Pflugerville Independent School District

Barron Elementary School

2018-2019 Ruth Barron Campus Improvement Plan

Accountability Rating: Met Standard

Board Approval Date: October 18, 2018
Public Presentation Date: August 30, 2018

Mission Statement

The mission of Ruth Barron Elementary is to cultivate a culture of high expectations through a rigorous curriculum, relevant learning experiences, embracing our diversity, and creating strong relationships with our learning community that will result in the success of every child. Simply put, "lo que se dice, se hace." This translates to "that which you say, you do."

Vision

Our students are...

- Productive citizens committed to the community.
- Enthusiastic learners who practice continual self-development.
- Sensitive to others' needs and feel safe, both physically and emotionally.
- Applying and understanding technology.
- Positive role models.
- Setting challenging personal goals to achieve their full potential.
- Effective problem solvers and decision makers who communicate clearly and work well independently and as team members.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ruth Barron Elementary is a Bilingual Dual Language (English-Spanish) campus in Pflugerville ISD. The population is predicted to be at 700 for the 2018-19 school year. While the general population has decreased, the ethnic distribution has remained consistent over the past several years. The student population is comprised of the following:

Limited English Proficient	2012-2013 %	2013-2014 %	2014-2015 %	2015-2016 %	2016-2017 %	2017-2018 %	Change
0 - Not LEP	39.2%	37.3%	38.5%	33.1%	34.0%	32.1%	-7.1%
1 - Limited English proficient-LEP	60.0%	62.6%	60.6%	66.5%	65.4%	66.8%	6.8%
F - Student exited from LEP status - Monitored 1 (M1)	0.4%	0.0%	0.8%	0.0%	0.5%	0.6%	0.2%
S - Student exited from LEP status - Monitored 2 (M2)	0.4%	0.1%	0.0%	0.4%	0.0%	0.6%	0.2%

Special Education	2012-2013 %	2013-2014 %	2014-2015 %	2015-2016 %	2016-2017 %	2017-2018 %	Change
0 - Not receiving services	91.2%	90.8%	90.7%	91.3%	91.3%	89.7%	-1.5%
1 - Participant in pgm or svc	8.8%	9.2%	9.3%	8.7%	8.7%	10.3%	1.5%

Economically Disadvantaged	2012-2013 %	2013-2014 %	2014-2015 %	2015-2016 %	2016-2017 %	2017-2018* %	Change
00 - Not identified as economically disadvantaged	12.5%	13.5%	13.6%	18.0%	19.1%	31.1%	18.6%
01 - Eligible for free meals under the National School Lunch a...	80.6%	76.0%	75.9%	72.4%	70.4%	61.4%	-19.3%
02 - Eligible for reduced-price meals under the National Schoo...	6.9%	10.5%	10.6%	9.5%	10.5%	7.5%	0.7%

Ethnicity	2012-2013 %	2013-2014 %	2014-2015 %	2015-2016 %	2016-2017 %	2017-2018 %	Change

A - Asian	0.9%	0.6%	0.5%	1.1%	1.9%	2.3%	1.4%
B - Black or African American	12.2%	11.8%	11.2%	8.5%	7.9%	8.0%	-4.2%
H - Hispanic/Latino	79.4%	80.6%	79.3%	83.6%	83.5%	83.0%	3.7%
I - American Indian or Alaska Native	0.1%	0.1%	0.1%	0.3%	0.4%	0.1%	0.0%
P - Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
T - Two or More Races	0.9%	1.0%	1.1%	1.3%	1.2%	1.0%	0.1%
W - White	6.5%	6.0%	7.5%	5.2%	5.1%	5.5%	-1.0%
Total Enrollment	770	705	729	744	732	689	

*PfISD is aware of a reporting error that effects 2017-2018 Economically Disadvantaged counts. On the last day of school RBES, had 84.4% students identifi[ed]
disadvantaged.

Demographics Strengths

Ruth Barron Elementary is a diverse campus community. Students have opportunities to participate in several cultural events such as Black History Month
activities, Cinco de Mayo presentations, as well as other multicultural events and presentations. These activities provide students with multiple opportunities
to learn about different cultures and to gain an appreciation for diversity. The campus has a strong dual language program, which includes a two-way
program, where English speaking students learn Spanish.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ruth Barron has a high percentage of English Language learners, low SES and At-Risk students who require differentiated
instruction to meet identified needs. **Root Cause**: Teachers lack training on effective differentiation to address the diverse needs of many of our students.

