assessment (with students, parents, and other community members) for the entire school as part of the continuous improvement planning process.	Principal & Committee	Parents, Community, & Business Representatives	Allocation of funds, especially federal funds, will be outlined in CIP and will meet needs identified by the committee
Follow state and federal guidelines for planning and decision-making with a committee of professional staff, including at least one special education teacher, classroom teachers, parents of students enrolled at the campus, business representatives, and community members.	Principal	State and federal guidance	Annual review and revision of the CIP; annual Board approval of goals and objectives; parents and families will be included in school decision-making

Conduct program evaluations to determine the impact and effectiveness of programs and initiatives and process reviews to increase learning time and reduce duplication of services and resources.	Principal & Committee	Parents, Community, & Business Representatives	Efficient allocation and use of financial resources while improving the quality of education provided to students.
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Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