Problem Statement 2: The percentage of our students who are identified as English Learners is 65%, who require bilingual staff members for appropriate
instruction and supports. **Root Cause**: Each year, it is a challenge to find certified bilingual applicants to fill vacancies.

Student Achievement

Student Achievement Summary

The table below gives a multi-year glance at student achievement as measured by STAAR:

2018 State Accountability Results

Multi-Year Data

Assessment	2013-14	2014-15	2015-16	2016-17	2017-18
Reading	67%	69%	73%	77%	80%
Math	63%	68%	81%	85%	85%
Writing	44%	51%	70%	69%	76%
Science	55%	50%	79%	77%	70%

Although the percentage of students passing both reading and math STAAR are now over 80%, there is still much work to be done in terms of closing the gaps. Areas that did not reach the safeguard standards are:

- Academic Achievement Status: Reading (All Students, Current Special Ed, and Non-Continuously Enrolled); Math (Non-Continuously Enrolled)
- Growth Status: Math (All Students, Hispanic, Econ. Disadv., ELL, Continuously and Non-Continuously Enrolled)
- Student Success Status: STAAR Component Target (Special Ed., and Non-Continuously Enrolled)

We are also closely monitoring student success in reading at the primary level:

One Year's Growth in Reading (1st- 2nd Grades)

Grade Level 2017 2018
1st Mono   54%   65%
1st DL   5%   74%
2nd Mono   83%   94%
2nd DL   43%   72%

Reading On Level (EOY- Grades K-2)

Grade Level	2017	2018
K Mono	91%	83%
K DL	76%	85%
1st Mono	46%	54%
1st DL	36%	72%
2nd Mono	57%	80%
2nd DL	45%	58%

Student Achievement Strengths

- Significant increase of student performance on STAAR in all areas and in all student groups.
  - Reading performance for all students increased by 13 percentage points since 2014
  - Math performance for all students increased by 21 percentage points since 2014
  - Writing performance for all students increased by 32 percentage points since 2014
  - Science performance for all studens increased by 14 percentage points since 2014
- All staff receives ongoing professional development that is aligned with student needs
- Strengthening of the componets of the Dual Language program, including ongoing professional development of the teachers as well as a designated curriculum
- Significant increase in reading performance of students in primary grades as evidenced in DRA/EDL
  - Students making one years growth increased at every grade level (increases from 11% to 69%)
  - The number of students reading on grade level by the end of the year increased

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: In examining our 2018 data, we find that although the campus has made significant gains in all academic areas, there is still much work to be done to address areas of need; such as achievement gaps with certain student groups, little growth in reading, and the number of students meeting the meets grade level and master's level on STAAR. **Root Cause**: There has been inconsistency in the implementation of Guided Reading. There has not been enough training in the implementation of targeted interventions for under-performing populations such as special education. There has not been a focused concentration on monitoring data for Meets and Mastering levels on STAAR.

Problem Statement 2: Passing rates for special education students was between 30 to 58 percentage points lower than the next lowest performing groups on the reading, math, writing, and science STAAR tests. **Root Cause**: The special education population needs significant academic support. Our teachers need more training in high yield strategies that best support these students.

Problem Statement 3: Results for reading STAAR show modest growth- only three percentage points from the 2018 test. Additionally, only 42% of all

students achieved the meets grade level standard. **Root Cause**: Guided Reading was not implemented consistently and effectively in grades K-5.

Problem Statement 4: While we are very proud of the gains in Approaches Grade Level on STAAR, we are concerned that only a small percentage of students met the Masters Grade Level: 18% in reading, 20% in math, 28% in writing, and 9% in science. **Root Cause**: The focus has been on ensuring students "pass" the STAAR. We have not put enough emphasis on students reaching the Meets or Mastering Levels.

Problem Statement 5: By the end of 2nd grade, fewer than 65% of students are on grade level in reading based on DRA/EDL data. **Root Cause**: Teachers are not implementing all components of a Balanced Literacy Block.

Problem Statement 6: Results for math STAAR show no growth. Additionally, we failed to meet the achievement requirements for all students and all identified student groups. **Root Cause**: New teachers to the school that had not been trained on the high yield strategies our campus has always used.

Problem Statement 7: Results for science STAAR show a decrease in students meeting the Approaches Grade Level . Also the number of students at Meets level have decreased; and the number of students at the Masters level has never been over 10%. **Root Cause**: There has not been a consistent/coherent approach to teaching science since there was a new teacher teaching science this year.

School Culture and Climate

School Culture and Climate Summary

Ruth Barron implements PBIS schoolwide and every classroom uses CHAMPS to set expectations for behavior. The number of referrals for the 2014-15 school year was 91. Each year since, the number of referrals have decreased. Last year, referrals to the office went down yet again to 49. When we look closely at the data, we find that most of the referrals come from just 5 students who are now receiving interventions for behavior. The two locations with the majority of incidents leading to referrals are the classroom (21 referrals) and the playground (10 referrals).

Data from the 2017-18 Staff Survey indicated the following areas as opportunities for growth:

Opportunities for Improvement (Below 80%)

- My principal or supervisor provides the support I need with problems on the job
- Teachers have a role in selecting instructional materials and resources
- Staff development provides teachers with useful knowledge and skills
- I believe teachers of special populations (Dyslexia, special education, ELL) receive adequate resources
- I am provided opportunities to learn from other teachers
- I am given appropriate assistance to resolve disciplinary problems in my classroom

School Culture and Climate Strengths

Teachers are willing to sponsor extra-curricular activities such as Cheerleading, Chess Club, Art Club, Sports Club, Spanish Club, Choir, Technology Club, and Destination Imagination.

Data from the 2017-18 Staff Survey indicated the following areas of strength:

Areas of Strength (80% or Above)

- My principal or supervisor encourages staff involvement in decisionmaking
- My principal or supervisor encourages collaboration among staff
- My principal or supervisor provides helpful feedback about my work outcomes
- My principal or supervisor contributes to a positive culture in my school or department
- My principal or supervisor sets clear goals and objectives
- My principal or supervisor makes timely decisions
- I get the training I need to do my job

- I like working for my principal or supervisor
- My work is appreciated by my principal or supervisor
- I can communicate openly and honestly with my principal or supervisor
- I am allowed to make decisions within my scope of authority
- I receive useful feedback on my job performance
- I am proud to work for Pflugerville ISD
- I like the work I do
- On most days I feel good about what I have accomplished
- I understand what is expected of me in my job
- I would recommend my campus or department to a friend as a good place to work
- My job allows me to use my skills and abilities
- I would recommend this district to a friend as a good place to work
- Facilities are well maintained
- I receive the resources and support I need to do my work
- I am enthusiastic about my work
- My coworkers are committed to doing quality work
- The hours I work are reasonable
- My workload is appropriate for my position
- I work in an environment that is safe
- I feel secure in my employment with this district
- I have sufficient access to resources and materials
- I have sufficient access to instructional technology
- Teachers are held to high professional standards
- I have the opportunity to collaborate with colleagues
- I receive feedback that can help me improve my teaching
- Teachers are involved in decisions about instructional issues
- The principal provides leadership in setting and maintaining behavioral standards for students
- Our student code of conduct is consistently and fairly enforced
- Most students in my school show respect for teachers and staff
- My work is aligned with the campus vision
- I am satisfied with the leadership of my principal
- I am satisfied with the leadership of my administrative staff

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Although there are great systems in place to create a safe environment, we see a need to promote leadership skills in our students.
Root Cause: There are very few opportunities for students to be leaders on the campus.

Problem Statement 2: While teachers report that RBES is a great place to work, they also identify the need to take on instructional leadership roles and to observe one another's practices. **Root Cause**: There are no consistent protocols in place to identify teacher leaders. Time has not been allotted to allow teachers observe other teachers or to provide feedback to each other.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Data from the 2016-17 Campus Profile indicates that 41.3% of RBES teachers had less than 5 years of teaching experience. Each year, the retention rate of teachers have steadily improved. This year, the campus only had to hire six teachers. All new hires are experienced teachers.

Staff Quality, Recruitment, and Retention Strengths

Out of the 6 teachers hired for the 2018-19 school year, none are new to the profession. 100% of the teachers and paraprofessionals meet the highly qualified requirements and parents are aware of the highly qualified status of all teachers. All staff receives ongoing and sustained professional development that is aligned with the goals of the district and Campus Improvement Plan. Teachers are provided a viable curriculum that is aligned with student needs and the TEKS.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Because we are a Bilingual campus, with over 65% of our students being English Learners, it is always a challenge to hire highly qualified bilingual teachers with experience. **Root Cause**: Each year, it is a challenge to find certified bilingual applicants to fill vacancies.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Ruth Barron follows the curriculum created by Pflugerville ISD. District common assessments are given once a semester in all core subject areas. Additionally, the campus gives two common assessments per core area each semester. These common assessments are given to measure the progress of students and to check for TEKS mastery. Data from these assessments are used to drive instruction and provide teachers with information on meeting the needs of all students.

Curriculum, Instruction, and Assessment Strengths

- There is an aligned, viable curriculum in place. During weekly PLCs, teachers examine instructional practices and student data.
- The campus has an instructional coach to provide on the spot support and professional development.
- The campus has five interventionists to provide interventions at a Tier 2 level of RtI.
- All classroom teachers are ESL certified and most also have a GT certification.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Although we have weekly PLCs, it is always a challenge to find time to have teachers examine data, student work, and instructional practices with fidelity. **Root Cause**: Protocols were not in place to leverage PLCs to the maximum when it comes to deeply looking at data to drive instruction. Many times, PLCs were just team meetings.

Parent and Community Engagement

Parent and Community Engagement Summary

There is much parent participation at special events at the school. However, there are few volunteers at the school. The school has partnered with a local church to host adult ESL and Citizenship classes for parents and community members. All communication from the school is in English and Spanish; this includes even posts to our school's Facebook.

Parent and Community Engagement Strengths

- Parents and community members are included as decision makers in a broad spectrum of school decisions by their participation on the school's Campus Academic Advisory Council (CAAC).
- Strong parental support and attendance at Parent Nights (Literacy, Math, Science), Fall Festival, Family Movie Night, etc.
- School/Parent communication through Friday Folders, Facebook, etc.
- Improved parent participation in the school's PTO
- Improvement in the number of consistent parent volunteers

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Although the numbers of parents signed up a volunteers has increased, we a still looking for ways to encourage more parents to be involved with the school. **Root Cause**: There is no system established to recruit parents to be volunteers or to take on leadership roles on the campus.

School Context and Organization

School Context and Organization Summary

PfISD supports the campus by providing the curriculum as well as staff development for all staff members. Additionally, district instructional specialists are available to provide training as needed for specific teachers or the campus as a whole.

School Context and Organization Strengths

Ruth Barron teachers have the opportunity to serve on district committees to help make revisions to the curriculum and to district assessments.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: With the addition of new staff members, there is always a need to get those individuals up to date on all of the systems at the district/campus level. **Root Cause**: There is not a system for on-demand technology training of new staff members.

Technology

Technology Summary

Ruth Barron has a wealth of technology which includes smart boards in all classrooms, a computer lab, and iPAD cart, 5 iPADs per classroom, and every class has one teacher computer and two computers for students to use. In the last 2 years, the campus has purchased two laptop carts for teachers to check out to use with their students. This year, each grade level will have their own technology cart (tablets or laptops) for the students to use.

Technology Strengths

Students have many opportunities to use technology in meaningful ways in the classroom. We have used our Title I funds to purchase two laptop carts (with 25 laptops in each). Additionally, our campus has recieved a iPads for all classrooms PK- 1st grade and each grade level, 2nd-5th received a laptop cart. As observed during walkthroughs and classroom observations, students are interacting with technology on a daily basis.

Problem Statements Identifying Technology Needs

Problem Statement 1: Now that our campus is technology rich, we must create systems to address the management of the hardware, troubleshooting of software issues, and monitoring of student use. **Root Cause**: There are no systems in place to address management of hardware or student usage. There is no one on campus trained to troubleshoot software issues.

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
- 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
- Accountability Distinction Designations
- 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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,

- Special education population, including performance, discipline, progress, and participation data
- 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.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 1: By the end of the 2018 school year, the campus teacher turnover rate will decrease by 10%.

Performance Objective 2: During the 2018-19 school year, 100% of teachers implement the district developed curriculum.

Performance Objective 3: During the 2018-19 school year, 100% of teachers will implement Fundamental 5 strategies.

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 1: 85% of students in all student groups will meet or exceed the 2019 STAAR Approaches Level of performance and at least 50% will achieve the Meets Standard of performance in Reading. All students will make adequate progress as measured by STAAR.

80% of students in grades K-2, will make at least a year's worth of growth as measured by Star 360 and/or IStation

Performance Objective 2: 90% of students in all student groups will meet or exceed the 2019 STAAR Approaches Level and at least 60% will achieve the Meets Standard of performance in math.

Performance Objective 3: 80% of students in all student groups will meet or exceed the 2019 STAAR Approaches Level and 65% will attain the Meets of performance in writing.

Performance Objective 4: 75% of students in all student groups will meet or exceed the 2019 STAAR Approaches Level and 50% Meets Level of performance in science.

Performance Objective 5: 80% of students will advance a TELPAS composite level at the end of the 2018-19 school year. 80% of students will meet or exceed expectations for the progress measures on the Reading and Math STAAR (Index 2, Domain 2)

Performance Objective 6: 80% of students will pass Campus Based Assessments in Social Studies

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: During the 2018-19 school year, 100% of all information, both in written and oral form, will be accurately provided in both academic English and Spanish.

Performance Objective 2: By the end of the 2018-19 school year, there will be a 10% increase in parental involvement as measured by the number of parent volunteers and participation in school initiatives.

Performance Objective 3: By the end of the 2018-19 school year, there will be a 10% increase in the number of books checked out in the school's library by parents.

Performance Objective 4: RBES will increase the daily attendance to 98% for the 2018-19 school year.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By the end of the 2018 school year, office referrals will decrease by 10%.

Performance Objective 2: 90% of survey respondents will indicate that RBES is a healthy, secure, and orderly environment for students, staff, families, and communities.

Addendums

We are committed to working together to provide the best education for your children. Please review our current Parental Involvement Plan. We encourage and need your input in making our school the best it can be. Thank you for staying involved in your child's education. We look forward to a successful year. If you have any questions, please call our school.

Campus Mission: The mission of Ruth Barron Elementary School is to cultivate a culture of high expectations through a rigorous curriculum, relevant learning experiences, embracing our diversity, and creating strong relationships with our learning community that will result in the success of every child. Simply put, "lo que se dice, se hace." This translates to "that which you say, you do."

Statement of Purpose:
> The faculty of our school is committed to providing a quality education for all students and to recognizing the essential role of parents and the value of their input.

Goal 1: Provide parents with the opportunity to have input in the Parental Involvement Plan at the district level and at their child's school.

Strategies
- Provide parents with a copy of the school–parent involvement plan via the student handbook and the school's website.
- Provide parents with opportunities to give input and suggestions for revision of the school plan through a variety of ways.

Goal 2: Provide outreach for parents of limited English proficiency (LEP) students so they can be involved in their child's education.

Strategies
- Follow the district LEP Plan to assess possible LEP students and communicate with parents regarding this process.
- Provide, whenever possible, pertinent school information in the parents' native language.

Goal 3: Provide an opportunity for parents and their children's school to jointly develop a School–Parent Compact that is to be implemented annually and includes: the school's responsibility to provide high–quality curriculum and instruction in a supportive and effective learning environment; the way in which each parent will be responsible for supporting their child's learning; and strategies that will address the importance of ongoing communication between teachers and parents.

Strategies
- Review the School–Parent Compact annually for revisions by the Parent Teacher Organization and Campus Advisory Council.
- Provide opportunities to review the Compact with parents during back-to-school night, PTO meetings, and/or Title I information night.

Goal 4: Provide notice and information under the "Parents Right to Know" requirements to all parents in Title I schools, in an understandable and uniform format and, to the extent practicable, in a language parents can understand.

Strategies

- Provide each parent with a copy of the student progress report.
- Notify parents, via a letter, if their teacher or paraprofessionals in their child's classroom are not highly qualified.

Goal 5: Provide opportunities for parental involvement capacity building at the district and school levels.

Strategies

- Provide orientations for all parents interested in volunteering.
- Provide activities at a variety of times.
- Utilize a variety of communication techniques to enhance parent participation.
- Provide opportunities for community–based organizations and businesses to support the capacity building efforts of parental involvement.
- Provide materials & training to help parents to work with their children to improve their children's achievement, such as literacy training & using technology.
- Provide assistance to parents in understanding such topics as the Texas Essential Knowledge & Skills and state & local assessments including State of Texas Assessment of Academic Readiness (STAAR).
- Convene at minimum an annual meeting to inform parents of their school's participation in the Title I Program and its requirements.

Additional Goals/strategies may be added here for your campus if necessary.

- Provide a monthly classroom newsletter that explains student objectives and how parents can help at home.
- Provide training and/or conferences for parents on how they can help their children.
- Provide opportunities for family learning at school through Literacy, Math, and Science Nights, as well as monthly parent coffees.
- Provide training for parents on positive behavior through PBIS.

Adoption

This YOUR Elementary School Parental Involvement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I program, as evidenced by meeting minutes.

The Parent Involvement Plan was developed by YOUR Elementary School on September 11th and will be in effect for the period of a school year. The school will distribute this Parent Involvement Plan to all parents of participating Title I children and make it available to the school community on or before October 1, 2018.

    Virginia Caudle
YOUR NAME, Title I Campus Principal

September 11, 2018
(Date)

These parents were involved with the development of this document:

(signatures)

Lacy Dilworth

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GEORGINA VILLEGAS

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